



Teacher on Special Assignment (TOSA)—Instructional Technology

Department/Division:	Educational Services
Reports To:	Executive Director—Educational Services
Provides Direction To:	NA
FLSA Exemption Status:	Certificated
Date Prepared:	June 10 , 2014
Date Adopted by Board:	June 17, 2014
Salary Range:	Certificated Salary Schedule

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

DEFINITION

Under the direction of the Executive Director--Educational Services, the Teacher on Special Assignment (TOSA)—Instructional Technology, will assist in the implementation of 21st century teaching skills, curriculum development and the integration of technology into the elementary and secondary classrooms by serving as an instructional coach. The Teacher on Special Assignment—Instructional Technology will conduct in-service sessions with certificated staff, facilitates regular meetings with site level staff, works with teachers one to one to assist them in the successful integration of technology into their lessons, prepares training materials and performs other related duties as assigned.

DISTINGUISHING CHARACTERISTICS

The Teacher on Special Assignment—Instructional Technology is directly responsible to the Executive Director—Educational Services, but will also collaborate with the Director of Technology and the site principals. The role of the Teacher on Special Assignment—Instructional Technology is a support position designed to increase the capacity of teachers to use technology and to develop curriculum that effectively integrates the use of technology in the teaching and learning process. A principal goal of the Teacher on Special Assignment—Instructional Technology is to have a positive impact on student learning by successfully facilitating the appropriate integration of instructional technology in all learning environments.

ESSENTIAL DUTIES AND RESPONSIBILITIES

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.

- Design, implement and support learning opportunities for teachers intended to build capacity and expertise in the use of instructional technology.
- Design, implement and support learning opportunities for English Language Learners, students with special needs, and at risk learners through technology integration.

- Design and implement professional development for K-12 teachers in the use of instructional technology and strategies to support all students.
- Conduct demonstration lessons and assist with curriculum design.
- Assist teachers through peer coaching, classroom observations, peer feedback on effective instructional technology teaching strategies, lesson design and co-planning lessons in instructional technology.
- Attend District technology meetings to align practice with District vision for 21st century learning.
- Provide professional development training.
- Provide leadership in the development of curriculum to support teachers in gaining the skills necessary to effectively integrate technology as a tool for productivity, communication, research, problem solving, assistive technologies, student engagement and decision making.
- Provide leadership in the implementation of the District technology plan; promote the vision and the District and provide leadership in the effective integration of technology across all grades and content areas.
- Assist students with the application of technology and 21st century learning skills.
- Organizational skills to manage multiple projects, prioritize work, keep and maintain accurate records, meet deadlines.
- Operate a computer, iPad, and other office equipment; experience with software packages and curriculum-based products and hardware.
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Common Core State Standards, Curriculum Frameworks, and Smarter Balanced Assessment along with instructional methods of a comprehensive elementary school and secondary school including knowledge of ways to use technology to support instruction and other functions throughout the school.
- 21st century learning skills and objectives.
- Instructional technology, including software and hardware ; iPad and computer applications and operating systems.
- Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of students and adults.
- Educational trends and research findings pertaining to educational technology as it relates to systemic change, professional learning communities, student achievement, assessment, and instructional technology.
- Primary tenets of a Professional Learning Community.
- 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.
- Plan, organize and lead professional development for all District staff.
- Assist District leadership in planning and organizing the implementation and continued use of instructional technology.
- Assess educational needs of teachers and students and develop strategies to meet their needs.
- Develop creative uses of instructional technology to address different subjects, grade levels, and learning styles.
- Maintain an effective, collaborative learning climate at the schools with students and staff.
- Communicate openly and work productively with a community of diverse opinions and ideas.
- Read, interpret, apply, communicate, and enforce rules, regulations, policies, procedures, laws and codes.
- Analyze problems and issues and develop appropriate solutions.
- Prioritize, plan, and coordinate work to meet deadlines.
- Communicated effectively both orally and in writing in English.
- Travel to various District locations and school sites.

EDUCATION, TRAINING, AND EXPERIENCE

Minimum of five (5) years full time teaching experience at the elementary and/or secondary level. Minimum of one (1) year of successful experience in a lead position that demonstrated leadership ability, knowledge/experience in curriculum, staff development, and expertise in instructional technology.

Licenses/Certificates/Special Requirements:

Valid California Teaching Credential

Meets the requirements of No Child Left Behind (NCLB) for elementary or secondary assignment.

English Language Learner authorization.

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