



TEACHER ON SPECIAL ASSIGNMENT (TOSA) - MATH

Department/Division:	Educational Services
Reports To:	Site Administrator and Director, Teaching and Learning
Provides Direction To:	Not Applicable
Classification Status:	Certificated
Date Prepared:	December 2025
Board Adopted:	May 21, 2026

JOB SUMMARY

Under supervision of the site administrator and the direction of the Director of Teaching and Learning, the Teacher on Special Assignment - Math supports teacher and student learning through professional development and ongoing collaboration around instruction. This position classification requires extensive knowledge in professional development and facilitation, Common Core State Standards, assessment models, curriculum development and implementation, knowledge of research-based instructional strategies, and exceptional collaboration and facilitation skills. The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

ESSENTIAL FUNCTIONS

The Math TOSA will perform the following:

- Collaborate with classroom teachers in the implementation of research-based learning strategies that maximize mathematical literacy learning across content areas.
- Collaborate with administrators and classroom teachers in the implementation of a school wide math program based on Common Core standards.
- Serve as part of the District's instructional team, working cooperatively with other team members and administration to provide curricular and instructional leadership.
- Collaborate with teachers and teams in focusing on the teaching of and progress monitoring of essential standards.
- Provide demonstration and coaching for classroom teachers.
- Support strong Tier 1 instruction by systemically teaching alongside classroom teachers
- Support and coordinate interventions for identified students.
- Assist with schoolwide and districtwide professional development according to district priorities to principally support our low income students.
- Coordinate and assist site and District assessment programs.
- Collaborate with teachers, administrators and staff on data analysis related to student achievement.
- Coordinate periodic parent meetings, district meetings, board presentations and other related functions to increase understanding and engagement.
- Work closely with others in similar job classifications to create and maintain cohesion of programs across the district.
- Other duties as assigned.

EXPERIENCE AND ABILITIES

Experience and Knowledge:

Extensive training, practice, and skill in:

- California Mathematics Framework
- Common Core Mathematical Practices
- Adaptive Schools, Cognitive Coaching, Student-Centered Coaching
- Professional Learning Communities (PLC)
- Cognitively Guided Instruction (CGI)
- Multi-tiered Systems of Support
- Facilitating professional learning experiences with large groups of teachers
- Implementation of adopted curriculum
- Developing, implementing, and supporting teachers with diagnostic tools such as iReady and state assessments
- Creating tools that support monitoring of student data through knowledge of SchoolCity, iReady, CAASPP, Powerschool and other platforms as implemented
- Current research-based, best practices in instruction and assessment
- Effective collaboration and team-building strategies
- Effective practices in written and oral communication

Ability to:

- Multi-Task, establish priorities and manage multiple deadlines and projects.
- Work collaboratively with colleagues, administrators and other departments
- Work and communicate effectively as a team member with teachers, administrators and other departments
- Work effectively with parents, professionals and community members, agencies /organizations and culturally and linguistically diverse groups
- Establish program operating policies, procedures and manuals
- Analyze student assessment data and present to school personnel
- Communicate effectively both orally and in writing in English
- Identify program needs and alternatives to support student achievement
- Takes initiative and works with minimal direction

EDUCATION AND EXPERIENCE

- B.A. or B.S. degree
- Master's degree or post-graduate work preferred
- Minimum of five (5) years teaching experience in corresponding grades in general education settings.
- Experience in utilizing technology in instruction and professional development
- Bilingual- biliterate English/Spanish preferred.

LICENSES AND OTHER REQUIREMENTS

- Current and valid California teaching credential: multiple subject K-6 or single subject Math for grades 7-8 required.
- Valid Class C California Driver's License and evidence of insurance is required.

WORK ENVIRONMENT

The employee frequently works in both office and classroom locations within District and school site settings. The noise level is frequently quiet or moderately quiet, at or below 85 decibels.

LAWNDALE ELEMENTARY SCHOOL DISTRICT
Job Description

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands:

While performing the duties of this job, the employee is regularly required to use hands and fingers to use computer keyboards, office and audiovisual equipment. The employee is expected to be able to reach above shoulder and below shoulder level with hands and arms. The employee frequently sits, stands and walks to various areas in office and classroom sites in order to meet with instructors and District staff and monitor the effectiveness of instructional resources. The employee occasionally lifts and carries reports, records, and light computer equipment typically weighing less than 20 pounds.

Specific vision abilities required by this job include close vision and the ability to adjust focus. Additional sensory demands include the ability to hear and talk.

Mental Demands:

While performing the duties of this class, the employee must be able to use written and oral communication skills; plan and prioritize work; read and interpret technical specifications; analyze and solve problems; learn and apply new information or new skills; work under deadlines with constant interruptions; and interact effectively with District and school site staff, faculty, management, and the general public.

Board Policy 4030: *LESDBoard of Trustees desires to provide a positive and safe work environment where employees, interns, volunteers, and job applicants are free from harassment and are assured of equal access and opportunities in accordance with law. No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.*