

ISSAQUAH SCHOOL DISTRICT JOB DESCRIPTION

TITLE: TOSA: PBSES Coach
Teacher on Special Assignment

DEPARTMENT: Student Interventions

REPORTS TO: Building Principal and PBSES Coordinator

POSITION SUMMARY: The PBSES Coach supports implementation of PBSES at tiers 1, 2 and 3, including training and modeling tier 1 strategies, coaching and consulting with teachers and staff to recommend appropriate classroom interventions for students with behavior concerns, provides crisis response, and provides tools for adults to interact appropriately with social-emotional challenges. This position requires knowledge of District Regulations and procedures, the ability to assume responsibility and work effectively under pressure while maintaining confidentiality, and the demonstration of strong interpersonal skills.

ESSENTIAL FUNCTIONS:

- Leads the development and implementation of the PBSES program, including social emotional curricula in assigned district schools.
- Coordinates, facilitates, and provides training and coaching for building staff necessary to implement and maintain District PBSES program.
- Consults and collaborates with building administration and PBSES Coordinator as necessary and as required to implement and maintain positive learning environments.
- Conducts classroom observations to support staff with tier 1 and 2 interventions.
- Provides staff development on topics supportive to developing student's social and emotional learning, such as behavior management, intervention strategies, anger management, interpersonal skills, problem solving, group processing and mediation skills.
- Models appropriate techniques, interventions, and interactions for building staff on behalf of students.
- Coaches and works with staff to identify staff and student behavior antecedents in order for staff to act proactively to maintain student-staff relationships.
- Works with students, staff, and parents to build behavior and intervention plans for high acuity students.
- Coaches and works with staff to reintegrate students to the classroom and repair student-teacher relationships.
- Provides short-term crisis intervention with high acuity students on an as needed basis.
- Develops plan for and implements data collection and analysis for PBSES implementation, including staff belief survey, student screener, behavior data tracking and intervention systems.
- Connects building staff to resources required for successful implementation of PBSES.
- Lead or participate in building teams as assigned and as appropriate.
- Provides regular program evaluative feedback with suggested plans for amelioration of any targeted areas of concern to the building administration and PBSES Coordinator.
- Encourage and provide the structure for ongoing, meaningful involvement of parents in PBSES at the building level.
- Develops and plans appropriate communication and training for the parent learning community.
- Acts as a liaison for implementation between building staff and district administration.
- Attends staff and other professional meetings as may be assigned or necessary.
- Demonstrate positive relationship skills with students, parents and district staff, maintaining ongoing and open communication.
- Be willing to be trained in Right Response and become a Right Response trainer for the district.
- Actively pursue training to increase professional competencies.
- Use technology for data collection/analysis, communication, presentations, trainings, case management, and team meetings.
- Possess knowledge of and adhere to Governing Policies and District Regulations and Procedures.
- Participate in special projects as assigned and perform related duties and key responsibilities consistent with the scope and intent of the position.

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QUALIFICATIONS:

EDUCATION: Bachelor’s degree in counseling, psychology, mental health, education, behavior analysis or other related field. Master’s degree preferred. Master’s degree in Social Work highly preferred.

EXPERIENCE: Three (3) years of successful certificated experience in public schools and effective work with school age students. Prior experience and training with implementing a multi-tiered support system and Positive Behavior Interventions and Supports preferred. Prior experience coaching and training adult learners preferred.

CERTIFICATES & LICENSES: Valid Washington State teaching or ESA certificate with relevant endorsement required. Board Certified Behavior Analyst (BCBA) highly preferred. Valid WA State driver’s license and appropriate insurance required. Must maintain as current any certification or license listed herein and held at hire date.

CONTINUING EDUCATION & TRAINING: Maintaining current knowledge of PBIS and multi-tiered support systems

REQUIRED TESTING: None Specified

CLEARANCES: Criminal Justice Fingerprint/Background Clearance

FLSA STATUS: Exempt

BARGAINING UNIT: Issaquah Education Association (IEA)

I have reviewed the job description, been allowed to ask questions, and can perform all job required Essential Functions with or without an accommodation(s).

Name (sign)

Name (print)

Date