

TEACHER ON SPECIAL ASSIGNMENT (TOSA), Extended Learning and Early Intervention

PRIMARY FUNCTION:

Under the supervision of the Executive Director of Educational Services, the Extended Learning and Early Intervention Teacher will support, organize, and enhance the school's extended learning opportunities, including small group interventions, attendance recovery, and data management. This role will also include instructional coaching and the coordination of resources to promote student achievement. Additionally, the TOSA may provide district-wide support and technical expertise in planning and developing instructional strategies; perform various technical tasks relative to technology and other assigned areas of responsibility; and assist certificated and classified staff and site leadership teams.

Professional Responsibilities

1. Interpersonal skills using tact, patience, and courtesy.
2. Maintain an improvement focus.
3. Demonstrate strong communication skills.
4. Use sound judgment and display a willingness to make decisions.
5. Serve as a strategic thinker to achieve organizational goals.
6. Serve as a collaborative member to help shape and drive initiatives across the organization.

ESSENTIAL FUNCTIONS:

1. Promote the use of effective instructional strategies based on research.
2. Provide oversight and manage attendance programs related to intervention programs.
3. Provide support including, but not limited to, designated training, coaching, and technical assistance for the implementation of small group instruction, inclusive instructional practices, and differentiated instruction.
4. Provide coaching, ongoing feedback, and support to staff and site teams on goal development, implementation, and effectiveness of instructional strategies.
5. Support the development and selection of educational curricula, materials, and equipment.
6. Maintain awareness of new developments in the educational field.
7. Support the planning, organizing, and implementation of educational technology services to schools.
8. Support the planning, organizing, and implementation of the teaching and assessing cycle, including common formative assessments.
9. Provide support in assessing professional development needs; plan and develop training activities for teachers and support staff, including demonstrations, workshops, orientations, and group meetings; conduct professional development sessions for sites.
10. Support the design and development of professional learning materials and resources.
11. Communicate with administrators and school personnel to exchange information and support activities and instructional programs.
12. Support the implementation of Common Core State Standards and other required initiatives.
13. Collaborate with site leadership to support the collection, analysis, and use of data to drive instruction and improve student outcomes.
14. Assist with the design and development of tools for data-driven decision-making, including dashboards and progress reports.
15. Support district initiatives for evidence-based academics and behavior intervention and support.
16. Represent the department on district committees and workgroups as appropriate.

17. Facilitate effective communications between the district office, school principals, staff, parents, and other stakeholders.
18. Coach and mentor teachers in the effective use of data to inform instruction and improve student learning.
19. Support and/or facilitate professional learning communities (PLCs), site learning days (SLDs) and staff meetings to discuss best practices and continuous improvement strategies.
20. Support principals and site leadership teams to analyze student achievement and program implementation.

Other Duties and Responsibilities

1. Perform any and all other duties as assigned by the Executive Director, Educational Services, school site principal, or designee.
2. Promote good health and wellness practices.

QUALIFICATION STANDARDS:

Ability – Above average recommendations from administrative supervisors or other professionals who have observed the candidate’s personal characteristics, scholastic attainment, performance and ability to communicate effectively.

EXPERIENCE:

- Five years of successful teaching experience
- Experience in presenting to adult learners

EDUCATION/CREDENTIALS:

- a. Valid California Teaching and/or Education Specialist Credential with EL Authorization/CLAD or appropriate equivalent credential(s) and authorization(s) for assignment
- b. Bachelor’s Degree with major coursework in education, education administration, behavior management, school counseling and/or Educational Psychology or related field

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Professional Learning Communities theory and practice
- Recent developments and information related to the field of education
- Educational technology curriculum and equipment; English Language Arts and English Language Development curriculum
- Adult learning principles
- Training equipment operation and digital training platforms
- Current research and effective theories/methodologies for instruction, teaching and learning.
- Professional development design
- Common Core State Standards, Next Generation Science Standards, innovative teaching practices, and the integration of 21st century literacies.
- Differentiated Instruction for all students including, but not limited to, students with Disabilities and English Language Learners
- Multi-Tiered System of Support (MTSS)/for Response to Instruction and Intervention (RTI2).
- Positive Behavioral Intervention and Support (PBIS).

Ability to:

- Implement educational programs
- Recommend goals; objectives, and practices for providing effective and efficient instruction
- Present information effectively in front of both large and small groups of adults
- Establish and maintain effective working relationships with various stakeholders
- Understand laws, codes, policies and procedures related to education
- Analyze problems and identify alternative solutions
- Communicate clearly and concisely, both orally and in writing, in English
- Operate a computer and assigned software programs
- Provide District-wide support and technical expertise in planning and implementing educational technology strategies
- Work independently with little direction
- Effectively adapt and adjust support and services to meet changing priorities
- Provide support to District initiatives focused on improving the performance of students
- Effectively collaborate with various school sites and staff
- Support curriculum design and planning in order to serve all students represented at a school site, including but not limited to students with disabilities and English Language Learners

WORKING CONDITIONS:

Environment:

Indoor and outdoor work environment; subject to driving to conduct work

Physical Abilities:

- Bending at the waist, kneeling or crouching to assist students
- Hearing and speaking clearly to exchange information and make presentations
- Lifting books, materials and equipment to execute presentations or lessons
- Seeing to read, prepare and review a variety of activities and to monitor staff/student activities
- Sitting or standing for extended periods of time
- Walking extended lengths to move around campus and throughout the district sites

Hazards:

- Potential exposure to communicable diseases and contact with blood and other body fluids