EDUCATIONAL SERVICES

Teacher on Special Assignment (TOSA)

Purpose Statement

TOSAs will collaborate with district and school leaders to convey and uphold the district strategic plan for a culture of accountability which is tightly aligned with the district expectations of teaching and learning to support and increase student achievement.

Essential Functions of TOSAs:

Instructional Leader (IL) Support

- Support IL with planning and facilitating district release day meetings
- Communicate and collaborate with other staff and school leaders to ensure guaranteed and viable implementation of district initiatives.
- Support in the alignment of the written, tested, and taught curriculum across the campuses

Data/ Assessment:

- Assist in strengthening instructional programs through a strategically planned, standards-based approach with a focus on narrowing achievement gaps.
    - Support district intervention processes for **identified at-risk** students (literacy/math).
- Support Instructional Leaders in planning teacher meetings that focus on the collection and analysis of data to develop action plans for students most in need.
- Assists in the building of an effective district student data system.
    - Engage in ongoing professional growth to increase knowledge of and proficiency in the use of the district student data system.
    - Collaboratively trouble shoots issues with the district student data system with other district staff and departments as needed.
- Supports the implementation of a comprehensive district student data system.
    - Supports school site administrators and school site PLCs with timely progress monitoring.
        - Provides disaggregated data of assessment results to school sites.
    - Collaboratively plan and support professional development related to
        - data analysis
        - implementation of student data system tools
    - Collaborate in the analysis of data to support student learning and instruction.
- Use improvement science methods and current research to facilitate and support use of assessment results to improve instruction and intervention.
    - Support administrators and school staff in
        - integrating assessment practices in schools
        - continuous improvement cycles (PDSAs)
        - utilizing the district student data system
        - analysis of data to support student learning and instruction
- Collaborating and facilitating discussion about assessment (formal and informal) data to create viable and targeted action plans.
- Provides support in developing, implementing, monitoring, and sustaining a comprehensive assessment system.
- Supports Curriculum, Instruction Assessment Coordinator in the coordination of state and local assessments.
- Conveys district communication about assessment progress and changes to all stakeholders in the district
- Assists administrators and school staff in integrating district & school-wide assessments in schools.
- Assist with the on-going professional development of district staff in the use of district-wide reading and math assessment tools.

- Attend meetings as necessary for the development of district assessments.

Instructional Support

- Provide individualized, non-evaluative, classroom-based support to implement the district instructional framework using best teaching practices.
- Assist teachers in lesson planning using instructional best practices and differentiated instructional strategies.
- Model, train, and coach teachers to use effective teaching strategies.
- Support school site PLCs, if requested by the instructional leader.

Professional learning

- Collaborate with teachers to identify topics for professional learning about instructional strategies and practices aligned with district and site goals.
    - Provide timely and consistent non evaluative feedback to teachers based on clearly communicated goals for professional growth.
    - Provide support to strengthen instructional strategies and provide specific feedback using the coaching model.
    - Solicit input from key stakeholders to ensure the professional support is appropriate and responsive to the existing and emerging interests and needs of teachers.
    - Work directly with teachers in a school providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development.

Induction

- Mentoring and guiding beginning educators based on the qualities of effective teachers, as well as the California Standards for the Teaching Profession (CSTP), California Academic Content Standards, state-adopted curriculum frameworks, state accountability systems, and the legal policies and obligations for teaching English Learners and special population students, including those in special education and alternative settings in a non-evaluative, confidential and timely manner.

Instructional Materials

- Review instructional materials and software aligned to the standards
- Coordinate instructional materials adoption with curriculum training
- Producing computer-based documents, memos, and training materials
- Demonstrate the use of appropriate contemporary technologies for teaching and learning
- Integrate technology to support use of assessment results to improve instruction and intervention

Other duties as assigned: contributions to the district community

- Engage in ongoing professional growth to stay current with the research related to assessment, intervention, MTSS, teaching, and learning.
- Seek opportunities to engage in school events, projects, and/or committees and make significant contributions to these, often taking a facilitator role.
- Participates in faculty/district committees, trainings and articulations.
- Other duties relevant to the successful implementation of the adopted academic programs.
- Build and sustain relationships with the district and school staff.
- Participate in District Collaboration meetings and TOSA PLC meetings.
- Engage in leadership activities such as district committees, trainings and articulations.

Job Requirements & Skills

- Effective collaborative, interpersonal and team building skills that maintain safe and supportive relationships with district and community partners
- Effective oral and written communication skills
- Ability to maintain cooperative and respectful working relationships with colleagues that maintain a positive team environment
- Ability to meet schedules and timelines
- Experience/education in the Results Coaching Global Level 1 (preferred)

- Understanding of current research on effective instruction
- Supports the continued development of MTSS (Tier One and Tier Two) districtwide and school wide assessments.
- Knowledge of change process models including high-reliability schools framework and improvement science methods
- Understanding of Professional Learning Communities
- Knowledge of Multi-Tiered Systems of Support (MTSS)
- Understanding of High School Graduation Requirements (preferred)
- Experience with student data systems tools

Supervisory Responsibilities:
Non evaluative

Knowledge
Knowledge is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge is required to satisfactorily perform the functions of the job includes: business telephone etiquette and office methods and practices.

Ability
Ability is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined and similar processes; and operates equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. In working with others, problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate.

Responsibility
Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; managing multiple departments; and determining the use of funds. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Work Environment
The usual and customary methods of performing the job's functions require the following physical demands: Sitting for extended periods of time, occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing; some stooping, kneeling, crouching, and/or crawling, significant fine finger dexterity, hearing and speaking to exchange information and make presentations. The job is performed under some temperature extremes and some hazardous conditions. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work Location
District office with ability to travel to other sites/locations

Experience: Certificates & Licenses:
Minimum of three (3) years successful classroom experience
Valid California Teaching Credential teaching experience
Valid Driver's License

Education: Clearances:
Bachelor's Degree (required)
Master's Degree (preferred)

Criminal Justice Fingerprints/Clearance
TB Clearance

Required Testing
Successful Completion of Pre-Employment Process

Continuing Education/ Training Work Year:
Training attendance at workshops as appropriate
Teacher contracted year plus up to ten (10) additional, optional work days agreed upon throughout the school year; five (5) in August prior to the start of the contracted year and five (5) after the end of the school year.