

DISTRICT 112 – THE SCHOOLS OF EASTERN CARVER COUNTY

Position Description

SECTION I: GENERAL INFORMATION

Position Title: <i>TOSA – Teacher on Special Assignment (Lead Teacher) Behavior and Academic Supports</i>	Department / Building: <i>Elementary and District Location: Carver and Teaching and Learning</i>
Reports to: <i>Principal and Teaching and Learning</i>	FLSA Status: <i>Exempt</i>
Band/Grade/Subgrade: <i>C-5-2</i>	Bargaining/Work Unit: <i>CEA-Teacher contract +10 days</i>
Position Last Updated: <i>2.26.25</i>	Next Position Description Update:

SECTION II: JOB SUMMARY

Position Summary:

Under the direction of the building principal and dean and in collaboration with district administration, the Teacher on Special Assignment (TOSA) – Behavior & Academic Supports will work to enhance intervention systems that promote student success. This role will provide direct support for behavior and academic interventions, coach educators, and ensure equitable access to resources that foster student engagement, learning, and well-being. The TOSA will play a key role in strengthening multi-tiered systems of support (MTSS) within schools, addressing both behavioral and academic needs to create a positive and inclusive learning environment. The TOSA will also lead planning for district extended time and summer programs.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Extent or degree of participation in these job functions will be determined by the building principal

Duty/Responsibility No:	1	Statement of duty/responsibility: <i>Support students' needs academically and behaviorally</i>
Percent of Time:		

Tasks involved in fulfilling above duty/responsibility:

- **Implement and Support Behavior Interventions** – Assist school teams in developing and implementing Tier II behavior interventions that promote positive student engagement and growth.
- **Monitor and Analyze Behavioral Data** – Use data to identify trends, track student progress, and adjust interventions to effectively support students with behavioral challenges.
- **Collaborate with School Teams** – Work closely with educators, counselors, and administrators to provide professional development and coaching on best practices for behavior supports, restorative practices, and intervention strategies.
- **Facilitate Restorative and Relearning Practices** – Support schools in using restorative approaches to address behavior incidents, emphasizing accountability, relationship-building, and skill development.
- **Ensure Equity in Behavioral Supports** – Advocate for and implement culturally responsive behavior interventions that align with district policies and promote equitable access to resources for all students.
- **Curriculum and Instructional strategies** - Support school leadership teams with implementation of school-wide behavior management systems and academic curriculum

Duty/Responsibility No:	2	Statement of duty/responsibility: <i>Support I-Team</i>
Percent of Time:		

Tasks involved in fulfilling above duty/responsibility:

- **Assist Teachers with Interventions** – Provide guidance to educators in selecting, implementing, and adjusting academic and behavioral interventions to meet student needs.
- **Data Interpretation and Tracking** – Support I-Team members in analyzing student data, tracking progress, and using data-driven decision-making to refine interventions.
- **Facilitate Parent Communication** – Assist in contacting families to discuss intervention plans, student progress, and strategies for reinforcing supports at home.
- **Support Intervention and Enrichment Implementation** – Work collaboratively with school teams to ensure effective implementation of both intervention and enrichment opportunities that promote student growth.
- **Collaborate on Problem-Solving and Planning** – Partner with I-Team members to identify student needs, develop action plans, and monitor the effectiveness of intervention strategies.
- **Behavioral and Crisis Management** – Knowledge of discipline procedures, individualized education programs (IEPs), CPI and CPR training (or willingness to obtain), and the ability to manage crisis situations with a calm, solution-focused approach.

Duty/Responsibility No:	3	Statement of duty/responsibility: <i>Instructional Coaching</i>
Percent of Time:		

Tasks involved in fulfilling above duty/responsibility:

- **Support Professional Learning Communities (PLCs)** – Support and collaborate with PLCs to analyze student data, share best practices, and develop targeted intervention and enrichment strategies.
- **Model Effective Strategies** – Provide in-class modeling, co-teaching, and demonstration lessons to support teachers in implementing evidence-based instructional and behavior management practices.
- **Provide Targeted Coaching and Feedback** – Work one-on-one or in small groups with teachers to refine instructional techniques, intervention strategies, and classroom management approaches.
- **Support Differentiated Instruction** – Assist educators in designing and implementing differentiated instruction that meets the diverse academic and behavioral needs of students.
- **Use Data to Drive Instructional Decisions** – Help teachers interpret assessment and progress-monitoring data to adjust instruction, interventions, and enrichment opportunities effectively.

SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

- **Systems Design and Project Management** – Skilled in designing and managing instructional and administrative systems, overseeing complex applications, and implementing multifaceted initiatives effectively.
- **Strong Analytical and Decision-Making Skills** – Ability to interpret data, apply statistical analysis, and exercise sound judgment in problem-solving, conflict resolution, and strategic decision-making.
- **Effective Communication and Collaboration** – Strong verbal and written communication skills, including facilitation, listening, and the ability to lead meetings, deliver presentations, and foster team collaboration.
- **Leadership and Adaptability** – Proven ability to lead in difficult situations, remain calm in crises, manage transitions, and drive change while maintaining a positive work environment and commitment to the district’s mission.
- **Training and Professional Development** – Experience identifying training needs, designing and delivering professional development, and supporting adult learners in educational settings.
- **Behavioral and Crisis Management** – Knowledge of discipline procedures, CPI and CPR training (or willingness to obtain), and the ability to manage crisis situations with a calm, solution-focused approach.

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- Teaching License
- Master's degree preferred
- Administrative license preferred (or working towards administrative license)

SECTION VI: EXPERIENCE REQUIREMENTS

- Demonstrated ability to work with adults/children
- Experienced Teacher

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the district mission, which is to ensure all learners are achieving their personal best.
- Performing assigned responsibilities in a manner consistent with the district's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.
- Strategic thinker and a proactive leader who models strong communication, organization and collaboration, as well as an unwavering commitment and energy to sustain momentum in the district journey towards innovative teaching and learning practices for all learners.