



## TEACHER ON SPECIAL ASSIGNMENT

### **BASIC FUNCTION**

The Teacher on Special Assignment (TOSA) provides support for implementation of the district's educational mission through articulation and application of foundational structures, content and curriculum development, and instructional strategies in partnership with the educational community; provides leadership in the planning, coordination and implementation of a subject area, special project, coaching, mentoring or grade level instructional program.

### **REPRESENTATIVE DUTIES**

*The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.*

- Provide expertise and assistance in curriculum and staff development, program implementation and coordination of district-wide assigned activities; motivate project/program participants to develop skills and attitudes that foster student success. "E"
- Review, interpret and report on a variety of assessment tools and measurements; apply data to assist professional educators to build capacity for instructional improvement related to content-specific goals for equity and excellence; provide leadership in data-driven decision making through the implementation of Professional Learning Communities. "E"
- Participate in the evaluation and selection of academically appropriate and culturally relevant instructional materials, including educational technologies and software; order materials and supplies and maintain inventories. "E"
- Understand how adult and K-12 learners grow and develop, recognizing variations within and across cognitive, linguistic, social, emotional and physical areas, diversity of cultures and communities; develop, implement and insure systems to effect appropriate, challenging learning environments. "E"
- Establish standards, learning objectives and goals for assigned programs; monitor progress and effectiveness of programs; recommend and implement strategies to maximize effectiveness. "E"
- Promote a culture of high expectations, providing program support directed at every student receiving high quality and culturally relevant instruction; support and implement the District's Racial Equity Policy that reflects and supports the racial and ethnic diversity of the student population and community. "E"
- Update and maintain accurate and complete records of assigned programs and activities progress and development as required by school, district, state and federal policies, regulations and laws. "E"
- Participate in, plan and conduct trainings, in-services, workshops and meetings as related to the special assignment; serve on a variety of district and community committees and task forces as assigned. "E"
- Develop a variety of specialized curriculums which advance instructional practices and strategies; support professional educators and students to meet rigorous learning goals and engage and encourage learners to develop deep understanding of content areas. "E"

- Understand central concepts, tools of inquiry and structures of deploying curriculum to adult learners and K-12 students; apply concepts to create meaningful learning experiences designed to engage adult and K-12 learners in critical thinking, creativity and collaborative problem-solving. *“E”*
- Develop and implement instructional, coaching and/or mentoring practices and strategies that include multiple methods of assessment; provide formal training and instruction to adult learners to support students in meeting rigorous learning goals which engage and encourage learners to develop deep understanding of content areas. *“E”*
- Perform related duties as assigned.

*Note: At the end of some of the duty statements there is an italicized “E”, which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.*

## **DISTINGUISHING CHARACTERISTICS OF THE CLASS**

The Teacher on Special Assignment (TOSA) serves outside the classroom-setting for assignments as determined by the needs of the district. Specific areas of assignment typically include, but are not limited to, teacher support, student support and curriculum and program development. As professional educators, TOSA’s are culturally responsive and demonstrate qualities and personal characteristics that include caring, respect, high expectations, motivation, perseverance, enthusiasm and dedication. They exhibit expertise in the subjects they are teaching and spend time continuing to gain new knowledge in their field. They present material in an enthusiastic manner and instill a hunger in their students to learn more on their own. Assignments are temporary and are staffed based on program needs.

## **EMPLOYMENT STANDARDS**

### Knowledge of:

Research-based instructional strategies and models for improving instructional practices.  
 Academic achievement standards that align to district goals and create a comprehensive, rigorous and coherent curricular program.  
 Data-driven instructional decision making strategies.  
 Adult Learning Theory.  
 Effective curriculum development processes.  
 Existing and emerging education and instructional technologies and software.

### Ability to:

Demonstrate preparation and skill in working with adults and K-12 students from diverse backgrounds.  
 Encourage and monitor the progress of adult learners and individual students and use information to adjust teaching strategies.  
 Advocate, model and implement Portland Public School’s Racial Equity policy.  
 Monitor student and staff progress.  
 Identify key issues and trends in specific content areas.  
 Develop a variety of content appropriate curriculums.  
 Observe and evaluate formative and summative assessment systems.  
 Update records accurately and completely as required by laws, district policies and school regulations.  
 Develop and deliver presentations, trainings, workshops, and in-services to a variety of audiences.  
 Prepare required reports on programs, students and activities.  
 Participate in department, school, district and community meetings.  
 Establish and communicate clear objectives for assigned programs and activities.  
 Observe and evaluate program participant's performance and development.  
 Establish and maintain cooperative and effective working relationships.  
 Communicate effectively both orally and in writing.  
 Plan, prepare and deliver differentiated lesson plans and instructional materials that facilitate active learning and inquiry.  
 Utilize relevant technologies and software.

**Education and Training:**

Incumbents must be properly licensed by the Teacher Standards and Practices Commission for assignment as a Professional Educator – Teacher. For positions identified within core academic areas, incumbents must be designated as highly qualified by the Teacher Standards and Practices Commission (TSPC) to teach the designated core subjects. Core academic areas include Language Arts (English), Reading, Mathematics, Sciences, Foreign Language (except Chinese-Mandarin), Social Studies and Art. For positions identified with student counseling needs, a current Counseling Certification issued in the State of Oregon is required.

**Experience:**

Varies; depending on the assignment.

**Special Requirements:**

Some positions in this classification may require the use of a personal automobile and possession of a valid driver’s license.

Some positions in this classification may require bilingual/bi-literate skills in a language other than English.

**WORKING CONDITIONS**

*The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.*

**Work Environment:** Work is performed primarily in a district office and/or school campus environment with extensive teacher, student, parent and public contact and frequent interruptions. Work hours may include evening and weekend activities, trainings, meetings and district and school functions.

**Hazards:** Potential conflict situations.

**Physical Demands:** Primary functions require sufficient physical ability and mobility to work in a school classroom, playground and campus setting; dexterity of hands and fingers to operate a computer keyboard and other classroom, library and business equipment; sitting, standing and walking for extended periods of time; kneeling, bending at the waist; lifting, pushing, pulling and carrying school equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

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FLSA: Exempt  
Bargaining Unit: Portland Association of Teachers (PAT)  
Salary Grade: Per Contract

Approval Date: January 29, 2014  
Revised 1/29/16  
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*Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.*  
Board of Education Policy 1.80.020-P