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ent achievement. The TOSA will also serve as the instructional program coordinator in

on the site Leadership Team and assist in intervention and tutoring for students and

- x Works with teachers and administrators to develop a guaranteed and viable curriculum.
- x Provide instructional and technical support to the school community in the full implementation and evaluation of School-wide Plan for Student Achievement.
- x Provide on-site staff development and instructional coaching support to ensure that all teachers are knowledgeable about effective instructional strategies, program components and understand the accountability aspects towards a high performing school.
- x Provide supplemental support and assistance to all classroom teachers in the area of English Language Arts and Mathematics through:
 - o Analysis of data | professional development
 - o In-class coaching | classroom observations
 - o Demonstration lessons/modeling | grade-level and department collaborations
- x Assist teachers in building an interactive classroom environment focused on the content and learning strategies embedded in the English language arts and mathematics curricular programs.
- x Assists teachers in maintaining a classroom atmosphere/environment conducive to learning and highest student achievement.
- x Develops and communicates long and short-term department plans and goals, and assessment of these goals.
- x Maintains and monitors an information system that supports department goals.
- x Assist the site principal with setting goals for improved instruction and monitoring of student achievement; and ongoing monitoring student achievement data to inform instructional decisions and program design.
- x Serve as a resource person to ensure program goals meet the specialized needs of students.
- x Provide appropriate intervention and tutoring for students in need of academic support.
- x Participate as a member of the site Leadership Team to plan, monitor and evaluate the instructional program and student achievement/success.

ABILITY TO:

- x Work collaboratively with peers and administrators.
- x Communicate effectively with all members of the school community.
- x Use instructional technology and software.

KNOWLEDGE OF:

- x California State English/Language Arts and Mathematics Standards and English Language Development.
- x Components of balanced literacy and balanced mathematics.
- x Research-based teaching strategies.
- x Data-driven instructional decision making
- x Adult Learning Theory

DISTRICT MINIMUM REQUIREMENTS:

Possession of a valid California Secondary Credential and CLAD or equivalent.
Tenured teacher with a minimum of five years in Rialto Unified School District and ten years teaching experience.
Positive teacher evaluations in previous two years.
Ability to develop positive working relationships with students, parents, and teachers.

Knowledge of, and/or demonstrated use of, various instructional strategies for students and adult learners, including Marzano strategies, cooperative learning, SDAIE and SIOP.
Fingerprints on file as required by State law
TB Skin Test as required by State law
Meet NCLB "Highly Qualified" teacher criteria

PHYSICAL CLASS:

MODERATE WORK - lifting 50 pounds maximum with frequent lifting and/or carrying objects weighing up to 25 pounds.

WORK AREA REQUIREMENTS:

Regular classrooms, on the playground, parking lot, bus stop areas and possibly field trips. Ability to traverse campuses and sites of 10 to 40 acres which would include asphalt, 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 plus

Stooping: Occasionally
Bending: Frequently
Lifting: Frequently
Reaching: Frequently

Fingering: Frequently
Carrying: Frequently
Standing: Occasionally
Kneeling: Occasionally
Sitting: Occasionally
*Driving: Occasionally
Walking: Frequently

Working inside: 95% of the day

Working outside: 5% of the day

ABILITY TO DEAL WITH PSYCHOLOGICAL FACTORS:

Team work: Yes
Frustration: Medium
Repetitive Tasks: Yes - High
Level of responsibility: High
Must keep up with schedule: High
Flexible: Yes
Able to work overtime as needed: Yes
Dealing with angry teachers, students and parents: Medium

PHYSIOLOGIC FACTORS:

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

DISTRICT MINIMUM REQUIREMENTS:

Possession of a valid California teaching credential in Secondary Mathematics
CLAD Credential
Successful teaching experience in the appropriate grade level.
Ability to communicate and interact effectively with students, teachers, parents, colleagues, and community leaders.
Knowledge of research based, effective instructional strategies for students and adult learners.
Fingerprints on file as required by State law
TB Skin Test as required by State law
Meet NCLB "Highly Qualified" teacher criteria