

Title:	TSA – Intervention Lead	Reports To:	Site administrator	
Department:	Human Resources	Bargaining Unit:	<input type="checkbox"/> CSEA 860 <input type="checkbox"/> CSEA 27 <input checked="" type="checkbox"/> AEA	<input type="checkbox"/> Management <input type="checkbox"/> Confidential <input type="checkbox"/> Unrepresented
Hours:	Full Time	No. of Work Days:	185	
FLSA Classification:	<input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non Exempt	Type:	<input type="checkbox"/> Reclassification <input type="checkbox"/> Update of job description <input checked="" type="checkbox"/> New job description	
Salary Schedule:	<input checked="" type="checkbox"/> Contract <input type="checkbox"/> Executive Cabinet <input type="checkbox"/> Administrative/Supervisory <input type="checkbox"/> Confidential		<input type="checkbox"/> Licensed <input type="checkbox"/> Unrepresented <input type="checkbox"/> CSEA 27 – Range XX <input type="checkbox"/> CSEA 860	

GENERAL SUMMARY OF DUTIES:

Under general supervision from the site administrator and district’s MTSS specialist, collaborates with administrators, instructional coaches, school counselors, school psychologists, parents, and teachers to identify struggling students’ needs and learning styles. Identifies evidence based interventions and methods to monitor student progress. Collaborates with teachers and interventionists to provide materials and support for Tier II and Tier III interventions, as determined by the site based intervention team.

DUTIES AND RESPONSIBILITIES:

- Effectively interacts, communicates and collaborates with students, parents, colleagues, and other stakeholders to foster student learning.
- Assists in identifying student academic and/or behavioral needs and school-wide trends based on multiple sources of data.
- Develops and monitors the implementation of individual, small group, and whole school intervention and prevention strategies to increase the likelihood that students will stay in school and graduate.
- Organizes, schedules, and leads site Response to Intervention Leadership Team meetings to include reviews of individual student data, assisting in identifying system-wide issues, assisting in the development of system-wide intervention plans, and assisting in identifying and dismissing students to Rtl program.
- Ensures the smooth provision of interventions to at-risk students experiencing difficulties in academics and/or behavior.
- Collaborates with teachers, administrators, guidance counselors, and other educational personnel in identifying and implementing appropriate interventions for Tier II and Tier III based upon individual student need.
- Plans for and instructs individual students and small groups of students identified through the school’s Rtl program.
- Regularly sets academic and/or behavior goals for students aligned with progress monitoring data.
- Communicates with students’ parents on their caseload prior to and throughout Tier II/III placement to address rationale for the program and parent concerns and questions.
- Develops, reviews, and updates plans for current caseload (Tier II/III students).

- Develops and facilitates academic and behavioral professional development activities for school faculty.
- Conducts behavioral observations, creates BIP's, and provides training on implementation.
- Coordinates with outside services to provide additional Tier II/III interventions.
- Prepares various records, forms, and reports as required.
- Participates and helps facilitate in faculty and professional meetings, educational conferences, and teacher training workshops.
- Effectively uses personal computing devices and software applications for the management of student records, instructional efficiency, and professional development.
- Operates general office and technology equipment to conduct daily activities.
- Performs other related duties as required.

EDUCATION AND EXPERIENCE

- Minimum of five (5) years of successful teaching experience
- Experience in researched-based instructional practices
- Experience in coaching and training of adult learners

Licenses and Certifications:

- Clear California Single Subject, Multiple Subject, Pupil Services credential or Education Specialist Credential
- English Learner Authorization

Knowledge of:

- California Standards for the Teaching Profession
- Common Core State Standards

PHYSICAL DEMANDS: Frequency Key: None (N); Occasional - up to 25% of shift (O); Intermittently – up to 50% of shift (I); Frequently – up to 75% of shift (F).

Activity	Frequency	Activity	Frequency
Bend	I	Lift/carry 0-10 lbs	F
Twist	O	Lift/carry 11-25 lbs	I
Squat	I	Lift/carry 26-40 lbs	O
Kneel	I	Lift/carry 41-100 lbs	N
Climb	O	Stand	I
Reach above shoulder	I	Walk	I
Grip/Grasp	F	Sit	F
Extend/Flex Neck	O	Drive	O
Use Dominant Hand	F	Perform Repetitive Hand Motions	F
Use Non-Dominant Hand	O	Keyboarding/Mouse Work	F
Ability to See	F	Ability to Hear	F

ENVIRONMENTAL ELEMENTS

THE ALAMEDA UNIFIED SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER and, in compliance with federal and state laws, does not discriminate in any employment practice on the basis of age, ancestry, color, marital status, medical condition, national origin, political or union affiliation, physical or mental disability, race, religion, sexual orientation or sex.