TEACHER ON SPECIAL ASSIGNMENT-INSTRUCTION

Department/Division: Educational Services
Reports To: Assigned Administrator
Provides Direction To: N/A
Classification Status: Certificated
Date Prepared: August 16, 2016
Board Adopted: August 22, 2016

GENERAL PURPOSE

Under direction of an assigned administrator, serve as a teaching resource in curriculum, instruction, assessment and technology for instructional staff and to perform other related duties as assigned.

ESSENTIAL FUNCTIONS

The duties listed below are intended only as illustrations of the various types of work that might be performed. The omission of specific statements of duties does not exclude them if the work is similar, related, or a logical assignment to the position.

1. Implement current curriculum and develop improved curriculum for students with special needs; facilitate curricular continuity throughout the school; assist teachers in evaluating the effectiveness of current curriculum; assess and identify students to receive supplementary classroom instruction.

2. Assist staff with developing a system for inventorying, selecting and ordering instructional materials and supplies; train and support staff in utilization of instructional materials and equipment as needed.

3. Assist and support teachers in developing their knowledge, skills, and abilities in current curriculum trends.

4. Assist with the coordination, implementation, assessment and improvement of instruction throughout the school.
ESSENTIAL FUNCTIONS (continued)

5. Assist teachers in evaluating the effectiveness of their instructional strategies; assist and support teachers in organizing their professional development plan to improve instruction for student success.


7. Assist teachers in aligning assessment strategies with current curriculum, instruction and student outcomes.

8. Assist and support teachers with implementing current research of successful educational practices in assigned classrooms.

QUALIFICATIONS GUIDELINES

Knowledge of:

Principles, theories, methods, techniques and strategies pertaining to teaching and instruction of elementary level pupils and adults, including models, strategies and curriculum currently in use within the district; behavioral management strategies; latest trends and research on school/program improvement; California Standards for the teaching profession; current curriculum, instruction, assessment and technology related to instructional staff; methods of instruction; principles of training and providing work direction; interpersonal skills using tact, patience and courtesy; applicable sections of the State Education Code; research methods and report writing techniques; child guidance principles and practices.

Ability to:

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; establish and maintain cooperative and effective working relationships with others; maintain current knowledge of program rules, regulations, requirements and restrictions; analyze situations accurately and adopt an effective course of action; work independently with little direction; meet schedules and time lines; exchange information and assist teachers in instructional activities; sit or stand for extended periods of time; meet District standards for physical and mental health.
Education/Training/Experience:
For Teacher on Special Assignment-Instruction

The minimum requirements for this position are a bachelor's degree, a valid California multiple subject teaching credential with English Language Learners authorization or equivalent and NCLB compliance. A Master's or other advanced degree, bilingual skills in Spanish and in-depth training in one or more areas of the elementary school curriculum are desirable. Successful full-time elementary teaching experience is preferred.

Education/Training/Experience:
For TOSA-IN positions with Spanish Teaching Focus:

The minimum requirement for this position is a bachelor's degree; a valid California teaching credential that authorizes Spanish instruction. A Master's or other advanced degree, and in-depth training in one or more areas of the elementary school curriculum are desirable. Successful full-time elementary teaching experience is preferred.

Licenses/Certificates/Special Requirements:

Valid California State Teaching Credential and an English Language Learners authorization or equivalent.
Compliance with No Child Left Behind (NCLB).
Appearance, grooming and personality which establish a desirable example for parents, staff and students.
Valid California driver's license and the ability to maintain insurability under the District's vehicle insurance policy.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, the employee is regularly required to stand, walk, talk or hear, and taste or smell. The employee frequently is required to use hands to finger, handle, or feel objects, tools, or controls. The employee is occasionally required to sit or walk for extended periods; climb or balance; bend at the waist; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
Mental Demands

While performing the duties of this position, the employee may be regularly be required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; and interact with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work.

WORK ENVIRONMENT

The employee will work under typical school and office conditions, and the noise level is usually quiet or moderately quiet. The employee frequently drives to District sites, training facilities, community meetings and other locations as needed.