



RIALTO UNIFIED SCHOOL DISTRICT

Teacher on Special Assignment Special Education Compliance, Achievement, & Intervention Specialist Job Description

DEFINITION

Under the general direction of the Lead Special Service Agent, TOSA will provide direct support and consultation to school site personnel and Individual Education Program (IEP) teams regarding compliance, curriculum, data analysis, instructional strategies, effective use of resources including instructional aides, and evidence based academic and behavioral interventions. In collaboration with the Special Education Administration Team and Site Administration the TOSA will provide professional development, coaching and support. The TOSA will organize and implement special education services to enable students to be successful in the least restrictive environment, including general education, learning centers, or special day classes.

ESSENTIAL DUTIES

- Support and assist IEP teams in the development and implementation of IEP's, including analyzing educational benefit.
- Support teachers regarding effective classroom management, including instructional and behavioral strategies, and the utilization of staff.
- Service and manage special education caseloads and be the leader of IEP teams, facilitator of IEP meetings, conduct assessments, prepare IEP reports and collaborate with all service providers.
- Create, support and maintain learning centers environment that is structured, positive and organized.
- Assist other certificated staff and IEP teams with recording student progress, developing daily reports, creating behavioral schedules, and social skills curriculum for special needs students.
- Assist as a resource to other departmental administration, teachers and parents regarding the District's special education procedures, guidelines, and appropriate program and service options.
- Utilize assessment and data information for effective IEP implementation of goals and objectives.
- Provide specialized academic instruction and support to students with special education needs to achieve IEP goals.
- Guide the implementation of appropriate accommodations/modifications to ensure students' learning success in the general education classroom.
- Work in conjunction with principal and teachers to enhance student achievement.
- Collaborate with staff members regarding effective instruction and intervention.
- Serve as an itinerant, if needed.
- Administrative Designee, if needed.
- Other duties assigned.

KNOWLEDGE OF:

- Common Core Curriculum.
- Knowledge of research based, effective instructional and behavioral strategies for diverse learners.
- Learning Centers.
- Universal Design for Learning.
- IEP laws and compliance.
- Data driven instructional decision making.
- Specialized Academic Instruction.
- Multi-tiered Systems of Support (MTSS) process.

ABILITY TO:

- Serve as a liaison between the Special Education Department and the school site.
- Use effective techniques in the analysis of data to improve student achievement.

- Use strong organizational skills in preparing and maintaining accurate records and reports.
- Understand and follow oral and written directions.
- Show initiative in identifying needs and supports while working without immediate supervision.
- Effectively present information to instructional and administrative staff.
- Perform adjunct duties as required.
- Exhibit professionalism at all times and maintain high standard for self and others.
- Ability to communicate and interact effectively with students, teachers, parents, colleagues, and community leaders.
- Be a strong team member who is self-reflective, implements feedback, and consistently seeks to improve his/her practice.

EXPERIENCE AND EDUCATION

- Possession of a valid California Education Specialist credential.
- Possession of valid Autism Authorization.
- Possession of a valid California EL authorization or equivalent.
- Minimum of 5 years of teaching experience.
- Valid Driver's License, insurance (will service multiple sites).

PHYSICAL DEMANDS

Physical class:

Light - lifting 20 pounds maximum with frequent lifting and/or carrying objects weighing up to 10 pounds.

Work area requirements:

Regular classroom, on the playground, parking lot, bus stop areas and possibly field trips. Ability to traverse some parts of 40 acres of campus which would include asphalt, ramps, sidewalks, grass on playgrounds and dirt.

Physical requirements:

The time requirements are listed considering this wording and meaning:

Occasionally/Low - up to 3 hours

Frequently/Medium - 3 to 6 hours

Constantly/High - 6 to 8 hours plus

Standing: Occasionally
 Stooping: Occasionally
 Bending: Frequently
 Lifting: Frequently
 Reaching: Frequently
 Handling: Frequently
 Grasping: Frequently
 Carrying: Frequently

Fingering: Frequently
 Kneeling: Occasionally
 Sitting: Occasionally
 *Driving: Occasionally
 Walking: Frequently
 Push/Pull: Occasionally
 Keyboarding: Occasionally

****Possession of a current California Driver's license, a DMV printout and the ability to be covered by the company auto insurance is required.***

Frequent Motion:

Twisting: Occasionally
 Wrist flexion: Frequently
 Elbow flexion/extension: Frequently
 Reaching to shoulder level: Occasionally

Forward should/neck flexion: Frequently
 Reaching above should level: Occasionally
 Reaching below shoulder level: Frequently

Sensory Requirements:

Ability to see: Constantly
 Ability to talk: Constantly
 Ability to touch: Constantly

Ability to hear: Constantly
 Ability to smell: Constantly

This Job Requires:

Alertness: Constantly
 Attention to detail: Constantly
 Recall of names and dates: Yes
 The use of two hands: Constantly

Ability to work in temperatures down to 70 degrees and up to 110 degrees.

Must be able to deal with these environmental considerations:

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| Heat: | Yes | Odor: | Yes |
| Noise: | Yes | Humidity: | Yes |
| Moisture: | Yes | Fluorescent lights: | Yes |
| Working inside: | 95% of the day | Floor may be slippery at times: | Yes |
| Working outside: | 5% of the day | Working in close quarters with others: | Yes |

Ability to deal with psychological factors:

Team work: Yes, always
Frustration: Some frustration: must be able to stay clam and handle the situation minute by minutes
Repetitive Tasks: Writing or IEP's; job change
Level of responsibility: High
Must keep up with schedule: High
Able to work overtime as needed: Yes, work at home
Dealing with angry teachers, students and parents: Medium

Physiological Factors:

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| Must maintain a high level of consciousness: | Yes |
| Orientation to time, place or person: | Yes |
| Ability to read at 12 th grade level: | Yes |
| Ability to comprehend and follow directions: | Yes |
| Able to keep up a high activity level during the shift: | Yes |