



RIALTO UNIFIED SCHOOL DISTRICT

Teacher on Special Assignment (TOSA) GATE/ K-8 Mathematics

DEFINITION

Under the direction of the Lead Innovation Agent or designee, the TOSA will assist in the implementation of the district GATE and mathematics programs, staff development, and parent education training and assist with data for both programs. The TOSA will also serve as a resource in differentiated learning experiences based on core curriculum and program requirements and objectives.

ESSENTIAL DUTIES

- Write plan and coordinate GATE services throughout the school district.
- Coordinate needs assessments and assist with the development of GATE goals based on the needs assessments.
- Administer testing to all 2nd grade students and potential GATE students in grades 3 – 8, if eligible.
- Scan all gate tests; work with Information Technology to create the GATE matrix for each testing cycle; communicate results to school sites and parents, and keep appropriate district office copies.
- Plan, provide, and coordinate staff development and parent education of the GATE program.
- Assist sites with compliance issues and other related GATE requirements.
- Assist in the training and recruitment of GATE personnel.
- Assist appropriate staff with the placement and scheduling of GATE students.
- Attend student study team meetings involving GATE students.
- Complete, file, and work with school sites on GATE school/district reports.
- Attend all GATE related meetings.
- Improve teachers' mathematics content knowledge.
- Plan professional learning to change the mathematical mindsets of teachers, administrators, and students.
- Assist teachers in the integration of Standards for Mathematical Practice (SMP) into everyday instruction.
- Collaborate with teachers to analyze and assess students' progress toward meeting the mathematics standards and to create plans to further students' progress.
- Act as a resource and collaborate with teachers on improving content, management, and instructional strategies to better address the needs of all students in a positive environment.
- Lead workshops, presentations, study groups, or committees.
- Use data to analyze the effectiveness of GATE and California CCSS Mathematics instruction and intervention and work with teachers and administrators to plan and implement strategies for evidence-based improvement.
- Work collaboratively with the school sites to effectively select, implement, and evaluate educational programs aligned to the California CCSS for Mathematics.
- Work with teachers to design assessments that align with CAASPP.
- Perform other duties as assigned by the Lead Innovation Agent and/or Designee.

QUALIFICATIONS

Knowledge of:

- The GATE program and GATE methodologies
- Knowledgeable in the use of GATE strategies, icons of depth and complexity.
- Experience as an exemplary math teacher
- Knowledgeable of Standards of Mathematical Practices and current, best practices of instruction, curriculum, professional development and assessment, including multiple ways to differentiate instruction to meet the needs of a range of learners
- California Common Core State Standards for Mathematics
- Professional Learning Communities (PLC) and Response to Intervention (RTI)
- Research based mathematics instructional practices
- Targeted student populations and effective instructional practices that support their development

Ability to:

- Work independently and as part of a team
- Motivate, challenge, and guide others in the improvement of educational outcomes of students in mathematics.
- Use technology as a tool to support student learning in Mathematics
- Plan, coordinate, and facilitate collaborative relationships, activities, and services involving diverse groups of people.
- Effectively use time and resources to accomplish project objectives.
- Effectively use oral and written communication.
- Demonstrate effective instructional practices, strategies and teaching methods.

EXPERIENCE AND EDUCATION

Experience: Three (3) or more years of successful teaching experience in K-8 mathematics, have strong experiences leading math PLCS, and knowledgeable in K-8 CCSS mathematics.

Education: Required: either multiple subject credential with exemplary teaching experience in mathematics or Bachelor's degree in mathematics or single subject credential in mathematics, with exemplary teaching in mathematics, valid California Teaching Credential, EL authorization or equivalent.

PHYSICAL DEMANDS

Physical class:

Moderate lifting - 50 pounds maximum with occasional lifting and/or carrying objects weighing up to 25 pounds.

Work area requirements:

Ability to traverse any part of 40 acres, including construction site, campuses, fields, and concrete/asphalt areas; ability to use common school hand tools, computer, telephone and photocopy machine. Possession of a valid California driver's license and use of a private vehicle.

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

Stooping:	Low	Carrying:	Occasionally
Bending:	Frequently	Standing:	Occasionally
Lifting:	Occasionally	Kneeling:	Low
Reaching:	Occasionally	Sitting:	Occasionally
Handling:	Constantly	*Driving:	Occasionally
Grasping:	Occasionally	Walking:	Constantly
Fingering:	Occasionally	Push/Pull:	Occasionally
Keyboarding:	Medium - must be literate		

****Verification of the possession of a valid California Motor Vehicle Operator's License, a DMV printout and insurability by the District's liability insurance carrier is required.***

Frequent motion:

Twisting:	Low
Wrist flexion:	Frequently
Elbow flexion/extension:	Frequently
Reaching to shoulder level:	Occasionally
Forward shoulder/neck flexion:	Occasionally - 3 hours per day
Reaching to above shoulder level:	Occasionally
Reaching below shoulder level:	Frequently

Sensory requirements:

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

Must be able to deal with these environmental considerations:

Heat:	Has own controls
Odor:	Yes
Noise:	Yes
Humidity:	Occasional
Moisture:	Occasional
Fluorescent lights:	Yes
Floor may be slippery at times:	Tiled areas

Working in close quarters with others:	Yes, all the time
Working inside:	95% of the day
Working outside:	5% of the day

This job requires:

Alertness:	Constantly
Attention to detail:	Constantly
The use of two hands:	Constantly
Recall of names and dates:	Constantly
Ability to work in temperatures down to 30 degrees and up to 105 degrees.	

Ability to deal with psychological factors:

Team work:	Constantly
Frustration:	Moderate - depends on the time of year
Repetitive tasks:	Yes, signature
Level of responsibility:	High
Must keep up with schedule:	High
Able to work extended hours as needed:	High
Dealing with upset employees, parents, community members:	Moderate

Physiologic factors:

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