

SUNNYVALE SCHOOL DISTRICT
CLASSIFICATION DESCRIPTION

April 2012

TEACHER ON SPECIAL ASSIGNMENT (TOSA) –Instructional Coach

REPORTS TO: Site or Department Administrator

WORK PERIOD: 187 Days – Teacher Work Year Calendar

SALARY: Teacher's Salary Schedule

PRIMARY PURPOSE:

In collaboration with site administrators and staff, the Instructional Coach will support and assist classroom teachers in the development of the skills and strategies necessary to improve the academic levels of all students so that they attain English proficiency and meet the challenging State academic content and student academic performance standards. Instructional Coaches may have a particular focus including Beginning Teacher Support and Assessment (BTSA), Special Education, or a particular curricular area or areas.

ESSENTIAL JOB DUTIES

1. Design and facilitate professional development for teachers and staff using research-based best practices.
2. Provide collaborative coaching via co-planning, co-teaching, classroom observations, and specific feedback to teachers and staff with the goal of supporting classroom implementation of research-based best instructional practices.
3. Assist teachers and staff in the design of appropriate programs to address the needs of students with special needs including students scoring at levels 1-4 on the CELDT, students with disabilities requiring an Individualized Education Program (IEP), and/or students with needs in other academic or social emotional areas.
4. Coordinate with teachers and support staff in the planning and implementation of intervention programs including RtI, tutorials, and after school programs.
5. Provide support to teachers and staff in diagnosing reading, writing, listening, and speaking levels of students with special needs, including English learners, and in planning appropriate instruction and interventions for those not making progress. Areas for assistance could include creation of daily classroom schedules, curriculum and lesson plans, and implementation of appropriate accommodations/modifications in the classroom including providing strategies for working collaboratively with paraprofessionals and support staff.

6. Support classroom teachers in using classroom, school, and district summative and formative assessment data in order to track the reading, ELD and math progress of students.
7. Assist in the development, coordination, and/or administration of the district's assessments and guide in the placement of students. For Instructional Coach(es) working with special education teachers: Assist with the coordination and administration of state, local and district assessments for students with disabilities.
8. Meet regularly with other District Coaches under the direction of the Assistant Superintendent of Curriculum to ensure consistency of program delivery.
9. Meet regularly with other BTSA mentors under the supervision of the Deputy Superintendent of Human Resources to ensure consistency of program delivery.
10. Facilitate collaborative meetings and professional development activities to address identified special education department teacher and staff needs as assigned.
11. Support coordination of other activities aligned with focus areas as required by the funding source. For special education focused Instructional Coaches, these may include Medi-Cal Administrative Activities (MAA) and LEA Billing programs and planning and implementation of health services including health safety and education. For Instructional Coaches with BTSA responsibilities these include BTSA qualification and completion of BTSA requirements.
12. Participate in all required trainings, meetings and collaborations.

LOCATION

Assigned school site and/or District Office.

WORKING RELATIONSHIPS

Work collaboratively with all District Office department and school site personnel.

WORKING CONDITIONS

Office and school site environment.

QUALIFICATIONS

Knowledge, Skills and Abilities

- Establish and maintain effective working relationships with district administrators and staff, site administration and staff, and county office of education staff and representatives of other outside agencies and organizations.
- Strong interpersonal and facilitating skills.
- Work cooperatively with others in team situations.
- Strong interest, training, and experience, in special education programs and the IEP process and/or in the success of English Language Learners
- Expertise in a variety of proven teaching, assessment, and intervention strategies.
- Awareness Categorical Program Monitoring
- Proficient word processing and Internet access skills.
- Work independently with minimum direction.
- Analyze situations and accurately identify alternative solutions, and project consequences of proposed actions; implement recommendations.
- Communicate effectively orally and in writing.
- Work independently to produce reports, organize projects, and compile data.
- Perform independent research.
- Follow written and oral directions.

Education and Experience

Valid California Mild/Moderate or Moderate/Severe Special Education Teaching Credential or Valid California Teaching Credential with EL Authorization or CLAD Certificate

Five (5) years of classroom teaching

Licensing and Certification

As required by law.

EVALUATION:

Evaluation responsibilities are assigned to the site or District Office Administrator.

The statements contained herein reflect general details as necessary to describe the principle functions of the job, the level of knowledge and skill typically required and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise balance the workload.