



# RIALTO UNIFIED SCHOOL DISTRICT

## Teacher On Special Assignment (TOSA)- Secondary Accelerated Programs, Data, and Assessments Job Description

### DEFINITION

Under the direction and supervision of the Lead Academic Agent: Secondary Innovation and the Agent: Academic Technology, the TOSA-Secondary Accelerated Programs, Data, and Assessments will support the Advanced Placement (AP), Advancement Via Individual Determination (AVID), and Early College programs; will develop data-focused instructional plans based on the California Assessment of Student Performance and Progress (CAASPP) claims, targets, and domains aligned with the District's Literacy, Numeracy, and Future Ready plan at the secondary sites; will be responsible for creating site-specific presentations from disaggregated CAASPP data; will work to increase staff capacity in diverse thinking and aligned instructional practices that lead to increased student achievement.

### ESSENTIAL DUTIES

- Support the AP, AVID, and Early College Programs
- Create site-specific presentations from disaggregated CAASPP assessment data that point toward areas of celebration and growth at the secondary sites
- Collaborate with secondary site stakeholders in order to develop a data-focused instructional plan based on the state CAASPP Claims and Targets that are aligned with the District's Literacy and Numeracy plan
- Conduct secondary site coach training on plan implementation and follow-up
- Conduct site-based professional development on the alignment of instruction to the plan at secondary schools
- Coach secondary site teams in implementing their CAASPP plans through their Instructional Leadership teams
- Facilitate site training sessions for District assessments, goal setting, and CAASPP site plan alignment at secondary schools
- Coordinate and facilitate site content PLC pullout days in the alignment of their instruction to Claims, Targets, standards, and skills emphasized on the blueprints and focused on in the implementation of the CAASPP plan at secondary schools
- Expand District Assessments to include Social Science and Science through DBQ Research brief writes and/or constructed response prompts that mirror CAASPP.
- Coordinate and lead professional development around CAASPP rubric calibration and scoring for the core contents at the secondary sites
- Organize and collaborate with District Lead content Strategists on the rollout of the Claim Evidence Reasoning (CER) Framework for content areas: English Language Arts, Social Science, Science, and Math at the secondary sites

### QUALIFICATIONS

#### Knowledge of:

- In-depth knowledge of Advanced Placement, Early College, AVID, and California ELA, Math, and Science Standards & Frameworks.
- The components of a balanced literacy, numeracy, future-ready framework.
- Current District ELA, Math, and Science adopted programs.
- Research-based teaching strategies.
- Data-driven instructional decision-making.
- Differentiation of instruction & assessment.
- Adult Learning Theory

**Ability to:**

- Ability to work independently and in an organized manner while meeting timelines.
- Communicate and interact effectively with students, teachers, parents, colleagues, administrators, and community leaders.
- Teach students for demonstration purposes.
- Model the adage of “life-long learner”.
- Coach peers in a non-evaluative manner.
- Ability to organize programs and manage time effectively.
- Present materials/methods in a training environment.
- Use instructional technology tools and materials.

**EXPERIENCE AND EDUCATION:**

- Possession of a valid California Teaching credential
- Possession of a valid California EL authorization or equivalent
- Minimum of 5 years of teaching experience
- Valid Driver’s License, insurance (will service multiple sites)

**PHYSICAL DEMANDS**

**Physical class:**

Light - lifting 20 pounds maximum with frequent lifting and/or carrying objects weighing up to 10 pounds.

**Work area requirements:**

Regular classroom, on the playground, parking lot, bus stop areas and possibly field trips. Ability to traverse some parts of 40 acres of campus which would include asphalt, ramps, sidewalks, grass on playgrounds and dirt.

**Physical requirements:**

The time requirements are listed considering this wording and meaning:

Occasionally/Low - up to 3 hours	Frequently/Medium - 3 to 6 hours	Constantly/High - 6 to 8 hours
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Standing: Occasionally	Fingering: Frequently
Stooping: Occasionally	Kneeling: Occasionally
Bending: Frequently	Sitting: Occasionally
Lifting: Frequently	*Driving: Occasionally
Reaching: Frequently	Walking: Frequently
Handling: Frequently	Push/Pull: Occasionally
Grasping: Frequently	Keyboarding: Occasionally
Carrying: Frequently	

***\*Possession of a current California Driver’s license, a DMV printout and the ability to be covered by the company auto insurance is required.***

**Frequent Motion:**

Twisting: Occasionally	Forward should/neck flexion: Frequently
Wrist flexion: Frequently	Reaching above should level: Occasionally
Elbow flexion/extension: Frequently	Reaching below shoulder level: Frequently
Reaching to shoulder level: Occasionally	

**Sensory Requirements:**

Ability to see:	Constantly	Ability to hear:	Constantly
Ability to talk:	Constantly	Ability to smell:	Constantly
Ability to touch:	Constantly		

**This Job Requires:**

Alertness: Constantly  
Attention to detail: Constantly  
Recall of names and dates: Yes  
The use of two hands: Constantly  
Ability to work in temperatures down to 70 degrees and up to 110 degrees.

**Must be able to deal with these environmental considerations:**

Heat:	Yes	Odor:	Yes
Noise:	Yes	Humidity:	Yes
Moisture:	Yes	Fluorescent lights:	Yes
Working inside:	95% of the day	Floor may be slippery at times:	Yes
Working outside:	5% of the day	Working in close quarters with others:	Yes

**Ability to deal with psychological factors:**

Team work: Yes, always  
Frustration: Some frustration: must be able to stay clam and handle the situation minute by minute  
Level of responsibility: High  
Must keep up with schedule: High  
Dealing with angry teachers, students and parents: Occasionally

**Physiological Factors:**

Must maintain a high level of consciousness:	Yes
Orientation to time, place or person:	Yes
Ability to read at 12 <sup>th</sup> grade level:	Yes
Ability to comprehend and follow directions:	Yes
Able to keep up a high activity level during the shift:	Yes