

Job Title: Special Education Mentor TOSA

Definition:

Under the supervision of the Director of Curriculum, Instruction & Assessment, the Special Education Mentor Teacher on Special Assignment (TOSA) serves within the New Teacher Support Program as a member of the instructional team, supporting new special education teachers across the district.

Distinguishing Characteristics:

A primary focus of this position is to build the capacity of new special education staff through mentoring, training, modeling, and professional development, while ensuring compliance with federal and state special education laws. The Special Education Mentor TOSA provides consultation on IEP development, instructional practices, and program implementation, and ensures that district policies, legal requirements, and best practices are consistently followed by teachers working to attain their clear education services credential. When designated by the District, the Special Education Mentor TOSA may serve as the LEA representative at IEP team meetings.

Essential Job Duties:

The following tasks are essential for this position. Incumbents in this classification may not perform all of these tasks, or may perform similar related tasks not listed here.

1. Serve as an Induction and/or ISP (Intern, STP, PIP) mentor for an assigned caseload of mentees, providing targeted support and training to new and developing Education Specialists to strengthen instructional effectiveness, increase retention, and support the successful attainment of a clear credential.
2. Serve, when appropriately designated by the District, as the administrative/LEA representative for IEP team meetings, including annual reviews, amendments, transition meetings, and other IEP meetings as assigned.
3. As a mentor, provide expertise and guidance in the facilitation of IEP meetings, student study team meetings, and collaboration with families and multidisciplinary teams.
4. Based on program needs, provide training and technical assistance to new and developing Education Specialists in the development of legally compliant and defensible IEPs, including present levels, measurable annual goals, services, progress monitoring, and the use of SEIS and other required documentation systems.
5. Assist mentees with complex case consultation, including behavioral, instructional, and compliance-related concerns.
6. Maintain communication with District administration regarding patterns of need, compliance trends, training needs, and areas requiring additional support.
7. Attend district, SELPA, or outside trainings as required.
8. Perform all other related duties as assigned.

Minimum Knowledge, Skill, and Ability:

Knowledge of:

- Federal and state laws regarding special education, including the IEP process and procedural safeguards
- Induction and ISP new teacher support program, including the requirements for earning a preliminary and clear credential
- California Education Code and SELPA policies and procedures
- Special education instructional strategies and curriculum access
- Development of measurable IEP goals and progress monitoring systems
- Inclusive practices and least restrictive environment requirements
- Culturally and linguistically diverse student populations
- District policies, procedures, and reporting requirements

Skill and Ability to:

- Establish and maintain cooperative relationships with students, staff, parents, and the public
- Maintain confidentiality of student and staff information
- Meet schedules and timelines, including compliance deadlines
- Work independently with appropriate direction
- Analyze situations accurately and adopt an effective course of action
- Provide coaching and feedback to adult learners in a constructive and supportive manner
- Communicate effectively both orally and in writing
- Facilitate collaborative problem-solving and conflict resolution
- Organize, prioritize, and manage multiple responsibilities

Training and Experience:

Minimum Qualifications:

- Valid California Education Specialist Instruction Credential. Authorization in both Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) is highly desirable.
- Minimum of three (3) years of successful teaching experience in special education
- Demonstrated experience in developing and implementing IEPs
- Experience participating in or facilitating IEP meetings

Preferred Qualifications:

- Experience mentoring or coaching teachers
- Experience providing professional development to certificated staff
- Familiarity with SEIS or similar special education data systems
- Expertise in writing legally defensible IEPs and goals
- Experience supporting inclusive practices and co-teaching models
- Ability to facilitate IEP meetings in a manner that supports parent participation, collaborative problem-solving, procedural compliance, and clear documentation

Physical Requirements and Working Conditions:

- Require vision (which may be corrected) to read small print
- Require mobility to stand, walk, and move between locations
- Perform work that may require sitting for prolonged periods
- Subject to indoor environmental conditions
- May be required to work at a computer terminal for extended periods
- Regular attendance and punctuality in meeting deadlines, attending required meetings, and following schedules
- Must possess a valid California driver's license and be insured
- Utilize own vehicle for transportation as needed

PHYSICAL REQUIREMENT INFORMATION

Physical Demands:	HPD = Hrs. Per Day		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5-3 HPD)	Frequently (3 – 6 HPD)
Sitting		X	
Standing		X	
Walking		X	
Bending (neck)		X	
Bending (waist)	X		
Kneeling	X		
Reaching	X		
Stooping	X		
Crawling	X		
Twisting (back & neck)	X		
Climbing	X		
Pushing/Pulling	X		

	Lifting			Carrying		
	Rarely (0 – 1.5HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)	Rarely (0 – 1.5HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
0–10 lbs.		X			X	
11–25lbs.	X			X		
26–50lbs.	X			X		
51–75lbs.	X			X		

Mental Demands:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Problem Solve		X	
Make Decisions			X
Supervise	X		
Interpret Data		X	
Organize		X	
Write			X
Plan			X
Multi-Task			X

Equipment Use:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Telephone		X	
Copier		X	
Computer			X
FAX Machine	X		
RADIO	X		

Board Approved: June 2, 2026