



Teacher on Special Assignment (TOSA) — English Learners

Department/Division:	Educational Services
Reports To:	Executive Director—Educational Services
Provides Direction To:	NA
FLSA Exemption Status:	Certificated
Date Prepared:	August 24, 2014
Date Adopted by Board:	September 3, 2014
Salary Range:	Certificated Salary Schedule

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

DEFINITION

Under the direction of the Executive Director of Educational Services and/or Superintendent, this certificated, highly skilled teacher will help plan, organize, and implement programs for English Learners at all seven K-12 schools in the District. This person will be involved in peer coaching, staff development, and implementation of a plan to improve instruction for all English Learners in kindergarten through twelfth grade; assist with the collection and interpretation of assessment data; and perform other related duties as assigned.

DISTINGUISHING CHARACTERISTICS

The Teacher on Special Assignment—English Learners is directly responsible to the Executive Director—Educational Services, but will also collaborate with the elementary and secondary teachers and the site principals. The role of the Teacher on Special Assignment—English Learners is to create and implement systems to ensure all elementary and secondary English Learners receive appropriate instruction and interventions in the CORE academic subjects. The Teacher on Special Assignment—English Learners will be responsible for coordinating California English Language Development Test (CELDT) testing, establishing program goals for student academic progress based on data, facilitating key language program meetings, and communicating with parents.

ESSENTIAL DUTIES AND REPSONSIBLITIES

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

- Establishes program goals based on student academic progress as measured by the CELDT, AMAO 1, AMAO 2, AMAO 3, EL Reclassification, the CalPADS Long-Term English Learner and At-Risk of Becoming Long-Term English Learner, and Smarter Balanced Assessment data.

- Works with the District to examine and analyze EL reclassification rates and AMAO 1, AMAO 2, and AMAO 3 rates; conduct a needs assessment to improve and maintain EL reclassification data and AMAO 1, AMAO 2, and AMAO 3 rates.
- Coordinates English Learner services, monitors students' progress, and provides leadership in support of staff, parent, and student activities.
- Provides direction and guidance to the District and schools to maintain ongoing compliance with state and federal English Learner program requirements.
- Facilitates key language program meetings, e.g. District English Learner Advisory Committee (DELAC) for the purpose of developing plans and providing information regarding goals of English Learners.
- Monitors student records of English Learners to ensure implementation of appropriate interventions and maintain compliance of state and federal requirements; maintains statistical data to monitor achievement trends of English Learners.
- Assists in the planning and facilitation of staff development and training for (K-12) District certificated and classified personnel, and parents in matters pertaining to English Learner programs and services.
- Provides professional development to teachers in the area of intervention materials, assessment and monitoring, and best practices that focus on the needs of English Learners.
- Demonstrates teaching strategies, techniques, and knowledge of materials, including technology, appropriate for use by English Learners.
- Facilitates student data-based discussion with site administrators, teachers, and counselors to ensure proper placement of English Learners into classes.
- Monitors multiple sites' student data to ensure that English Learners in intervention programs are making growth toward achievement goals.
- Coordinates CELDT testing; facilitates mandatory intake testing and assessment of English Language Learners; facilitates reclassification of English Learners and tracks data.
- Provides technical assistance on compliance-related, cross-cultural, and other programmatic issues to District and site personnel.
- Assists with the development of curriculum for English Learner programs, including a structured English Language Development (ELD) program.
- Assists in acquisition of instructional materials for English Learners.
- Assists in completing federal, state, and Governing Board reports regarding English Learner programs.
- Interprets English Learner programs to parents and community.
- Attends District meetings and work with elementary and secondary teachers to align practice with District vision for 21st Century Teaching and Learning and instructional methodologies to meet the demands of the Common Core Standards.

- Demonstrates organizational skills to manage multiple projects, prioritize work, keep and maintain accurate records, meet deadlines.
- Operates a computer, iPad, and other office equipment.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- State and federal English Language Learner policy regulations and operational procedures; District Board policies regarding English Learners
- Common Core State Standards, Curriculum Frameworks, and Smarter Balanced Assessment along with instructional methods of elementary and comprehensive secondary schools including knowledge of ways to use technology to support instruction and other functions throughout the school
- 21st century learning skills and objectives
- Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of English Language Learners, including reading, early intervention, English Language Development (ELD), and Specially Designed Academic Instruction in English (SDAIE)
- Educational trends and research findings pertaining to English Learners as it relates to systemic change, professional learning communities, student achievement, assessment, and instructional technology
- Leadership and facilitation skills
- Implementing effective instructional strategies
- Data collection and analysis
- Oral and written communication skills in English; writing skills to develop professional correspondence; effective oral communication to conduct meetings
- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques

Ability to:

- Perform all essential duties of the position
- Administer CELDT test , mail CELDT tests for scoring to the state, send parents notifications of official CELDT results, within timelines set by the state
- Plan, organize and lead professional development
- Facilitate meetings with parents and community
- Communicate effectively with staff, parents, school sites, and community members
- Assist District leadership in developing and implementing curriculum to serve the needs of English Learners
- Focus on student learning and success
- Demonstrate uses of instructional technology to address English Learner instruction and learning styles
- Maintain an effective, collaborative learning climate at the schools with students and staff
- Compile, manage, and report statistical data
- Read, interpret and apply complex rules and regulations
- Develop and submit proposals for special grants
- Communicate openly and work productively with a community of diverse opinions and ideas

- Analyze problems and issues and develop appropriate solutions
- Prioritize, plan, and coordinate work to meet deadlines
- Work independently under time constraints
- Communicate effectively both orally and in writing in English
- Travel to various District locations and school sites

EDUCATION, TRAINING, AND EXPERIENCE

Bachelor's degree, including all courses needed to meet credential requirements. Master's Degree in education or related field and multiple subject or single subject credential, preferred. Minimum of three (3) to five (5) years full time teaching experience at the elementary or secondary level, including experience working with English Learners. Minimum of one (1) year of successful experience in a lead position that demonstrated leadership ability, knowledge/experience in curriculum, staff development.

Licenses/Certificates/Special Requirements:

Valid California Teaching Credential with appropriate authorizations

NCLB Compliant

English Learner authorization, BCLAD preferred.

Instructional technology skills

Valid California Class C 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 class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

The employee is regularly required to hear and speak to exchange information in a proficient manner; and taste and smell.

While performing the duties of this job, the employee is regularly required to sit; stand and walk; hear and speak to exchange information in a proficient manner in person and by telephone; use hands and fingers to touch, handle, feel, grasp or operate standard office equipment including technology; and reach overhead, above the shoulders and horizontally. The employee is occasionally required to bend, stoop, kneel, crouch or crawl, climb and balance. The employee must occasionally lift and/or move up to 30 pounds or more. The employee must be able to operate a motor vehicle and drive from place to place.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability it adjust focus. The employee must have hand-eye coordination, and be able to read printed material and computer or other technology screens.

Mental Demands

While performing the duties of this position, the employee may be regularly 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; demonstrate judgment and professionalism when interacting with District and program personnel, school administrators, managers, staff, vendors, students, parents, the public, and others encountered in the course of work; demonstrate judgment and professionalism when interacting with supervisors, co-workers, staff, students and others encountered in the course of work. The employee must be able to work independently. The employee occasionally may deal with dissatisfied or quarrelsome individuals.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employees regularly work in an indoor office environment, a classroom environment, and occasionally in an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. The employee will work under typical conditions which are moderately quiet, but will occasionally encounter a loud, noise level both indoors and outdoors., The employee frequently drives to District sites, training facilities, community meetings and other locations as needed. The employee is subject to constant interruptions.