

**JOB TITLE: NATIVE STUDENT LITERACY SUPPORT SPECIALIST**

**GROUP: HEA**

**WORK DAYS PER FISCAL YEAR: 180**

**FLSA STATUS: Exempt**

**SUMMARY:** The Native Student Literacy Support Specialist provides oral language and reading instruction to struggling American Indian/Alaska Native readers (K-8) and evaluates and implements culturally responsive literacy strategies that increase student success for American Indian/Alaska Native students. The Native Student Literacy Support Specialist works cooperatively with school-based staff, Literacy Coordinator/specialists, the Department of Language Learning, the Native Education Program, and other staff and administrators as applicable, to develop and implement culturally responsive research-based, data-driven, strategies and interventions based on district literacy frameworks and best or promising practices in literacy interventions specifically for American Indian/Alaska Native learners. The Native Student Literacy Support Specialist will work closely with the Director of Language Learning, Literacy Coordinator/literacy specialists who provide structured support across sites, and the Native Education Program Manager to support the implementation of adopted literacy frameworks, and adaptation of ELL strategies for American Indian/Alaska Native learners.

**CONTEXT AND MISSION:** Highline Public Schools serves approximately 18,000 students in 36 schools. Starting in the fall of 2012, the Highline community came together to develop a four-year strategic plan outlining the community's bold goals and big dreams for its children. The plan's promise is that every student in Highline Public Schools is *known by name, strength, and need, and graduates prepared for college, career, and citizenship.*

The collective commitment embodied in the plan is grounded in the community's deep belief that Highline students are capable of reaching the plan's ambitious goals and is driven by students' aspirations for their future.

The instructional vision articulated in the plan is organized around Four Pillars that guide professional and organizational practices:

- Equitable access to rigorous, standards-based instruction. *High-quality instruction for all students.*
- Results-focused professional learning and collaboration. *Investing in our people so they continuously fine-tune their craft and grow in their profession.*
- Strong partnerships with families and community. *Schools can't do it alone. We are better when students, families, community and educators work hand-in-hand.*
- A culturally responsive organization. *Our diversity is a strength and an asset. We are committed to equity, excellent service for all, and continuous improvement.*

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed while in other cases related duties may also be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Provides school-based interventions for struggling American Indian/Alaska Native readers and writers in small reading groups, before or after school tutoring programs, and referrals to after school and/or summer reading programs.
- Assists with planning, research, and professional development for school-based staff in effective reading and writing strategies to improve outcomes for American Indian/Alaska Native learners K-8.
- Co-develops individualized Native Student Literacy Success Intervention Plans with teachers, specialists, Native Education Program Manager, and parents/family members.

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- Assists in developing and coordinating literacy outreach efforts and family literacy activities for American Indian/Alaska Native students K-8 and their families.
- Works closely with Native Education Program Manager, Director of Language Learning, school principals, Literacy Coordinator and specialists in the development and implementation of reading and oral language strategies and activities for American Indian/Alaska Native learners K-8 and participates in collaborative *Native Student Literacy Success Project* development with Native Education Program staff, Director of Language Learning, and literacy specialists.
- Attends regular staff meetings, exercises sound judgment and initiative in decision making, and assists school staff in establishing and meeting projected student outcomes.
- Develops an understanding of formative assessments and supports the implementation of literacy frameworks.
- Effectively diagnoses student learning process and difficulties while providing evaluative feedback to students and parents including prescribed ways to maintain progress and overcome difficulties.
- Demonstrates leadership, creativity and flexibility in the development and achievement of project aims, department goals, and district-wide objectives.
- Assists with implementation and integration of the Since Time Immemorial Washington Sovereignty Curriculum for K-8 teachers.
- Provides guidance and support for schools in working with newly qualified American Indian/Alaska Native ELL/Title VII students and in meeting federal and state Title VII/ELL program requirements.
- Assists with identifying and qualifying new students for Native Education Program and *Native Student Literacy Success Project* support and is the lead on communications with parents/families about accessing literacy support.
- Takes part in professional development opportunities, trainings, and workshops as assigned for the purpose of conveying and/or gathering information required to perform functions of position.
- Performs other related duties as required.

### **MINIMUM QUALIFICATIONS**

#### **EDUCATION AND EXPERIENCE:**

One year of experience with literacy intervention strategies

Washington State Teacher certificate with an Elementary Education OR English/Language Arts Endorsement

Two (2) years' experience teaching in a diverse, multicultural K-12 educational environment that includes work with special needs students

#### **PREFERRED QUALIFICATIONS:**

Specialized expertise in American Indian/Alaska Native education or Native American Studies

Additional endorsements in ELL, Reading and/or specialized training in literacy strategies

At least one year working specifically with and on behalf of an American Indian/Alaska Native population (urban or tribal) or a Native-serving organization/entity/project/program (tribe, non-profit, agency, school district).

#### **CONDITION OF EMPLOYMENT:**

Criminal background clearance

Washington State Driver's license and proof of insurance

Completion of an ELL Endorsement within 2 years of beginning the position

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### **KNOWLEDGE OF:**

Research-based best practices in language development and academic outcomes improvement strategies for American Indian/Alaska Native learners.

American Indian/Alaska Native student learning styles and factors which inhibit academic success.

Implementing Common Core State Standards based instruction for literacy and language development.

Adopted reading programs and strategies and ability to align instructional practices to improve student learning.

Research-based assessments to evaluate student progress.

Promoting instructional leadership and intervention strategies in literacy to increase student learning.

Balanced Literacy, Guided Reading, Readers and Writers Workshop frameworks or other district adopted materials.

American Indian/Alaska Native culture, community, history, and resources in King County specifically serving the Native community.

Special issues, research, and best or promising practices in Native Education (urban *and* tribal).

Issues specific to the urban American Indian/Alaska Native population (e.g. health, economy, education).

Applying a variety of instructional theories and models to meet individual student needs and increased success.

Evaluation and implementation of best practices aligned with school and district goals for student achievement.

Team development and leading organizational change.

Development, implementation and communication of district policies and procedures to staff, students and communities.

Development of staff motivation to achieve departmental goals within established timelines.

School board policies and procedures.

### **ABILITY TO:**

Communicate effectively and clearly both verbally and in writing at all levels.

Work effectively with American Indian/Alaska Native families, schools, and agencies/community organizations to develop problem-solving strategies and meet Native learner needs.

Implement successful reading intervention strategies to improve student learning.

Work collaboratively as a mentor and instructional leader to classroom teachers and paraprofessionals.

Operate a variety of modern office equipment including microcomputers and related software.

Establish and maintain effective working relationships with staff, students and general public.

Demonstrate understanding of and experience with cultural competence.

Remain flexible to changes in assignments or situations.

Organize activities, set priorities, and follow instructions.

Make sound decisions and resolve staff conflicts tactfully and diplomatically.

Contribute to the schools' success and team development in a positive, proactive manner.

Participate in and support extra-curricular/intramural activities with students and staff.

Work independently and with minimal supervision.

Maintain strict confidentiality.

Establish and maintain student data and possess ability to prepare student progress reports in a timely manner.

Comply with school board policies and follow administrative procedures.

**REPORTING RELATIONSHIP:** Director of Language Learning and Native Education Program Manager or designee

**EVALUATION:** This position will be evaluated by the Director of Language Learning and NEP Manager or designee based on performance of duties and responsibilities.

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**PHYSICAL DEMANDS:** 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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee is occasionally required to stand and walk. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, and ability to adjust focus.

**WORK ENVIRONMENT:** The work environment characteristics described here 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 the essential functions.

While performing the duties of this job, the employee regularly works in indoor conditions and regularly works near video display. The noise level in the work environment is usually moderate. The employee must deal with angry and upset students, parents, and community members. The employee must adjust to frequent interruptions in their work schedule.

### CLASSIFICATION HISTORY

Created by Human Resources as outlined by Native Education Program Manager, 2014.09.25

*Job descriptions are written as a representative list of the **ADA essential** duties performed by the entire classification. They cannot include, and are not intended to include, every possible activity and task performed by every specific employee.*