

**TOSA-Special Education**  
**STANDARD POSITION DESCRIPTION**

Position Title: Teacher on Special Assignment	Location: Student Support Services
Reports to: Department Administrator	FLSA Status: Exempt
Bargaining Unit: Yes	

This is a standard position description to be used for certificated teaching positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description will perform as a specialist and lead teacher in special education process and procedure and specially designed instruction in content areas. This job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

**Part I: Position Summary:**

The employee serves as a teacher leader and specialist in specially designed instruction, legal and program compliance and facilitates professional development related to the department and district's instruction and curriculum goals. As a leader and specialist, the employee supports other specialists, teachers, school leaders and support staff in identifying, developing, and implementing curriculum, assessment and instructional strategies designed to improve student learning in specific areas. As a TOSA, the employee may work in a variety of elementary and/or secondary educational, individual or team teaching settings. TOSAs share in the responsibility for student safety and appropriate collaboration and attention to each student's readiness to learn including needed guidance, discipline, and welfare.

**Part II: Supervision and Controls over the Work:**

The employee works with a high level of independence and professional discretion under the general supervision of a designated school and/or district administrator. The employee's work is governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of state statutes, direction of the supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

**Part III: Major Duties and Responsibilities:**

1. As a leader and specialist, the TOSA develops and facilitates professional learning opportunities with a focus on special education for administrators, teachers, and support staff in curriculum, instruction and assessment strategies that promotes achievement for all students.
2. The TOSA collaborates with teachers and specialists in planning for specific student learning outcomes and uses data and information to determine the student's current knowledge and skill level, support individualized student learning goals, and assess student progress. TOSAs may, as needed, conduct classroom instruction either for direct learning by students or for demonstrating effective intervention and teaching practices for classroom teachers.
3. The TOSA facilitates a professional learning community inclusive of specialists, teachers, support staff, and others as appropriate, in addressing the needs of students, developing effective teaching and learning practices, and developing and implementing best practices.
4. The TOSA assists teachers in using evidence-based instructional and learning strategies and differentiated instructional strategies in planning, delivering, and assessing lessons and individual student success.
5. The TOSA provides leadership in data analysis on a school-wide and classroom basis to inform instruction.
6. The TOSA provides professional development in the use of technology for planning, progress reporting, designing classroom instruction and required record-keeping activities.
7. The TOSA provides professional development in best practices in student engagement and curriculum development. With an emphasis in establishing classroom environments that are accessible and provide multiple representations of content for students with diverse abilities.
8. The TOSA provides training and support for the development and articulation of Individualized Education Plans. The TOSA monitors program and legal compliance.
9. The TOSA is constantly observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when the teacher suspects or reasonably believes that a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure. The teacher serves as a positive role model for students and practices the behaviors that are expected of students.

10. The TOSA may assist in the supervision of students at school activities and events. The teacher remains vigilant of students throughout the school day and the school location, taking the initiative to engage students when students are acting inappropriately or in inappropriate locations for the time of day.

11. The TOSA will establish a professional growth plan and annually review the plan and progress with the administrator.

12. The TOSA participates in professional learning opportunities in support of District-wide mission, vision and goals.

13. The TOSA will perform such other duties and responsibilities as are assigned.

#### **Part IV: Minimum Qualifications:**

- Incumbents must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
- Successful completion of a teacher certification program at an accredited college or university, and valid state certification(s) and any required endorsement(s) in the specific content area(s).
- Advanced knowledge and skill in teaching the assigned subject(s)/level(s), with a minimum of five years of successful experience as a special educator.
- Advanced skills in assessment and the use of data to inform and support intervention strategies targeted to the needs of individual students. Knowledge and skill in the application of specialized content area assessment instruments and strategies.
- Demonstrated ability to function effectively as a teacher leader to include gaining the confidence and support of all members of the professional learning community.
- Ability to effectively communicate with parents, students, and staff verbally and in writing.
- Commitment to collaboration and teaming and effectiveness in working within a professional learning community.
- Knowledge of child and adolescent development and ability to apply that knowledge to the selection and application of curriculum materials and instructional practices.
- Knowledge and skill in the use and strategies necessary to meet the diverse needs of students.

- Knowledge and skill in culturally responsive teaching and learning.
- Skill and ability to utilize technology to aid instruction, assessment and learning.
- Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
- Any position specific special qualifications indicated in the recruitment process.

**Part V: Desired Qualifications:**

- Bilingual skills
- Successful experience teaching in a diverse student environment.
- Successful experience in a team teaching environment.
- Successful experience in the grade level(s) and/or content area(s).

**Part VI: Physical and Environmental Requirements of the Position:**

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, speak, move about, hear and be visually observant of learning activities. The employee may sit or stand for longer than two hours at a time, may lift objects repeatedly, and may undertake repeated motions.

The employee must routinely lift and carry materials weighing up to or more than 50 pounds, and may be required to restrain students weighing more than 100 pounds most typically when required to intervene in student safety issues according to established protocols.

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 noise level in the work environment is usually moderate, or consistent with subject being taught, but can be abnormally loud on occasion.

The employee may be exposed to infectious disease as carried by students. It may be expected that the individual could be exposed to blood or other potentially infectious materials during the course of their duties and responds according to established protocols.

While performing the duties of this job, the employee occasionally works in outside weather conditions. The employee is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, toxic or caustic chemicals.

The employee may be required to travel on school owned or leased vehicles while supervising and assisting students.