

The primary function of the Elementary Indigenous Curriculum TOSA position is to work with MN State Standards and Benchmarks to ensure Indigenous related standards/benchmarks are reflected in resources, materials, lesson plans and culturally relevant instruction. The TOSA will work with content leads on areas of need, design and facilitate synchronous and asynchronous professional development for grade level teachers and support implementation of Indigenous related standards and benchmarks using culturally responsive pedagogy. This project extends through SY22-23 and SY23-24.

#### Responsibilities:

The essential functions include, but are not limited to, the following fundamental duties:

- Work with content leads, starting with Social Studies, to build repositories of resources, materials and lesson plans for Indigenous related standards and benchmarks.
- Develop, facilitate and maintain professional development for various grade levels and content.
- Work with teachers on implementation of standards aligned resources, materials and lesson plans.

#### Minimum qualifications:

- Experience with Indigenous ways of knowing, history and/or world view.
- A valid teaching license in elementary education issued by MN Department of Education.
- Experience with culturally responsive pedagogy and how this translates to curriculum and instruction.
- Three or more years of successful K-5 teaching experience.
- Experience with cross-curricular planning, particularly Social Studies and Science.

#### Preferred qualifications

- Experience teaching in a culturally, ethnically, linguistic and disability diverse setting.
- Experience planning and facilitating professional development.
- Experience with Culturally Responsive Teaching and the Brain by Zaretta Hammond.
- Experience with cross-curricular planning.

#### Knowledge, Skills and Abilities

- Ability to apply experience with Indigenous ways of knowing and/or world view to content standards.
- Knowledge of standards-based education that includes familiarity with Minnesota Academic Standards, specifically, especially Social Studies.
- Organized, with the ability to balance multiple responsibilities.
- Ability to work with teachers with a large range of classroom experience - either teaching or with Indigenous topics.
- Knowledge of culturally responsive instruction and a demonstrated ability to implement and coach around these practices.
- Active listener who can identify both the message and the emotions expressed by individuals who have different views, beliefs, and perspectives.
- Ability to maintain objectivity when confronted with conflict-based issues and individuals.
- Ability to ask appropriate questions and transition from concrete/clarifying questions to abstract and "big picture" questions and vice versa.
- Ability to motivate and lead colleagues and knows and utilizes a variety of resources to accomplish goals.
- A demonstrated understanding of best practices for adult professional learning; coach, facilitate and train in small and/or large group.
- Read, share, and apply professional research.
- The ability to effectively communicate information to multiple stakeholders through various methods.
- Analyze and synthesize multiple sources of data to inform decisions and indicate areas for improved practice.
- Ability to effectively use technology to support adult and student learning.
- Build consensus among a diverse set of stakeholders around the common purpose of helping students succeed.

#### Responsibilities

- Provide ongoing development and implementation of Indigenous connected benchmarks based on a needs assessment.
- Work collaboratively with content lead supervisors, starting with Social Studies, to evaluate currently identified needs for construction and documentation of Indigenous benchmarks, including revising current documentation.
- Work collaboratively with classroom teachers on implementation of Indigenous connected benchmarks using culturally responsive pedagogy and content best practices.
- Design and facilitate professional development for K-5 teachers on identifying and implementing appropriate absent narratives, multiple perspectives and

- counter-narratives using culturally responsive pedagogy.
- Support the district professional development plan.