



## Youngstown City School District Job Description

**Position:** Literacy Lab Teacher  
**Reports to:** Building Principal  
**Category:** YEA/Bargaining Unit  
**Salary Range:** Collective Bargaining Agreement Negotiated Salary Schedule  
**Schedule:** 184 Days

### **Purpose Statement:**

The Literacy Lab Instructor

### **One Plan Root Cause/Position Justification:**

Increase scholar access to Tier 1 content by differentiating instruction based on individual need using scholar data to accelerate gaps in learning with the creation of specific intervention labs.

### **Essential Functions/Qualifications:**

Ohio Department of Education Teacher Licensure and High Qualified appropriate to assignment; individuals with an ELA license appropriate to the grade levels of employment. K-12 Reading Specialist endorsement (documented high growth or performance results on state and local assessments may be considered for substitution for endorsement).

### **Knowledge and Skills:**

- Individual and classroom management techniques.
- Interpersonal skills using tact, patience and courtesy.
- Computer technology and software skills.
- Demonstrate skills in listening, communicating and collaborating.
- Strong knowledge in culturally responsive teaching.
- Desire to work hard and passionately seek success for all students.

### **Abilities:**

- Present complex information on education.
- Implementation of explicit curriculum based on individual need.
- Develop others with effective coaching strategies.

- Strong interpersonal skills with individuals, teams and groups (scholar, parent, educator, specialist, administrator and support staff).
- Develop goals and objectives; establish and meet schedules and timelines; work with discretion and confidentiality.
- Define projects and specifications; deal with a variety of projects simultaneously; prepare clear and concise management reports.
- Understand and carry out oral and written directions.
- Communicate effectively both orally and in writing in a clear and concise manner.
- Apply policies and procedures related to the assigned duties and responsibilities of the position with good judgment in a variety of situations.

### **Performance Responsibilities:**

- Demonstrating Knowledge of Science of Reading- Teacher's plans and practice reflect solid knowledge of content, prerequisite relationships between important concepts, and the instructional practices specific to the Science of Reading.
- Setting Instructional Outcomes- Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for individual students, represent a variety types of learning and are progress monitored throughout the year. The outcomes must reflect opportunities to review data and coordinate with Instructional Coach, State Support Team Five Representative and scholars.
- Demonstrating Knowledge of Resources - The teacher is fully aware of the resources available through the school, district and or Instructional Coach to enhance own knowledge, to use in teaching.
- Designing Coherent Instruction - The teacher coordinates knowledge of content, students and resources to design a series of learning experiences aligned to instructional outcomes. The teacher follows the lessons' clear structure and engages students in a perky pace for significant learning.
- Communicating with Scholars - Expectations for learning, directions and procedures, and explanations of content are clear to scholars.
- Engaging Scholars in Learning- Activities, materials and grouping of scholars are fully appropriate for the instructional outcomes and scholars' culture and levels of understanding. All scholars are engaged in work of a high level of rigor. The lessons are coherent and implemented with a perky pace.
- Data Driven- Assessment is regularly used in instruction, through self assessment by scholars, monitoring of progress of learning by the teacher, Instructional Coach, State Support Team 5 Representative, and scholar. High quality feedback is provided to the scholar.
- Demonstrating Flexibility and Responsiveness- the teacher promotes the successful learning of all scholars, making adjustments as needed to instructional plans and accommodating scholar questions, needs and interests.

## **Classroom Environment:**

- Creating an Environment of Respect and Rapport- Classroom interactions, both between teacher and scholars are polite and respectful, reflecting general warmth and caring, are appropriate to the culture and developmental differences among groups of scholars.
- Establishing a Culture for Learning- The classroom culture is characterized by high expectations for all scholars and genuine commitment to the subject by both teacher and scholar, with scholars demonstrating pride in their work.
- Managing Classroom Procedures- Little instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties occur smoothly and in a timely manner.
- Managing Student Behavior- Standards of conduct to be clear to scholars, and the teacher monitors scholars behavior against those standards. The teacher's response to scholars' misbehavior is appropriate and respects the scholars' dignity.

## **Professional Responsibilities:**

- Maintain Accurate Records- The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and effective.
- Communicate with Families- The teacher communicates frequently with families and successfully engages them in the instructional program and process. Information to families about individual scholars is conveyed in a culturally appropriate manner.
- Participating in a Professional Community- The teacher participates actively in the professional community and in the school and district events and projects, and maintains positive and productive relationships with colleagues.
- Growing and Developing Professionally- The teacher attends professional development and actively implements the practice within the classroom. The teacher welcomes feedback from colleagues, coaches and supervisors.
- Showing Professionalism- The teacher displays a high level of ethics and professionalism in dealings with both scholars and colleagues and complies fully and voluntarily with school and district regulations.
- Professional Commitment- The teacher has good attendance and regularly participates in all staff, department, and committee meetings in addition to other school/district events.

**Evaluation:** Performance will be evaluated in accordance with OTES 2.0 as outlined by O.R.C and YCSD Policy.

## **Physical Abilities:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The employee must be able to:

§ Lift, carry, push and/or pull items with a strength factor of medium work.

§ Hear and speak to exchange information in person or on the telephone.

§ See to read a variety of materials.

§ Possess dexterity of hands and fingers to operate a computer keyboard.

§ Stand or walk.

§ Bend at the waist, kneel or crouch to file materials.

§ Sit or stand for extended periods of time.

§ Reach above shoulders to file materials.

§ Climb a stool/ladder.

**The Youngstown City School District is an equal opportunity employer offering employment without regard to race, color, religion, gender, national origin, age, or disability. This job description summary does not imply that these are the only duties to be performed. This job description is subject to change in response to funding variables, emerging technologies, improved operating procedures, productivity factors, and unforeseen events.**