

## ORANGE UNIFIED SCHOOL DISTRICT

### TEACHER ON SPECIAL ASSIGNMENT – TK-12 MATHEMATICAL MINDSETS

#### DEFINITION

The TOSA TK-12 Mathematical Mindsets, under the supervision of the Executive Director of TK-12 Curriculum, Instruction and School Support, will lead district efforts and serve as the resource for the implementation of the California Common Core Standards for Mathematics and the Mathematical Practices. This includes providing training and support for all elementary and secondary math teachers and upholding the mission and values set forth in 21st century teaching and learning, which includes creating positive, relevant mathematical mindsets for all students.

#### DISTINGUISHING CHARACTERISTICS

This position classification requires expertise in the field of Mathematics. Direct experience in teaching in one or more math areas is required to perform programmatic analyses using widely prescribed instructional principles and concepts.

- Understand the full impact of the transition to the common core, including shifts, standards, mathematical practices, current policy decisions, and the latest curriculum and assessment releases nationwide.
- Research and articulate how the brain processes mathematics learning.
- Understands how to turn mistakes and struggles into valuable learning experiences for all learners.
- Provides examples of rich mathematical activities to replace rote learning.
- Models authentic, relevant learning activities that provide students with a roadmap to a positive math mindset.
- Understands and explains how assessment and grading policies need to be augmented to support student learning.
- Plan, design and execute professional development opportunities that integrate OUSD best practices such as *Thinking Maps*, *WICOR*, *Response Frames*, *Communication Objectives*, *Purposeful Grouping* and a *Balanced Instructional Design*.
- Carefully plan and present mathematical pedagogy, research, and instructional design in a way that both communicates the urgency, as well as provides excitement and interest focusing on teacher/administrator ownership of the initiative.
- Work in collaboration with other teachers, instructional specialists, coaches and/or principals on targeted mathematical interventions.
- Assist teachers with creating culturally relevant classrooms that foster equity, access, student voice and self-advocacy.

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

- Assist school site teachers and administrators with the implementation of the district's adopted mathematics programs.

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- Demonstrate exemplary mathematics instruction for teachers through the following practices: coaching, co-teaching, modeling lessons, collaborative lesson planning, facilitating lesson study, and providing small and large group professional development.
- Experience in Common Core Instructional Strategies such as questioning techniques, communication objectives, response frames, purposeful grouping, active engagement, and other research-based strategies.
- Experience in the balanced instructional design, student centered learning, collaborative inquiry, shifts in the application of learning, performance tasks and culture of inquiry.
- Experience with or understanding of Units of Study and Curriculum Maps to reflect the requirements of the Common Core Standards. In addition, help make recommendations regarding the purchase of instructional materials, as needed.
- Assist in the analysis of formative and summative assessment practices to ensure their effectiveness in monitoring achievement of the Common Core Standards in mathematics.
- Understand and utilize 21st century practices that illicit the use of creativity, critical thinking, collaboration and communication in units of study for math.
- Plan and facilitate training for teachers on the implementation of the Common Core Standards and Smarter Balanced Assessments.
- Attend Instructional Specialist Training and Professional Development.

**QUALIFICATIONS**

Knowledge of:

- Demonstrated commitment to students and learning; experience in working with adult learners.
- Demonstrated knowledge of curriculum development and program design as related to Response to Instruction/Intervention and the Collaboration Cycle of Effective Instruction.
- Experience in teaching special populations of students in Mathematics instruction (English learners, students with disabilities, gifted and talented students).
- Research and 21st century evidence-based practices such as communication, creativity, collaboration and critical thinking, questioning techniques, Bloom’s Taxonomy and Depth of Knowledge (DOK).
- 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 fast pace 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.

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- 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.
- 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.

**EXPERIENCE AND EDUCATION**

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 teaching experience.

At least two (2) years of coaching experience in working with teachers and/or principals.

Education:

Bachelor's degree required. Bachelor's degree in Mathematics is preferred.

Master's Degree is highly desired.

**OTHER REQUIREMENTS**

Certification Requirement

Valid California Teaching Credential in Mathematics is required.

License Requirement

Possession of a valid California Motor Vehicle Operator's License is required.

Condition of Employment

Insurability by the District's liability insurance carrier.