

Openings as of 8/1/2019

Teacher on Special Assignment (TOSA) - English Language Learners

JobID: 5611**Position Type:**

0

*19/20 Certificated by Location/Central Office Certificated Positions

[Email To A Friend](#)[Print Version](#)**Date Posted:**

7/31/2019

Location:

Educational Service Center

Hours per Day:

7.5 hours per day

Days of the Week:

Monday, Tuesday, Wednesday, Thursday, Friday

Shift Times:

Some evenings and weekend hours may be required.

Days per Year:

180

First consideration will be given to applicants that apply by midnight of Wednesday, August 8, 2019.

POSITION SUMMARY: The English language learners (ELL) teacher on special assignment (TOSA), under the direction of the director of multilingual services, will assist in ELL and English/language arts (ELA) curriculum development; alignment of curriculum with state standards and English language proficient (ELP) standards; state required assessments; sheltered instruction observation protocol (SIOP) professional development and support activities; classroom observation and demonstration; support services to identified ELL staff; identification and selection of instructional materials and strategies; support for dual language programs. The individual selected for this position will analyze data and, in coordination with teachers working with English learners, develop instructional plans to help scholars with language acquisition and English language proficiency. Individuals selected for the position of ELL TOSA will attend training and professional learning throughout the year including, but not limited to, coaching academies, professional learning communities, and peer coaching.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed while in other cases related duties may also be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Interactions with teachers:

- Establish and maintain a trusting, confidential and non-evaluative relationship with teachers to help develop their autonomy as professionals.

- Assist teachers in reflecting on and analyzing their practice, reviewing student work and using relevant data to inform instruction and enhance student achievement.
- Support teachers with understanding the alignment to the district strategic plan as we attend to all scholars inclusive of English Language learners, district adopted curricula, using the 5 Dimensions of Teaching and Learning (5D) Instructional Framework for Teaching for the purpose of professional growth, understanding the evaluation process.
- Develop teacher knowledge of principles of equity, equality, and opportunity for all English Language Learners.
- Model, as appropriate, innovative teaching methodologies through techniques such as co-teaching and demonstration lessons.
- Provide opportunities for teachers to observe exemplary practice.
- Facilitate ongoing professional learning.
- Encourage teachers to identify instructional resources and support throughout the entire school community.
- Incorporate technology and analysis of data to advance both teacher learning and classroom practice.
- Encourage and support parent/family involvement within buildings and the EL program
- Promote collegiality and build community among participating teachers by designing and facilitating professional learning.
- Nurture a growth mindset in teachers for their learning and their scholars' learning.
- Value diverse backgrounds of teachers, scholars, and families.
- Promote equitable classroom practices in teachers.
- Maintain flexible hours, as needed, to include periodic parent meetings, District meetings, and/or District functions.

Interactions with principals, district staff, and Federal Way Public Schools central office leadership:

- Invite ongoing collaboration with principals and Federal Way Public Schools Central Office staff to ensure coherence between district initiatives, coaching activities and school expectations.

Individual professional growth:

- Fully participate in coaching professional development, including coaching academies, peer coaching partnerships, professional learning teams and other area, team, and committee meetings.

Professionalism in the workplace:

- Commit to meeting or exceeding all performance targets.
- Maintain and submit required documentation (including but not limited to):
 - Coaching logs on a weekly basis
 - Coaching data analysis/records to drive decision making for teacher development and student achievement
 - Current and accurate calendar reflecting scheduled meetings and activities
 - Accurate time and attendance records
- Demonstrate the highest standards of teamwork, honesty, integrity, flexibility, and responsiveness.
- Handle information in a confidential manner in accordance with established

- o policies and legal requirements (FERPA, HIPAA, etc).
- o Upholds board, district and building policies and goals.
- o Reports to work with regular and reliable attendance and punctuality.
- o Takes all necessary and reasonable precautions to protect scholars, equipment, materials and facilities.
- o Inspects school or district facilities for the purpose of ensuring that the site is suitable for safe operations, maintained in an attractive and clean condition, and/or identifying necessary repairs due to vandalism, equipment breakage, weather conditions, etc.

REQUIRED QUALIFICATIONS:**Education and Experience**

Bachelor's degree in education or related field

Minimum of three-five years of demonstrated successful teaching experience

ADDITIONAL REQUIREMENTS:

Washington state teaching certificate with ELL or bilingual endorsement

Proficient or distinguished rating in all eight Washington state evaluation criteria

PREFERRED QUALIFICATIONS:

Master's degree in curriculum instruction or English language learning

Successful teacher leadership experience

Experience in designing, presenting, and facilitating adult learning

CONDITION OF EMPLOYMENT:

Criminal background clearance

Work scheduled hours on a consistent basis

Washington state driver's license

KNOWLEDGE OF:

Curriculum areas within the programs as they relate to English language learners

Differentiated instruction (SIOP, dual language) for all scholars

Coaching cycles, demonstration lessons, and classroom observation principles and processes

The state's assessment system

SKILL IN:

Use of coaching practices

Maintaining and managing regular communication and documentation

ABILITY TO:

Structure time and manage multiple priorities

Serve as case manager for building English language learners

Maintain files and documentation for each student being served in the ELL program

Develop English language acquisition instructional strategies to help scholars successfully meet academic standards

Provide classroom teachers/support staff with materials and appropriate strategies to use with English language learners

Deliver instruction to English language learners with specific linguistic needs when necessary

Collaborate with teachers: joint planning, curriculum alignment, co-developing instructional materials, collaborative assessment of student work, co-teaching when appropriate

Organize and support state-required testing.

Lead professional development supporting language development.

Conduct parent/family events.

Demonstrate commitment to personal and professional growth and learning within a community of practice

Demonstrate willingness to engage in formative assessment processes, including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning using the five dimensions of teaching and learning (5D) instructional framework for teaching

Demonstrate optimism for potential of teachers and schools to effect change in the academic lives of scholars
Flex work schedule beyond traditional school hours/days
Demonstrate pattern of professional growth
Communicate effectively verbally and in writing and exhibit proper telephone etiquette
Demonstrate proficiency using an e-mail system
Demonstrate basic knowledge modern technology and willingness and ability to increase knowledge to proficiency
Demonstrate exemplary customer service and have the ability to effectively interact with administrators, office, support and teaching staff, applicants and other community members
Remain flexible; able to cope with frequent interruptions and shift priorities to meet required deadlines
Attend to detail and follow tasks through to completion
Exercise initiative, make independent decisions, multi-task and follow through on assignments
Demonstrate work as a team member and resolve conflicts
Ability to resolve routine problems and make decisions within established parameters
Cope with and assist angry or distraught staff, applicants, and other community members
Maintain a high level of confidentiality
Maintain effective working relationships with individuals and groups in a multicultural and diverse community
Practice ethical and professional standards of conduct including the requirements of confidentiality
Abide by Federal Way Public Schools' policies and procedures
Perform the essential functions of the job with or without reasonable accommodations

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES RELATED TO CULTURAL COMPETENCE AND EQUITY:

Knowledge/awareness of own cultural identity and how this influences behavior, and desire to learn about the cultural identity of others.
Ability to establish and nurture an environment that promotes cultural competence and equitable treatment of staff, students, and patrons of the District.
Ability to understand and hold self and others accountable for promoting the Federal Way Public Schools' commitment to "Each Scholar: A Voice. A Dream. A Bright Future."
Ability to recognize that each person is a unique individual even as we celebrate their group cultural heritage.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee will regularly stand and walk, bend neck and back, use hands for repetitive grasping and pushing/pulling. The employee may occasionally be required to squat, kneel, and use hands for fine manipulation. The employee will constantly be required to sit for extended periods of time and use a computer screen and keyboard, and occasionally be required to climb stairs/ladder, lift and reach overhead, and lift/carry. The employee must constantly lift/carry up to 5 pounds and must frequently lift /carry up to 10 pounds. The employee will occasionally lift/carry a maximum of 20 lbs. The employee is occasionally required to push/pull a maximum weight of 100 pounds.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is usually the first employee in the central office location and disarms the alarm system. This position regularly works in indoor conditions and regularly works near video display. The noise level in the work environment is usually moderate. The position constantly deals with interruptions and frequently deals with angry and distraught employees and community members.

WORK SCHEDULE

This position typically works Monday through Friday, 7.5 hours per day, 180 days per year.

REPORTING RELATIONSHIP

This position reports to and is evaluated by the director of multilingual services.

REPRESENTATION

Federal Way Education Association (FWEA)

LEVEL OF COMPENSATION

Per the FWEA salary schedule based on education and experience

Disclaimer

The preceding list is not exhaustive and may be supplemented as necessary. The statements contained herein reflect general details as necessary to describe the principal functions of this job, the scope of responsibility and the level of knowledge and skills typically required, but should not be considered an all-inclusive listing of work requirements, skills or duties so classified. All personnel may be required to perform duties outside their normal responsibilities from time to time as needed.

All employment open positions are made available on a nondiscriminatory basis without regard to race, color, creed, religion, sexual orientation, national origin, gender, age, disability or veteran status.

CLASSIFICATION HISTORY

Updated to new format 05/2017

Updated 5/2019

*Job descriptions are written as a representative list of the **ADA essential** duties performed by the entire classification. They cannot include, and are not intended to include, every possible activity and task performed by every specific employee.*

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