

ORANGE UNIFIED SCHOOL DISTRICT

TEACHER ON SPECIAL ASSIGNMENT - DUAL IMMERSION PATHWAYS TO BILITERACY

DEFINITION

The TOSA, Dual Immersion Pathways to Biliteracy under the supervision of the Executive Director of Innovation, Excellence and School Support, will lead district efforts serving as the district specialist for professional learning and coaching implementation of Dual Immersion Programming PreK through 12th grade. The focus of the position is to assist administrators and faculty at dual immersion schools with the implementation, monitoring and support of the Dual Language Immersion Program.

The TOSA will provide professional development opportunities and coaching support for dual immersion teachers in order to strengthen students' language skills and enhance high school and post-secondary outcomes for students enrolled in our dual immersion programming.

Additionally, the TOSA will help to provide professional development and coaching to build out future dual immersion programming throughout the district. The TOSA will coach teachers to analyze data and ensure alignment of instruction to the rigor of the state academic content standards in the target language, including scaffolds and supports that allow students access to grade level content.

DISTINGUISHING CHARACTERISTICS

This position classification requires expertise in the field of language acquisition and dual immersion practices. Direct experience in teaching and or coaching within the dual immersion setting is recommended.

- Understand the full depth and rigor of the common core, including standards, current dual immersion policy decisions, assessment item specifications, instructional best practices, interventions, and the latest curriculum and assessment releases nationwide.
- Ability to train and coach staff on how the brain processes language and an understanding of the brain benefits of dual immersion programming.
- Understanding of how to incorporate dual immersion and the various dual immersion research-based models.
- Ability to model dual immersion lessons for teachers that provide students with a rigorous target language learning environment.
- Knowledge of assessment and data analysis to support student learning.
- Knowledge of how to plan, design and execute professional development opportunities that integrate OUSD best practices on effective instructional design, supports for all students, and data informed instruction
- Ability to work in collaboration with other teachers, instructional specialists, coaches and/or principals on targeted language acquisition interventions.

This position classification performs light work involving sitting a portion of the time. It does require walking and standing for extended periods. This position requires accurate perceiving of sound, near and far vision, depth perception, the ability to provide oral information and direction, and the handling and transporting of instructional and assessment materials and objects. Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

ESSENTIAL DUTIES

- Provide professional learning and coaching to teachers and administrators on the implementation

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of the district's adopted dual immersion curricular programs.

- Demonstrate exemplary language acquisition instruction for teachers through the following practices: coaching, co-teaching, modeling lessons, collaborative lesson planning, facilitating lesson study, data analysis, and providing small and large group professional development.
- Train and provide coaching support to teachers and administrators on the analysis of formative and summative assessment data to ensure their effectiveness in monitoring achievement of the target language acquisition.
- Provide professional learning and support for teachers on implementing differentiated instruction and small group interventions
- Provide professional learning and support on collaboratively planning to incorporate language acquisition strategies and support for students to accelerate achievement so students can achieve success on grade level standards.
- Plan and facilitate training for teachers on the implementation of the Common Core Standards and formative assessments in English and target language.

QUALIFICATIONS

Knowledge of:

- Commitment to students and learning; experience in working with adult learners.
- Curriculum development and program design as related to Multi-Tiered System of Support
- Teaching special populations of students in dual immersion instruction (English learners, students with disabilities, gifted and talented students).
- OUSD best practices on effective instructional design, supports for all students, and data informed instruction
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively.
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team.
- Strong community-building skills; experience in mentoring or coaching teachers
- Computer and Internet skills in a variety of devices that serve as digital learning tools and assessment tools.
- Highly adaptable, able to be effective and maintain composure in a fast paced environment.
- Use and application of the California Standards for the Teaching Profession (CSTP).

Ability to:

- Communicate effectively in oral and written form, utilizing a simplistic communication mode in ensuring understandable and thorough communication.
- Establish and maintain cooperative and effective working relationships with others.
- Organize, evaluate and analyze data and plan actions based on the data collected.
- Serve as a resource in classroom management, curriculum, instruction, assessment and technology for instructional staff.
- Display the use of good judgment in making decisions. Train and provide work direction to others. Work independently with little direction. Meet schedules and timelines.

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- Assist teacher in the planning and implementation of activities and procedures designed to ensure student success for all learners including at-risk, low-income, foster youth, English language learners and students with disabilities.

EDUCATION AND EXPERIENCE

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Experience:

Seven (7) years of successful teaching experience and at least two (2) years of coaching experience in working with teachers and/or principals.

Education:

Possession of a Bachelor's degree. Depth of training in implementing best instructional practices. A Master's Degree is highly desired.

OTHER REQUIREMENTS

Certification Requirement

Possession of a valid California Teaching Credential is required.

Licenses and other Requirements

Possession of a valid California Motor Vehicle Operator's License is required. Insurability by the District's liability insurance carrier.