DeKalb Community Unit School District 428

DeKalb CUSD 428
Job Description

Position Title:	Tier 1 Support Specialist TOSA (Secondary)
Department:	Teaching and Learning.
Supervisor:	Content (Humanities/STEAM) Managers / Multilingual Coordinator
Calendar:	180 Days
FLSA Status:	Exempt
Affiliation:	DCTA
Date:	May 2026

Objective

The Tier 1 TOSA provides district-wide leadership in the effective delivery and systemic integration of core academic programming, primarily working with Tier 1 academic needs. Under the direct supervision of Teaching & Learning (T&L) Administration, this role ensures that district-adopted curricula are implemented with high fidelity across both monolingual and multilingual programs. The TOSA's work is entirely data-driven, providing targeted mentorship and "shoulder-to-shoulder" modeling for classrooms identified by ISBE school designations, MAP growth data, and other district-defined metrics. In collaboration with building-level specialists and interventionists, this role ensures equitable instructional excellence and the closing of achievement gaps in all Tier 1 academic environments.

Essential Duties and Responsibilities

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Ensures that all actions comply with established Board policies and the mission, vision, and values defined by the district and the Board of Education.
2. Participates in job training and professional growth opportunities in order to enhance the ability to perform the essential functions of the job.
3. Lead the district-wide application of evidence-based practices in our secondary classrooms, ensuring teachers effectively engage all students.
4. Collaborate with appropriate stakeholders to identify classrooms or grade levels requiring Tier 1 academic refinement through the analysis of NWEA MAP, ACT, ISBE designations, and district summative/formative assessments; provide intensive, hands-on modeling and co-teaching.
5. Design and provide instructional support and orientation for new and veteran staff to ensure alignment with district frameworks in all subjects.
6. Foster trust-based partnerships by modeling research-based routines.
7. Provide non-evaluative, growth-oriented feedback to teachers, focusing on the effectiveness of instruction.
8. Plan and lead PD centered on the district's adopted frameworks, the instruction and reteaching of curricula, and the practical use of manipulatives and instructional tools.

9. Ensure research-based strategies for diverse learners, such as Emergent Bilinguals and students with IEPs and 504s. (e.g., visual scaffolding, cross-linguistic bridging, and mathematical discourse frames) are integrated into daily routines.
10. Collaborate during Professional Learning Communities (PLCs) to help teams analyze student work and translate data into immediate Tier 1 instructional adjustments.
11. Guide teachers in the effective use of adopted materials and digital tools.
12. Serve as a liaison between the classroom and T&L Administration, identifying specific barriers that prevent teachers from successfully implementing district initiatives and collaborating on actionable solutions to support them.
13. Partner with Reading Specialists, Math Interventionists, the STEAM Manager/Humanities Managers, and building leaders to ensure a cohesive approach to Tier 1 instruction and MTSS academic alignment.
14. Maintain a high standard of professional ethics and confidentiality in all teacher-support and mentorship interactions.
15. Actively participate in district-level meetings and building-level school improvement committees.
16. Perform other duties as assigned by the building leaders, Multilingual Coordinator, Department Managers, and Directors of T&L.

Qualifications, Education, and Experience

1. Valid Illinois Professional Educator License (PEL) with a Secondary Education endorsement to support MS and/or HS levels.
2. Minimum of 5 years of successful secondary classroom teaching experience with a proven track record of student growth.
3. Proven track record of successful mentorship, teacher leadership, or department coordination.

Knowledge, Skills, and Abilities

1. Mastery in interpreting MAP scores and ISBE designations to prescribe specific classroom-level instructional interventions.
2. Ability to build relationships, engage in critical conversations, and maintain a professional and positive attitude.
3. Demonstrate ability to work collaboratively (in a partnership) with individuals and teams.
4. Demonstrate ability to analyze and use data, coach, mentor, and/or teach adult learners.
5. Ability to step into diverse classroom settings and model instruction and routines.
6. Comprehensive understanding of how Tier 1 instruction aligns with Tier 2 and Tier 3 interventions to support the whole child.
7. Knowledge of how to support instruction for diverse learners, such as Emergent Bilinguals and students with IEPs/504s.
8. Exceptional interpersonal skills to navigate building-level dynamics and maintain strong ties with District Administration and building-level specialists.

Supervisory Responsibility:

No

Position TRS/IMRF Eligible

Yes

Work Environment

This job operates in a professional school environment. This role routinely uses standard office computer equipment such as computers, laptops, and servers.

Travel

The Curriculum TOSA must be able to provide his/her own transportation. Travel is primarily local during the business day.

Other Duties

Please note that this job description is not designed to cover or contain a comprehensive listing of activities, duties, or responsibilities required of the employee for this job. Duties, responsibilities, and activities may change at any time with or without notice.

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.

The physical activity of this position. ***(Please check all blocks that apply)***	
A.	Climbing. Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.
B.	Balancing. Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.
C.	Stooping. Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.
D.	Kneeling. Bending legs at knee to come to a rest on knee or knees.
E.	Crouching. Bending the body downward and forward by bending leg and spine.

F.	Crawling. Moving about on hands and knees or hands and feet.
G.	Reaching. Extending hand(s) and arm(s) in any direction.
H.	Standing. Particularly for sustained periods of time.
I.	Walking. Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.
J.	Pushing. Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
K.	Pulling. Using upper extremities to exert force in order to draw, haul or tug objects in a sustained motion.
L.	Lifting. Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.
M.	Fingering. Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.
N.	Grasping. Applying pressure to an object with the fingers and palm.
O.	Feeling. Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.
P.	Talking. Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
Q.	Hearing. Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.
R.	Repetitive motion. Substantial movements (motions) of the wrists, hands, and/or fingers.

The physical requirements of this position. ***(Please check only one block)***	
A.	Sedentary work. Exerting up to 10 pounds of force occasionally and/or negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.
B.	Light work. Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.
C.	Medium work. Exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.
D.	Heavy work. Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
E.	Very heavy work. Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.
The visual acuity requirements including color, depth perception, and field vision. ***(Please check only one block)***	
A.	The worker is required to have close visual acuity to perform an activity such as: preparing and analyzing data and figures; transcribing; viewing a computer terminal; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines (including inspection); using measurement devices; and/or assembly or fabrication parts at distances close to the eyes.
B.	The worker is required to have visual acuity to perform an activity such as: operates machines, such as lathes, drill presses, power saws, and mills where the seeing job is at or within arm's reach; performs mechanical or skilled trades tasks of a non-repetitive nature, such as carpenter, technicians, service people, plumbers, painters, mechanics, etc.
C.	The worker is required to have visual acuity to operate motor vehicles and/or heavy equipment.

D.	The worker is required to have visual acuity to determine the accuracy, neatness, and thoroughness of the work assigned (i.e., custodial, food services, general laborer, etc.) or to make general observations of facilities or structures (i.e., security guard, inspection, etc.)
The conditions the worker will be subject to in this position. ***(Please check all blocks that apply)***	
A.	The worker is subject to environmental conditions. Protection from weather conditions but not necessarily from temperature changes.
B.	The worker is subject to outside environmental conditions. No effective protection from the weather.
C.	The worker is subject to both environmental conditions. Activities occur inside and outside.
D.	The worker is subject to extreme cold. Temperatures typically below 32 for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.
E.	The worker is subject to extreme heat. Temperatures above 100 for periods of more than one hour. Consideration should be given to the effect of other environmental conditions, such as wind and humidity.
F.	The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above ambient noise level.
G.	The worker is subject to vibration. Exposure to oscillating movements of the extremities or whole body.
H.	The worker is subject to hazards. Includes a variety of physical conditions, such as proximity to moving mechanical parts, moving vehicles, electrical current, working on scaffolding and high places, exposure to high heat or exposure to chemicals.
I.	The worker is subject to atmospheric conditions. One or more of the following conditions that affect the respiratory system of the skin: fumes, odors, dust, mists, gases, or poor ventilation.

J.	The worker is frequently in close quarters, crawl spaces, shafts, man holes, small enclosed rooms, small sewage and line pipes, and other areas that could cause claustrophobia.
K.	The worker is required to function in narrow aisles or passageways.
L.	None. The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work.)

Signatures
This job description has been approved by all levels of management:

Supervisor Name: _____

Signature: _____ Date: Click or tap to enter a date.

HR Representative: _____

Signature: _____ Date: Click or tap to enter a date.

Employee signature below constitutes the employee's understanding of the requirements, essential functions and duties of the position.

Employee Name: _____

Signature: _____ Date: Click or tap to enter a date.