



IRVINE UNIFIED SCHOOL DISTRICT

TEACHER ON SPECIAL ASSIGNMENT (TOSA) ELEMENTARY TIER 3 INTERVENTION TEACHER

DEFINITION

Under the general supervision of the site administrators, serves as an intervention teacher at a school site focused on developing and implementing a robust, responsive, and effective Tier 3 intervention program for elementary students.

ESSENTIAL DUTIES AND RESPONSIBILITIES may include the following. Other duties may be assigned.

- Provides individual and group instruction for Tier 3 intervention designed to meet individual needs and motivate students.
- Delivers Tier 3 interventions to identified students using appropriate and effective instructional strategies and methodologies for early literacy and foundational mathematics instruction.
- Plans, develops, and utilizes a variety of instructional methodologies appropriate to the instructional level of students from diverse backgrounds and cultures.
- Develops and effectively uses instructional materials suitable for verbal and/or visual instruction of students with a wide range of mental, physical and emotional maturity.
- Maintains appropriate standards of classroom behavior, using behavioral management techniques and strategies that promote citizenship and socially positive outcomes in students.
- Collaborates with site leadership to develop the overall Tier 3 Academic Intervention program for the school.
- Collaborates with site leadership and the MTSS leadership team to develop a school wide schedule for the delivery of Tier 3 interventions.
- Uses appropriate diagnostic assessments to identify students and their areas of need for Tier 3 intervention support.
- Monitors student growth through progress monitoring, communicates progress to parent and teaching staff as needed, and logs interventions for ongoing program evaluation.
- Attends regular bimonthly professional learning centered around supporting students with Tier 3 interventions and use of diagnostic assessments and intervention programs.
- Attends SST and MTSS meetings as needed.
- Directs the work of any support staff assigned to support Tier 3 interventions.
- Collaborates with teacher PLC teams regarding student progress and effective instructional support strategies.
- Collaborates and works effectively with various individuals and teams.

QUALIFICATIONS

KNOWLEDGE OF:

Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of elementary level students with an emphasis on early literacy and mathematics foundational skills; academic, social, and behavioral characteristics of elementary level students; educational curriculum and instructional goals and objectives, and educational trends and research findings pertaining to comprehensive elementary programming; motivational, behavior management and behavior shaping strategies, techniques and methods, and conflict resolution procedures; socio-economic and cultural backgrounds of the school population .

ABILITY TO:

Plan, organize, develop, and conduct a comprehensive teaching and instructional program for students at the elementary level; provide appropriate and effective learning experiences for students from a wide range of socio-economic levels and cultural backgrounds; effectively assess the instructional and educational needs of students, and design, develop, and implement sound instructional and educational programs; provide a motivating and stimulating learning environment; perform research and development activities pertaining to curriculum and instructional programs and innovative and creative pilot projects designed to enhance student educational opportunities and experiences; comply with the District's core values, continuous improvement efforts and strategic initiatives.

CREDENTIAL

Valid California Credential or license authorizing service in grade levels and areas assigned.

TRAINING AND EXPERIENCE:

A combination of student teaching, internship, or teaching experience.

EDUCATION:

Bachelor's degree including all courses to meet credential requirements.

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 is regularly required to stand; walk; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; talk or hear; and taste or smell. The employee is occasionally required to sit and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job in a typical classroom setting. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

Created May, 2023