

THE LIGHTHOUSE SCHOOL  
JOB DESCRIPTION

<b>Position:</b>	(Dyslexia Coach) Reading Interventionists/Literacy Coach (Grades K-8)
<b>Supervised by:</b>	Dyslexia Coordinator
<b>Reports to:</b>	Director of The Lighthouse School
<b>Supervises:</b>	Non-supervisory role
<b>Representation:</b>	Oregon School Employee Association – OSEA Chapter 160

**JOB CHARACTERISTICS:**

Demonstrate preparation and skill in working with students from diverse cultural, economic and ability backgrounds. Plan, organize and implement an appropriate instructional program in an elementary or secondary learning environment, utilizing Oregon State Standards, Common Core Curriculum and other educational methods determined by the school. Under the direction of the Dyslexia Coordinator and Director, and with assistance from the Curriculum Coordinator and other colleagues, this position is responsible for the education of assigned students and will be expected to create a flexible program and learning environment which encourages both academic and personal growth.

**ESSENTIAL FUNCTIONS:** may include but are not limited to the following:

**Instruction:** Develop lesson plans and assessments that are in accordance with established procedures and that ensure the attainment of State Learning Standards and the additional specific grade level learning standards set forth in the charter.

1. Work closely with Dyslexia Coordinator and Director to develop, implement, and maintain the Board's Literacy curriculum goals
2. Remain current, in terms of relevant teaching methods and best practices, in accordance with the Board's goals
3. Recommend a variety of learning materials and manipulatives for use by teachers in the classrooms
4. Work one on one or in group settings with students to enhance Literacy skills
5. Establish and communicate clear objectives for all learning activities in regards to Literacy
6. Provide a variety of learning materials and resources for use in educational activities
7. Provide direct and indirect instruction.
8. Instruct and monitor students in the use of learning materials and equipment.
9. Utilize relevant technology and other technological classroom support equipment in student instruction.
10. Long and short-term planning addressing individual needs of students.
11. Prepare students adequately for all required assessments.
12. Provide an inviting, exciting, innovative learning environment.

**Communication:** Ability to communicate effectively both orally and in writing.

1. Communicating, consulting and co-operating with other members of the school staff, including those having posts of special responsibility.
2. Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs.
3. Ability to communicate with vendors and represent the school in a professional manner

**Classroom Management:** Engage in effective and appropriate classroom management.

1. Manage student behavior in the classroom and in common areas, by establishing and enforcing rules and procedures, using teachable moments rather than disciplinary action.
2. Maintain discipline in accordance with the rules and systems of the school.

**Student Evaluation:** Observe, Evaluate, and report on student performance, progress and development.

1. Evaluate student's progress and provide appropriate feedback on work.
2. Prepare at least quarterly, or as suggested by the curriculum, individual student achievement reports.
3. Encourage and monitor the progress of individual students and use information to help staff adjust teaching strategies.
4. Maintain accurate and complete records of students' progress and development.
5. Update all necessary records accurately and completely as required by law, district policies, and school regulations.
6. Prepare reports on student progress, as required.

**Professional Expectations:** Actively engage and participate in professional growth opportunities.

1. Coordinate plans of assistance with colleagues to maximize learning potential, thus reinforcing student knowledge on an interdisciplinary basis.
2. Participate in school functions, district and parent meetings, including but not limited to; recess, bus or cafeteria duty, IEP's, SST meetings, parent conferences, and PLC meetings.
3. Accept and incorporate feedback and coaching from administrative staff.
4. Keep current on professional development requirements.
5. Maintain a professional attitude and appearance, with one's self as well as classroom upkeep.
6. Perform other duties as assigned in accordance with the essential functions of this position.

### **EDUCATION/CERTIFICATION:**

Holds an appropriate Oregon teaching license, or charter school registry through TSPC, as required.  
First Aid and CPR certification, or the ability to become certified.  
Reading Endorsement preferred but not required

### **QUALIFICATIONS/TRAINING**

1. Possess any required state teaching credential and meet any other credentialing requirements.
2. Ability to pass criminal background investigation.
3. Demonstrated professional communication skills.
4. Demonstrated professional social skills.
5. Demonstrated ability and experience to engage the interest of school-age children.
6. Demonstrated ability to work with diverse children, including those with special needs.
7. Teaching experience in a public or private school, preferably in an urban setting.
8. Demonstrated ability to work well with parents.
9. Demonstrated ability to work effectively as a team member.
10. Demonstrated ability to evaluate tests and measurements of achievement.
11. Demonstrated willingness to be held accountable for student results.
12. Demonstrated ability and proven ability to report to work on a regular and punctual basis.

### **PHYSICAL DEMANDS/WORKING CONDITIONS:**

Spends the majority of the day standing and sitting in the classroom. While standing the teacher will frequently hold light objects they are working and demonstrating, etc. These can be held from waist level to slightly above the teacher's head. Teacher must be able to walk through the classroom and be able to maneuver in tight spaces between desks. Dealing with students can entail kneeling or squatting, stooping and bending from 50-70 degrees at the waist on an occasional to frequent basis on a given day. The chalkboard or white board is occasionally to frequently used which can require grasping the chalk or marker or eraser, reaching at, below or above shoulder height with the dominant upper extremity and may require trunk or neck rotation to look back at class.

Teachers may be required to do playground/yard duty, which involves walking on even and uneven surfaces including pea gravel and negotiating a 6" curb.

The teacher may use computers, overhead projectors, TV, VCR, etc. which would require a 10 pound force to push or pull the TV/VCR stand. The overhead projector requires 5 pounds of force to move. When working with equipment it may also be necessary to forward bend, squat, and/or kneel.

The teacher often moves children's desks and chairs to change the layout of the classroom to influence teaching situations. It is occasionally necessary to lift and carry boxes weighing up to 25 pounds from the office to the classroom up to 200 feet away.

The teacher must sit on an occasional basis when developing lesson plans, grading, etc. This is done at the desk with forward bending from the waist, leaning on the forearms, and looking down which requires neck flexion. It is necessary to grasp and manipulate pens, markers, scissors, staplers, etc., either occasionally or frequently, depending on the day. May occasionally have to climb or balance on counters, step- ladders or chairs.

This position works in a variety of settings including classrooms and outdoors and may experience heat or cold extremes as well as fumes, odors, dust, and noise level is moderate to loud.

Moderate to high stress level

### **TERMS OF EMPLOYMENT:**

UNION POSITION – part time (.5 FTE)

Monday through Friday

21 Hours per week

Hours will vary between 7 am – 4:30 pm and will be determined by the administrator and the needs of the day

Salary range: Depending on Experience; in accordance with the collective bargaining agreement; \$14,794 – \$34,518

All requirements are subject to possible modification to reasonably accommodate an individual with a disability or disabilities.

Right to Revise:

This job description is not meant to be all-inclusive and the School reserves the right to revise this job description as necessary without advance notice.

The statements herein are intended to describe the general nature and level of work being performed by employees, and are not to be construed, as an exhaustive list of responsibilities, duties and skills required of personnel so classified. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer without notice.