



TEACHER

TEACHER ON SPECIAL ASSIGNMENT (COMMUNITY SCHOOLS)

JOB DESCRIPTION

JOB TITLE: Teacher - (TOSA) Community Schools
REPORTS TO: Director of Communications
LOCATION: Education Support Services

FLSA STATUS: Exempt
PAY GRADE: TCH*
DAYS: 188 (Daily Rate up to 208 days)
JOB ID & DATE: TCH-21 | September 2023

* Compensation is based on a teaching 188 day contract with additional days paid at a per-diem rate based on the approved 188 day contract.

JOB PURPOSE SUMMARY

The Teacher on Special Assignment (TOSA) - will be responsible for assisting in the coordination of the district's "Community School" efforts and serve to develop a district-wide engagement program including setting the goals, expectations and criteria for success. This role will serve as the liaison between the district, industry experts, and community partners.

REQUIREMENTS

Education Level Details

Bachelor's degree from an accredited college or university;
Master's degree in social work, health, social sciences, public and/or education policy administration or related field preferred

License / Certification Required

Colorado Teaching License

Work Experience Required

Five years teaching experience
Experience working across schools, leadership levels, and content areas to build consensus and develop strategic plans.

Other Skills and Abilities Required

- Knowledge of core academic subjects at the elementary level.
- Knowledgeable of Colorado State Academic Standards.
- Excellent written and verbal communication to convey ideas, advocate for students, and collaborate with various stakeholders, including students, parents, teachers, and community partners.
- The ability to empathize with students and families facing challenges and build strong relationships with diverse individuals.
- Analytical skills to assess needs, identify solutions, and make informed decisions, especially in complex situations.
- Effective organization of tasks, time management, and the ability to prioritize responsibilities in a dynamic environment.
- Proficiency in collecting, analyzing, and using data to inform program decisions, track progress, and prepare reports.
- The capacity to advocate for students' needs and rights, often involving negotiating with schools, districts, and community organizations.

- Sensitivity to cultural differences and the ability to work effectively with individuals from diverse backgrounds.
- Skills to mediate conflicts, facilitate discussions, and resolve disputes among students, families, and stakeholders.
- The ability to work collaboratively with school staff, community partners, and families to achieve common goals.
- Expertise in planning, organizing, and executing programs and services that meet the needs of students and align with the Community in Schools model.
- The capacity to coordinate community resources and partnerships to support students and their families effectively.
- Engaging with the local community to build relationships, understand needs, and foster partnerships.
- Leadership skills to guide and facilitate teams, including school leadership teams and problem-solving groups.
- Familiarity with data management systems, software for creating reports, and communication tools.
- Adaptability to changing circumstances and willingness to adjust strategies and approaches as needed.
- Confidence and competence in public speaking and presenting information to diverse audiences.
- Building and maintaining relationships with community organizations, agencies, and stakeholders to advocate for students and families.
- Strong ties to the Commerce City Community and/or demonstrated understanding of the needs of an urban, low income community.

ESSENTIAL TEACHER DUTIES AND RESPONSIBILITIES

Instructional Strategies

- Develop and implement lesson plans that fulfill the requirements of the district's curriculum program and show written evidence of preparation as required. Prepare lessons that reflect accommodations for differences in individual students. Design instructional activities which enhance the objectives and which reflect an interdisciplinary/thematic approach to teaching.
- Plan and use appropriate instructional and learning strategies, activities, materials, equipment, and technology that reflect understanding of the learning styles and needs of students assigned and present subject matter according to guidelines established by the district, board policies, and administrative regulations.
- Conduct assessment of student learning styles and use results to plan instructional activities.
- Work cooperatively with Special Education, 504, CLDE, and Gifted and Talented teachers, coaches and specialists to modify curricula as needed to meet the instructional needs and IEP's for all students.
- Work with other members of staff to determine instructional goals, objectives, and methods according to district requirements.
- Uses technology to strengthen the teaching/learning process

Classroom Management and Organization

- Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
- Manage student behavior in accordance with Student Code of Conduct / Student Handbook.

Policy, Reports, and Law

- Comply with policies established by Federal and State law, State Board of Education rule, and local Board Policy.

TOSA SPECIFIC RESPONSIBILITIES

Leadership and Advocacy

- Coordinate and lead district-wide community school initiatives to ensure schools offer a comprehensive range of community-based resources and partnerships to bolster academic achievement, physical and mental well-being, and family stability for all students.
- Support school leadership in integrating diverse community partners and parents into school governance structures.

Needs Assessment and Data Analysis

- Conduct interviews with students, parents, guardians, and other stakeholders to develop a comprehensive profile of individual and family needs, covering areas such as personal and financial adjustments, employment, food, housing, and physical and mental well-being.
- Maintain a thorough understanding of community resources and agencies and engage them effectively to establish a robust community-in-schools framework.

Strategic Planning and Program Implementation

- Develop, organize, and implement program designs tailored to meet students' needs and expand the Community in Schools model.
- Monitor, evaluate, and report on the effectiveness of community school efforts and arts programs.
- Develop, maintain, and oversee database access tools related to student information systems.
- Establish problem-solving teams to address identified needs.
- Connect students and families with high-quality community partnerships that meet their needs and foster academic achievement.

- Implement a range of strategic programs and services in alignment with school community priorities.

Assets and Needs Assessment

- Coordinate deep needs and assets assessments, continuously identifying service gaps for students and families and leveraging existing community resources to address these gaps.
- Collaborate with school leadership teams to analyze data from assessments.
- Coordinate ongoing needs and resource assessments, involving a wide range of stakeholders.
- Collaboratively identify students' adverse needs and support non-instructional interventions in coordination with leadership.

Program Coordination and Alignment

- Coordinate community resources and programming within and beyond the school day for students, families, and the community.
- Ensure seamless integration and alignment of community resources and partnerships with the goals of school and district leadership teams and strategic partners.
- Assist in designing and managing volunteer systems within the school.

Evaluation and Monitoring

- Track the effectiveness of interventions and support in collaboration with the school site team.
- Perform necessary data collection and evaluation, preparing and presenting reports to local boards, districts, and partners.
- Assist in data collection, research, and data preparation for meetings.
- Monitor progress toward meeting outcomes and contractual obligations, developing action plans to address gaps and collaborating with school leadership to maintain focus on results.

Parent Engagement and Organizing

- Coordinate parent and community engagement initiatives in partnership with the campus family liaison and school leadership.
- Coordinate training and professional development for school and community stakeholders to support the implementation of the community school model.
- Represent the initiative in public forums as necessary and engage in advocacy activities to promote the program.

- Facilitate communication and relationship-building with community partners, key stakeholders, and volunteers.
- Represent the school in neighborhood groups or relevant coalitions.
- Collaborate with the School Leadership Team to prioritize and develop primary, secondary, and tertiary goals to enhance school engagement and success.
- Build connections to integrate resource agencies into the school community.
- Serve as a point of contact for agencies and programs interested in partnering with the school, facilitating new partnerships aligned with school goals and needs.
- Promote awareness of services and referral procedures.
- Initiate regular Community Partners Meetings to foster collaboration among local resource providers.
- Work closely with family liaisons to ensure meaningful family participation in the school.
- Foster alliances and partnerships with City and County agencies and non-profit partners to create a continuum of services for students.
- Develop relationships and mechanisms to link the school day to expanded learning opportunities

Integrated Health Support

- Coordinate various medical, mental, and dental health services for students and families through partnerships with Adams 14 and other organizations.

Other

- Perform other duties as assigned by the building Principal and the Superintendent of Schools.

SUPERVISORY RESPONSIBILITIES

None

PHYSICAL REQUIREMENTS/WORKING CONDITIONS

The physical demands, work environment factors and mental functions described herein are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl.. The employee must regularly lift and/or

move up to 40 pounds.

Work Environment: Majority of the work is conducted on the school campus, where the TOSA interacts with students, teachers, administrators, and other school staff. This environment can be both dynamic and structured. Often required to engage with the broader community, which may include home visits, attending community events, and collaborating with local organizations and agencies. This can vary based on the community's location and needs. Frequently attend meetings with school leadership, parents, community partners, and district officials to plan and coordinate initiatives. May require flexibility in working hours, including occasional evenings or weekends, to accommodate meetings or events that involve parents or community members.

Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

Employee Printed Name: _____ Employee ID Number: _____
Signature: _____ Date: _____