

MOUNTAIN VIEW LOS ALTOS HIGH SCHOOL DISTRICT
1299 BRYANT AVENUE
MOUNTAIN VIEW, CA 94040

Teacher on Special Assignment (TOSA) works as part of the Instructional Support Team (IST) to increase the achievement of all students through:

1. Identifying, developing, providing and monitoring ongoing professional learning to facilitate implementation and assessment of the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and the English Language Arts/English Language Development Framework (ELA/ELD Framework).
2. Identifying, developing, providing and monitoring ongoing professional learning to facilitate inclusive and equitable instructional practices that support the achievement of all students.
3. Providing coaching in collaboration skills to meet the Board adopted goals.
4. Coaching beginning teachers in the Induction process, helping new veteran teachers integrate into the culture of the District, and supporting all teachers in the evaluation process.
5. Working with administrators, directors, coordinators, course team leaders, and other teacher groups to consolidate and prioritize professional learning and policy initiatives, and support and track the implementation of those initiatives.

In addition to the above, specifically supports:

- all teachers in integrating the *CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* and the *ELA/ELD Framework*
- inclusive and equitable instructional practices (Tier 1/Universal Design for Learning), with an emphasis on the needs of newcomer and long-term English Learners, and students with disabilities
- collaboration with partner districts

Qualifications to support teachers in the Induction Program include the following:

Teaching Experience:

- A minimum of 3 years successful teaching experience, and possession of a Clear Teaching Credential, including appropriate EL authorization
- Knowledge of the current California adopted grades 9-12 content standards, frameworks, and accountability systems
- Knowledge of effective instructional practices; current district curriculum; formative and summative assessment strategies; and student feedback practices.

Supporting New Teachers:

- Knowledge of context and/or content area of the Participating Teacher's assignment
- An understanding of the developmental needs of Participating Teachers and a willingness to meet PTs needs for support
- knowledge of UDL and supporting the broad range of student needs in California classrooms

Supporting Diversity:

- Knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; including
 - experience with effective instruction and differentiation strategies for working with English Language Learners
 - demonstrated success in supporting students with disabilities
 - understanding of the impact of historical inequities in education related to ethnicity
 - actively works to promote the value of diversity
 - knowledge of and commitment to culturally responsive teaching pedagogy
 - knowledge of gender identity, sexual orientation, student rights and commitment to support all students

Professional Community:

- Demonstrated commitment to professional learning, collaboration, and serving as a teacher leader in support of individual, site, and district goals.
- Effective interpersonal and communication skills, and valuing of multiple perspectives
- A belief in the role of Mentor as both teacher and learner
- Commitment to attend and actively participate in monthly Induction mentor meetings