Continuum for Teachers on Special Assignment

To accompany the Continuum of Teacher Abilities
for Teachers on Special Assignment

Teachers on Special Assignment

Job description
Aligned to California Standards for the Teaching Profession

Teachers on Special Assignment will:
- Self-assess on both the Continuum of Teacher Abilities and the Continuum for Teachers on Special Assignment

The Continuum for Teachers on Special Assignment follows. The final page of this document describes a process for self-assessment for Teachers on Special Assignment have no job description.

Standard 1: Engaging students in learning
Engaging colleagues in learning: peer coaching
Facilitation, building relationships, collaboration
Resources: Garmston, Cooperative Learning

Standard 2: Effective environment
Organization and time management
Resources: TESA, Tribes, Cooperative Learning

Standard 3: Understanding subject matter
Student content standards, adopted materials
Resources: AB 466, Quintessential ELD Standards

Standard 4: Planning
Collaborative curriculum planning
Lesson Design
Resources: Heidi Hayes Jacobs- Curriculum mapping
Grant Wiggins and Jay McTighe- Understanding by Design

Standard 5: Assessing student learning
Facilitate in collaboration with leadership team the collection and analysis of student work and progress
Resources:Stiggins-Classroom Assessment
McTighe and Arter-Scoring Rubrics in the Classroom

Standard 6: Developing as a professional educator
Setting professional goals and engaging in Professional Development to meet goals and improve skills
Provide appropriate professional development (contextualize, differentiation, equity)
All forms of Communication, including humor and technology
Resources: Migrant, Admin and Counselors' continuums
Guskey, Joyce and Showers, etc.

Standard 1: Engaging and Supporting all Students in Learning

	Beginning		Applying		Innovating
Engages colleagues in learning: peer coaching collaboration	Acquires knowledge of foundations of coaching	→	Acts as peer coach with staff and promotes additional pairings	→	Facilitates site based capacity for peer coaching and collaboration
Facilitates, builds relationships,	Builds relationships with colleagues		Meets more formally with colleagues to discuss classroom practice		Facilitates group interactions around specific student goals

Resources: Garmston
Joyce and Showers- Student Achievement through Staff Development
Content Coaching

Standard 2: Creating and Maintaining an Effective Learning Environment

	Beginning		Applying		Innovating
Supports teachers to create and maintain effective learning environments for all students	Sets priorities to meet individual needs		Anticipates needs, plans and organizes accordingly		Creates a shared vision of year long plan and implements
	Begins to support use of one appropriate system to create effective learning environment for all students		Expands use of appropriate system in more classrooms		Works with staff to integrate systems that promote equity, cooperation, inclusion and student achievement

Resources: TESA, Tribe, Differentiation, Multiple Intelligences and Cooperative Learning

Standard 3: Understanding Subject Matter

	Beginning		Applying		Innovating
Student Content Standards, including but not limited to, Language Arts, Math and ELD	Becomes familiar with student content standards related to the ...		Models or co-teaches standards-based lessons with staff		Facilitates staff development to support teachers to use the standards to drive instruction
State Adopted materials	Actively participates in appropriate training*		Models or co-teaches lessons using State Adopted materials		Facilitates training for staff to complete requirements
Site specific programs/interventions	Actively participates in appropriate training		Supports implementation of program goals		Promotes collaboration to analyze program data

Resources: AB 466*, Quintessential ELD Standards, America's Choice, Houghton Mifflin, High Point, Avenues, McDougal-Littell, Holt,

Standard 4: Planning

	Beginning		Applying		Innovating
Collaborative curriculum planning	Becomes familiar with the elements of Curriculum Mapping		Supports teachers to develop their own map using available technology		Facilitates the creation of a school wide map that eliminate instructional gaps and repetitions
Lesson Design	Becomes familiar with the components of Backward Lesson Design		Collaborates with staff to create and implement lessons utilizing Back ward Design		Supports staff to engage in lesson study (observing, analyzing and revising)

Resources: Heidi Hayes Jacobs- Curriculum mapping
Grant Wiggins and Jay McTighe- Understanding by Design

Standard 5: Assessing student learning						
	Beginning		Applying		Innovating
Facilitate the collection and analysis of current student data	Collects and organizes existing student data to be considered by staff		Develops structures to promote collegial discussion around existing student data to determine areas of strengths and challenges		Facilitates the collegial discussion around existing student data to target areas of challenges to determine focus of inquiry into practice to raise student achievement
Facilitate the ongoing collection and analysis of student work and progress	Support staff to target a content area of student work to analyze collectively		Meet with individuals or small groups to analyze student work based on available and appropriate rubrics for targeted content area and inquiry		Creates a system to collaboratively design and implement rubrics for students to analyze their own work

Resources: Stiggins-Classroom Assessment
McTighe and Arter-Scoring Rubrics in the Classroom

Standard 6: Developing as a professional educator

	Beginning		Applying		Innovating
Setting professional goals and engaging in Professional Development to meet goals and improve skills	Investigates sources of relevant staff development opportunities aligned to meet professional goals and improve skills to meet needs of staff and students		Attends relevant staff development opportunities aligned to meet professional goals and improve skills to meet needs of staff and students		Teaches others information from staff development experiences that meet professional goals and improve skills to meet needs of staff and students
Provide appropriate professional development (contextualize, differentiation, equity)	Determines baseline of recent professional development of staff		Investigates and designs, with the leadership team, a staff development plan that aligns with the needs of staff and students		Provides or facilitates professional development opportunities that align with the needs of staff and students
Uses multiple forms of communication effectively, including humor and technology, to achieve goals	Uses oral and written forms of communication correctly and effectively		Uses appropriate Technology to communicate correctly and effectively with staff and community		Communicates with staff and community through the use of a variety of appropriate strategies
Resources: Migrant, Admin and Counselors' continuums Guskey, Joyce and Showers, etc.					