LOS ANGELES UNIFIED SCHOOL DISTRICT  
DIVISION OF INSTRUCTION

PRIMARY PROMISE INTERVENTION / PREVENTION SUPPORT COORDINATOR  
Non-Classroom Assignment, Preparation Salary Table (0706)  
(100 Positions)  
Posting Date: 10/16/20

The main role of the Primary Promise Intervention / Prevention Support Coordinator is to work directly with students and teachers at high-need schools, primarily at the K-2 level in the areas of early literacy and academic language development. This position will support the implementation of a Multi-tiered System of Support (MTSS) that includes direct instruction, team-teaching lessons, and professional development / planning of effective literacy strategies and Tier 1 and Tier 2 interventions in the classroom.

Primary Duties/Responsibilities:

Note: Incumbents in this position must provide direct instruction to students for at least 50% as part of their assignment.

- Provides direct instruction in reading including differentiated small group literacy instruction and tier 2 interventions.
- Provides targeted and differentiated support, including co-teaching and co-planning, based on identified needs.
- Incorporates a structured literacy approach to build the capacity of school teams to identify and support all struggling readers, including those showing signs of dyslexia.
- Infuses social emotional learning and behavior supports into reading instruction to build growth mindset and self-efficacy in struggling readers.
- Provides some professional development at the assigned schools, including coaching and follow up on the implementation of evidence-based instructional strategies that promote students’ ability to read grade-level texts with fluency and comprehension.
- Uses data analysis, including multiple measurements such as benchmark assessments, diagnostic assessments, and progress monitoring data to provide targeted instruction and intervention for students that supports growth along the continuum of literacy development.
- Supports schools in leveraging online learning platforms and district data systems to implement multi-tiered systems of support (MTSS) that utilize highly effective differentiation strategies in reading/literacy for all students including English learners, Standard English learners, students with disabilities, socioeconomically disadvantaged students, and gifted students.
- Supports community engagement and parent involvement through workshops and trainings.
- Performs other duties as assigned in accordance with the District/UTLA Agreement.

Salary:  
Teacher Preparation Salary Table; B Basis + Differential at District’s discretion; 221 paid days, 6-hour assignment

- In the case of an annualized employee who is changing basis during the year, this change may result in an annualized “settlement” (i.e., the process by which the District resolves an under or overpayment).
- For employees who change basis during the school year, this basis change may prevent them from earning a full year of service credit.
- Selected individual may be subject to displacement due to budget limitations.

Minimum Requirements: All minimum requirements must be met on or before the filing deadline. It is the applicant’s responsibility to ensure that appropriate documentation is on file with Human Resources. For additional information, please e-mail  
HRSupportServices@lausd.net. Applicants are advised that meeting the stated minimum requirements does not ensure an invitation to an interview.

- Permanent certificated employee of the Los Angeles Unified School District
- At least five (5) years of successful full-time public-school teaching experience, with a minimum of two years in an elementary setting
- Meet standard performance ratings on Educator Development and Support: Teachers (EDST) Evaluation and in the preceding four years, have no Notice of Unsatisfactory Service
- A valid California multiple subject teaching credential authorizing service in the specific subject area, grade level and/or instructional setting of the assignment, as required by the Commission on Teacher Credentialing
- Full English Learner Authorization (BCLAD, CLAD, ELA1, Bilingual Authorization or equivalent)
- Completion of required Multicultural coursework (Applicants have one year to complete this requirement.)

The Los Angeles Unified School District intends that all qualified persons shall have equal opportunities for employment and promotion.
Desirable Experience/Qualifications:

- Deep content area experience in English Language Arts, including knowledge of the English Language Arts California State Standards, Mathematics California State Standards, curricula, and effective evidence-based instructional strategies
- Knowledge of Multi-Tiered Systems of Support (MTSS) to promote reading/literacy proficiency for all students and early numeracy development
- Knowledge of instructional strategies that promote accelerated achievement for at risk students.
- Experience teaching in grades K – 12
- Experience providing Tier 1 and Tier 2 intervention
- Experience as a teacher leader at a school site, coaching teachers in curriculum building, instructional strategies, assessments and effective data use
- Experience with collaborating, coaching, creating, and communicating with teacher colleagues around content standards, instruction, and assessment
- Ability to work effectively with diverse racial, ethnic, linguistic, disability and socioeconomic groups
- Ability to understand and apply principles of adult learning to design and deliver relevant, engaging, and differentiated professional development
- Knowledge and familiarity with District data and information systems, including MiSIS, Whole Child, DIBELS, Focus and more.
- Skilled in analyzing and using data to make instructional and behavioral decisions
- Familiarity with the L.A. Unified Teaching and Learning Framework
- Excellent oral and written communication skills

*Assignment Limitation: The Non-classroom Assignment, Preparation Salary Table position and the person serving in the position are subject to annual review by the immediate supervisor. Employees may serve in such positions for a maximum of five consecutive years.

Application Procedure:

To be considered, applicants must submit the following materials:

1. Current resume (include employee number)
2. Letter of intent describing your qualifications for this position and successful experience in the following areas:
   a. Supporting elementary reading needs of students,
   b. Providing intervention services and/or targeted instruction.
   c. Coaching and/or mentoring teachers
   d. Using data to support and promote reading and math proficiency for all students.
3. List of two (2) references (one must be from the current immediate supervisor) with contact information.

Application materials must be submitted online in PDF format, preferably as one document. File(s) should be labeled with the candidate name through the following link: http://bit.ly/PPIntervention

**DEADLINE: Until all positions are filled**

All application materials MUST be received by the filing deadline.