



PBIS Coach / Intervention

Purpose Statement

The job of PBIS Coach / Intervention is done for the purpose/s of mentoring and training teachers in order to increase content knowledge and to improve instruction; building school PBIS capacity in order to meet the learning needs of all students; serving as an instructional advisor to administrators; leading assigned professional development activities; coordinating attendance and behavioral interventions with school administration; supervises and evaluates instructional assistants; assisting with general student supervision and PBIS program; and improving student achievement.

This job is distinguished from similar jobs by the following characteristics: A three-year position with the option to re-apply for an additional year. If the position ends for any reason other than unsatisfactory performance, the employee will return to a position similar to the position held prior to appointment. While it is not guaranteed, concerted effort will be made to return the employee to a position equivalent to the position held prior to the appointment.

This job reports to Building Principal or Asst. Principal

Essential Functions

Assists administrators with the school-based and district-based professional development (e.g. PBIS, Classroom Management, Interventions, Restorative Justice, etc.) for the purpose of improving teacher capacity and developing an effective school PBIS culture.

Assists school staff in professional development activities for the purpose of increasing professional learning for educators.

Attends work regularly to fulfill duties specific to the assignment for the purpose of providing quality educational experiences and continuity for assigned students, parents, and the overall school community.

Coaches teachers in all aspects of the profession to improve teacher and student performance (e.g. modeling, co-teaching, data collecting and analyzing, feedback, non-evaluative observations, etc.) for the purpose of improving instruction to students.

Collects records, and analyzes a wide variety of data (e.g. Data dashboard, attendance records, behavior logs, etc.) for the purpose of improving learning systems and evaluating PBIS efforts at the school.

Coordinates tiered interventions for academic and behavioral support of students (e.g. social-emotional response services, academic interventions, check and connect, etc.) for the purpose of promoting support for students and academic achievement.

Develops appropriate behavior intervention plans and assists with assessing functions of student behaviors; collect and analyze data for the purpose of supporting the administration to develop individualized support for students in need of additional services.

Develops school based PBIS recognition and rewards program for the purpose of promoting appropriate student behaviors and a positive school culture.

Develops and maintains productive relationships with instructional staff for the purpose of maximizing instructional improvement.

Participates in professional development activities (e.g. PBIS, Classroom Management Strategies, Big 8 Strategies, etc.) for the purpose of increasing one's own professional learning and job training.

Plans and serves as co-chair of school based PBIS Steering Committee for the purpose of developing a successful school culture and systems of support for effective instruction.

Promotes school and District goals and Improvement Plans for the purpose of informing and aligning instructional and organizational approaches.

Supervises and evaluates instructional assistants as directed by school administration for the purpose of proper management and direction of school staff.

Supervision of daily student activities as assigned by school administration for the purpose of ensuring the safe and efficient operation of school activities.

Other Functions

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; contributing to and following goals and action plans; communicating (orally and in writing) with proficiency, clarity, and respect; leading groups in learning, discussions, trainings, etc.; organizing schedules, materials, and tasks; ability to analyze tasks; ability to model teaching; proficiency with multiple technologies (i.e., computer devices, digital whiteboards, education software); ability to plan for effective instruction, motivate teachers and to work with a variety of people and groups. Spanish speaking ability preferred.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and understand multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: understanding of effective classroom management strategies, PBIS, conflict resolution and navigating difficult conversations appropriately, multi-tiered systems of support, data management tools.

ABILITY is required to schedule a number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: data collection, analysis, and management; communication with persons of varied educational and cultural backgrounds; working with both individuals and teams; dealing with frequent interruptions; meeting deadlines and schedules; being a collaborate member of the coaching team; setting priorities; scheduling multiple activities; adjusting to varied assignments; flexibility in working with others; and operating standards office equipment including software applications.

Responsibility

Responsibilities include: working independently under broad organizational policies to achieve organizational objectives; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 0% sitting, 0% walking, and 0% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience within a specialized field is required.

Education: Bachelors degree in job-related area.

Equivalency:

Required Testing:

Certificates and Licenses

Current, level 2 State of Utah Teaching License

Teaching Credential

Continuing Educ. / Training:

Maintains Certificates and/or Licenses
Continuing Education Requirements

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

5/10/2019

Salary Grade

Lane 1