

ORANGE UNIFIED SCHOOL DISTRICT

TEACHER ON SPECIAL ASSIGNMENT - SECONDARY SUCCESS TOWARDS A-G COMPLETION AND COLLEGE READINESS

DEFINITION

The TOSA, Secondary Success Towards College Readiness under the supervision and support of the Executive Director of TK-12 Curriculum, Instruction and School Support, will lead district efforts at OUSD High Schools to increase the number of students graduating having met the A-G requirements. The TOSA will analyze data to inform instruction, support equitable grading practices, rewrite current non-AG courses to meet A-G requirements (in alignment with CSU and UC admissions standards), create new courses that give students other alternatives to meet A-G requirements, support our increased co-teaching plan, review course placements, expand partnerships with postsecondary institutions, and support ELA teachers with scaffolds and differentiation that will increase students' access to grade level content and success. This TOSA will also be working directly with our secondary ELA Curriculum Alignment and Assessments to support student success. This TOSA will be facilitating Data Reflection Sessions and Guided Planning alongside our site administrators, so that all students are given an equitable chance to graduate A-G ready.

DISTINGUISHING CHARACTERISTICS

This position classification requires expertise in the field of secondary education to perform programmatic analyses using widely prescribed instructional principles and concepts.

- Understand the full depth and rigor of academic content standards, A-G requirements, current policy decisions, assessment item specifications, instructional best practices, interventions, and the latest curriculum and assessment releases nationwide.
- Ability to train and coach staff to support student success in A-G courses
- 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
- Knowledge of requirements for A-G courses

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 to support student success in A-G courses
- Collaborate with others to review district course offerings and create new courses that give students other alternatives to meet A-G requirements
- Research and provide coaching support on implementation of equitable grading practices
- Rewrite current non-AG courses to meet A-G requirements (in alignment with CSU and UC admissions standards)

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- Support district increased co-teaching plan
- Collaborate with others to review course placements to ensure students are provided the opportunity for A-G completion
- Expand partnerships with postsecondary institutions
- Support ELA teachers with scaffolds and differentiation that will increase students' access to grade level content and success
- 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 in A-G courses
- Provide professional learning and support on collaboratively planning to incorporate strategies and support for students to accelerate achievement so students can achieve success in A-G courses
- Collaborate with others to identify opportunities for students to re-take A-G courses where Ds or Fs were earned

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
- Scaffolds and supports for teaching special populations of students (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 of:

- 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 and 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