

JOB TITLE: TEACHER ON SPECIAL ASSIGNMENT (TOSA): District Level

JOB DESCRIPTION: To work with District management to facilitate change, train staff, review program effectiveness, and implement programs all under the umbrella of Educational Services. Employees in this classification receive direct supervision from a District manager within the broad framework of policies and objectives. This job class functions as a member of a learning team and participates in the formulation, development, implementation, and sustainability of district programs. Teachers on special assignment are professional, collaborative, consistently demonstrate a growth mindset and continue to further develop as a professional educator.

Term: Subject to funding; year to year position

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Serves in the capacity of Mentor for participants in the OGSD Induction program or other assigned mentor program
- Supports instruction of all teachers and students to implement supports for access for all students to succeed, particularly our underserved students
- Develops and facilitates PD for parents and teachers, both district-wide and at sites, under direction of their supervisors and in collaboration with principals
- Models research-based instructional practices, methods, materials, and technology that have proven to increase student achievement and close the achievement gap, through classroom demonstrations, planning, and/or co-teaching
- Engages in a cycle of coaching with teachers, making informal classroom observations and offering insights for the enhancement of teaching-learning situations; feedback provided directly to the teacher will be for the purpose of instructional support and improvement and not for evaluation
- Supports teachers and collaborative teams in their effort to make data and research-based instructional decisions to increase student learning
- Provides school-level or district-level professional development related to district initiatives
- Works collaboratively and communicates effectively with district-level leadership to ensure rigorous, relevant standards-based implementation that will increase student learning and achievement
- Works collaboratively and communicates effectively with other instructional coaches and teachers in all departments and at all grade levels and sites to strengthen vertical articulation and to create a seamless instructional program
- Cultivates and models a professional and respectful working and learning environment
- Works with teachers on implementation of curriculum and other district and/or board-approved instructional materials, both core and supplemental
- Facilitates review of standards, assessment, and pacing calendars
- Supports and leads pilot of curriculum and/or instructional materials as appropriate
- Assists schools in assessing effectiveness of instructional program
- Serves on District committees, task forces, and/or advisory committees as appropriate. District Committee meetings may be outside work hours but will serve in the place of “adjunct duties.” Such district meetings could include Parent Information Nights, HABLA, DELAC, DLT/DMT, etc.
- Attendance at two night meetings a year per OGEA contract will be determined by District Manager.

- Supports and articulates the District Core Values and Vision to others
- Supports all district initiatives
- Coordinates and plans special programs and activities as they pertain to their job
- Serves as a substitute as needed
- Performs related duties as assigned

MINIMUM QUALIFICATIONS:

- Maintain confidentiality and positive, professional decorum
- Skill to establish and maintain positive work relationships with a diverse population of students and adults
- Minimum 5 years experience in education
- Knowledge of current educational best practices
- Successful classroom experience, education specialist, or TOSA, with minimum ratings of satisfactory/meeting standards on previous 2 years of evaluations or alternative evaluation
- Possession of a valid California Teaching Credential and/or Education Specialist Credential, or Credential in School Psychology
- Possession of a valid Class 1, California driver's license
- Knowledge of state standards, curricular planning, development and assessment methods, techniques and instructional practices
- Knowledge of PBIS and/or positive social-emotional supports
- Strong implementation of a variety of teaching strategies and protocols
- Knowledge of broad curricula and innovative instructional practices such as Project Based Learning (PBL), Science, Technology, Engineering, Art, and Music (STEAM)
- Interpersonal, innovative problem solving, and organization skills required to effectively facilitate coaching and professional development
- Experience in facilitating professional development for teachers and/or colleagues
- Skill to motivate others in the accomplishment of stated goals and objectives
- Excellent written and oral communication skills
- Effective use of technology, including Google Suite
- Resourceful and collaborative with all administrators, parents, teachers, and students
- Knowledge and usage of formative/summative assessments
- Observes a flexible full-day work schedule upon approval of district manager
- Skilled in developing assessments and backwards mapping
- Clear knowledge and implementation of the English Language Development Standards
- Clear knowledge and implementation of the Cycle of Inquiry process

	Specific Qualifications	Specific Duties
PALs	<ul style="list-style-type: none"> • Strong content knowledge in ELA, Math, and/or PBL 	<ul style="list-style-type: none"> • Plan and facilitate DMT/DLT • Plan and facilitate common planning days • Support with student assessments • Provide targeted support to teachers/grade levels/sites selected based on data • Support in ensuring teachers and students have necessary

		materials for student learning to meet compliance requirements
	Specific Qualifications	Specific Duties
ELTPs	<ul style="list-style-type: none"> • Knowledge of ELA/ELD Framework • Knowledge of Integrated and Designated ELD Strategies/Practices • SEAL training preferred 	<ul style="list-style-type: none"> • Administer the ELPAC • Plan and work at the EL reclassification celebration • Order materials for students and teachers to support language acquisition • Organize EL materials in bins by units/teacher as appropriate • Support implementation of integrated and designated ELD strategies • Collaborate with ELD IAs
	Specific Qualifications	Specific Duties
SPED Coach	<ul style="list-style-type: none"> • Minimum of a Clear Educational Services and /or Specialist Credential • Knowledge of local, California, and Federal law and regulations regarding special education • Knowledge of web-based IEP systems 	<ul style="list-style-type: none"> • Support California Department of Education Compliance Reviews • Review, attend/facilitate IEPs as needed • Administer assessments as needed • Implementation of MTSS and UDL • Support interns, new teachers, and all new Special Education staff
	Specific Qualifications	Specific Duties
EdTech	<ul style="list-style-type: none"> • Knowledge of the California State Standards for Technology and how to apply those to the classroom • Ability to use G Suite for Education Apps at an advanced level • Strong knowledge of how extensions and apps can extend the capabilities of G Suite Apps • Has strong knowledge of computers and systems, and has shown the ability to explain that knowledge to others • Ability to translate IT jargon to a basic-user 	<ul style="list-style-type: none"> • Coaching/Training teachers, administrators, district/site staff, and students on using technology in their environment • Managing, maintaining and advising on numerous digital curriculum applications • Development of practices concerning use of technology within the district • Support for and consultation with district departments and school sites • Creating and maintaining how-to guides and screencasts • Processing school grades

	language	<ul style="list-style-type: none"> • Support of Special Education Department for Assistive Technology • Advising and coordinating installation of all varieties of display technologies throughout the district • Establishment of district and school site websites • Advising the District Technology Plan and relevant LCAP goals • Creation and implementation of online district forms (Informed K12) • Assisting in communication with the community at large
	Specific Qualifications	Specific Duties
PBIS Coach	<ul style="list-style-type: none"> • Minimum of a certificated credential • Knowledge of best practices around a multi-tiered behavior support system • Ability to facilitate large groups 	<ul style="list-style-type: none"> • Plan and present multi-tiered behavior system PD • Collect and analyze data and share findings • Provide individualized supports for staff as needed • Organize and provide relevant resources for parents, community and staff
	Specific Qualifications	Specific Duties
Comprehensive Coordinated Early Intervention Services (CCEIS) TOSA	<ul style="list-style-type: none"> • Minimum of a certificated credential • Knowledge of MTSS tiered intervention, PBIS, and restorative practices • Strong leadership skills • Ability to work autonomously as well as collaboratively with a variety of teams across school sites • Bilingual (Spanish) preferred 	<ul style="list-style-type: none"> • Create individualized learning plans for students identified as Rising Stars. • Collect, analyze, and communicate Rising Stars' student progress and intervention data. • Write reports as it relates to the CCEIS plan. • Consult with the principal and support staff on the needs of the Rising Stars. • Assists teachers and intervention specialists in providing intervention supports,

	<p>**The main purpose of this state accountability-funded position is to increase the academic performance, attendance, and behavior of students who have been identified in the CCEIS Plan to prevent students from being referred to and over-identified in Special Education.</p>	<p>assessment, and professional development</p> <ul style="list-style-type: none"> • Work collaboratively with the Student, Family, and Community Services team to refine and communicate the SST process.
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We are dedicated to fostering a diverse, inclusive, and equitable workplace where all individuals are respected, valued, and empowered to contribute their unique perspectives and talents. Our organization is committed to providing equal employment opportunities to all employees and applicants for employment without regard to race, religion, sex, sexual orientation, gender identity, national origin, age, disability, genetic information, marital status, veteran status, or any other characteristic protected by applicable federal, state, or local law. Our organization is a Drug and Tobacco-Free Workplace.

Our organization requires a successful candidate to undergo fingerprinting clearance, provide proof of TB clearance, provide us with employment eligibility and verification of a legal right to work in the United States in compliance with the Immigration Reform and Control Act. All new employees will be required to complete mandated training and certifications required by state law and District regulations related to employment in a school setting. Inquiries regarding compliance procedures may be directed to our Human Resources Department.