

ORANGE UNIFIED SCHOOL DISTRICT

TEACHER ON SPECIAL ASSIGNMENT – SECONDARY MATH ENGAGEMENT AND ACHIEVEMENT ACCELERATION

DEFINITION

The TOSA, Secondary Math Engagement and Achievement Acceleration under the supervision of the Executive Director of TK-12 Curriculum, Instruction and School Support, will lead district efforts serving as the secondary district specialist for professional learning and coaching implementation of the California Common Core Standards for Mathematics and the Mathematical Practices. This includes strategies to incorporate differentiated resources for all secondary math teachers in order to increase equity and student success in secondary mathematics courses.

The TOSA will provide professional development opportunities and coaching support for mathematics teachers in order to strengthen students' academic skills and enhance high school and post-secondary outcomes for students. The TOSA will coach teachers to analyze data and ensure alignment of instruction to the rigor of the state academic content standards, including scaffolds and supports that allow students access to grade level content.

DISTINGUISHING CHARACTERISTICS

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

- Understand the full depth and rigor of the common core, including standards, mathematical practices, current 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 mathematics learning.
- Understanding of how to incorporate examples of rich mathematical activities to replace rote learning.
- Ability to model for teachers authentic, relevant learning activities that provide students with a roadmap to a positive math mindset.
- 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 mathematical 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 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, 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 Common Core Standards in mathematics.
- 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 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

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 Mathematics 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 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.

Licenses or Other Requirements

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

Insurability by the District's liability insurance carrier.