

LITERACY AMBASSADOR

DEFINITION:

Under general supervision and direction of the principal, the Literacy Ambassador is responsible for promoting high-quality literacy instruction and supporting implementation of district curriculum, assessment systems, and the Multi Tiered Systems of Support (MTSS) framework. They help translate district priorities into effective classroom practice and foster a positive, inclusive literacy culture.

Strong literacy outcomes require teacher ambassadors who understand the Science of Reading and support evidence-based practices schoolwide.

During the pre adoption period, this position will place greater emphasis on district training, while continuing to provide site support.

Elementary Focus:

- Help advance the district's goal of 3rd-grade reading proficiency by promoting structured literacy and evidence-based foundational practices.
- Support site implementation of Professional Learning Communities (PLC), the FCUSD Model of Instruction, Common Core standards, the English Language Arts (ELA)/English Language Development (ELD) Framework, and MTSS.
- Participate in or support the upcoming district ELA/ELD adoption process.
- Cultural Responsiveness.

Secondary Focus:

- Promote evidence-based literacy strategies tailored to older learners, supporting complex text comprehension and disciplinary literacy across subject areas.
- Champion high-leverage ELD strategies and scaffolded instruction to ensure multilingual learners thrive academically and linguistically.
- Participate in or support the upcoming district ELA/ELD adoption process.
- Cultural Responsiveness.

Term: Two-year position with up to 20 additional hours per school year outside contract time for one representative per site.

QUALIFICATIONS:

Experience:

- Experience with teaching adolescent literacy.
- Experience with ELD language scaffolding for multilingual learners.
- Ability to analyze student data to guide instruction within a PLC/MTSS framework.
- Familiarity with district-adopted curriculum.

Education:

- Knowledge of CA ELA/ELD Framework, Common Core State Standards, and the FCUSD Model of Instruction.

Training:

- Training in the Science of Reading/Structured Literacy recommended.

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- Completion of LETRS training recommended.

DISTINGUISHING CHARACTERISTICS:

- Unwavering Belief & Equity Focus: An asset based belief that every student can learn to read, grounded in the Science of Reading and with intentional focus on closing persistent gaps for Black students, students with disabilities, and multilingual and language learners.
- Ability to support adult learning and collaboration.
- Alignment with district instructional practices and data use.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Instructional Leadership & Professional Development (PD)

- Promote evidence-based structured literacy and research-aligned district goals schoolwide.
- Facilitate site-based PD, attend monthly district meetings, and participate in the ELA/ELD curriculum pilot/adoption.

Curriculum & Classroom Support

- Model lessons incorporating structured literacy, writing instruction, and Designated ELD & Integrated ELD.
- Support classroom adherence to district core programs, scope and sequence, and the ELA/ELD Framework across grade levels.

Data & MTSS Interventions

- Support data analyzation within PLCs to drive targeted, data-driven instruction.
- Support the MTSS framework by assisting with intervention planning and documenting student progress.

KNOWLEDGE:

Knowledge of high quality English Language Arts instruction including:

- Implementation of all 5 pillars of reading.
- Writing across the curriculum.
- Experience with our adopted research-based phonics programs and the district's selected reading difficulty screener.
- Culturally Responsive Teaching Strategies.

PHYSICAL REQUIREMENTS:

Manual dexterity is sufficient to write, use a computer/keyboard, telephone, and other classroom technology, as needed.

- The mobility to stand, stoop, balance, reach overhead, kneel and bend.
- Physical mobility is sufficient to move about the work environment, and possibly from site to site.
- May require physical strength to push, pull, or lift up to 25 pounds.
- The job requires the accurate perception of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information and direction.
- Physical stamina is sufficient to sit, stand, or walk for prolonged periods of time.

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

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- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work onsite in a standard school/classroom environment and come in direct contact with district staff and the public.