

**LOWELL JOINT SCHOOL DISTRICT
STEAM INNOVATION COACH
TEACHER ON SPECIAL ASSIGNMENT (TOSA)**



DEFINITION

Under the direction of the Assistant Superintendent of Educational Services, the Teacher on Special Assignment (TOSA) –STEAM Innovation Coach will assist, by serving as an instructional coach, in the implementation of the 21st Century teaching skills, curriculum development and the integration of STEAM Education as it connects to the curriculum inside and outside of the classroom.

REPRESENTATIVE DUTIES

Design, implement, and support learning opportunities for teachers intended to build capacity and expertise in the use of STEAM/Coding in the classroom: conduct demonstration lessons and assist with curriculum design; assist teachers through peer coaching, classroom observations, peer feedback, student data analysis of effective STEAM/Coding teaching strategies, lesson design and co-planning lessons in STEAM/Coding.

Design, implement, and support learning opportunities for ALL subgroups including English Learners and at-risk students through STEAM/Coding integrations: supports students' college and career readiness utilizing 21st Century learning skills; help provide coordination and support for the Horizons (GATE/High Achiever Program) as it relates to STEAM/Coding.

Develop curriculum that effectively integrates the use of STEAM/Coding in the teaching and learning process: design, organize, schedule, and present professional development programs, curriculum, and instruction projects and assistance for Transitional Kindergarten through eighth grade teachers in the use of STEAM/Coding and strategies to support ALL subgroups including English Learners and at-risk students; provide assistance in the design, function, and implementation of the STEAM Innovation Labs at each school; analyze and use data to identify program needs and to evaluate, improve, and report on program effectiveness.

Attend professional development workshops to align practice with the District vision for 21st Century learning; establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice.

Specific duties are based on the nature and location of the assignment: the omission of specific statements of duties does not exclude the duties if the work is similar, related, or a logical assignment to the position. Individuals who hold this position may perform additional duties and additional duties may be assigned.

KNOWLEDGE OF

- Instructional technology as it relates to STEAM/Coding
- 21st Century learning skills and objectives
- Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of students and adults
- Educational curriculum, instructional goals and objectives, and educational trends and research findings pertaining to educational technology and STEAM/Coding
- STEAM/Coding to facilitate in accelerating the achievement of all students and subgroups
- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Assist District leadership in planning and organizing the implementation and continued use of STEAM Activities and Coding
- Support and assist with the coordination of the Horizons (GATE/High Achiever Program) related to STEAM/Coding
- Communicate effectively, both orally and in writing
- Use the Google Platform to prepare supplemental materials
- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Valid California Teaching credential with English Learner authorization or equivalent
- Compliance with No Child Left Behind (NCLB)
- Five (5) years of successful classroom teaching experience in an elementary and/or intermediate/junior high school setting required
- Bachelor's degree from an accredited institution of higher learning
- Training/experience in the use of instructional technology as it relates to STEAM/Coding in the classroom setting required
- Experience in a school or community leadership role which required public speaking and presentations, organization of tasks/projects, and involvement in curriculum planning

PREFERRED QUALIFICATIONS

- Master's degree or other advanced degree from an accredited institution of higher learning
- Administrative Services credential desirable

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 50 pounds across and/or around a classroom or play yard. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

MENTAL DEMANDS

Required to use written and oral communication skills, read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; interact with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work.

WORK ENVIRONMENT

While performing the duties of this job, the employee works in several environments including classroom, indoors and outdoors environments. Employees in this position may have higher level of exposure to infection from students. There is also frequent contact with staff and public and the need to meet multiple demands from several people. The noise level may be moderate to very noisy.

SALARY RANGE

Appropriate placement on the Certificated Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees