

Jordan School District
LICENSED JOB DESCRIPTION

Job Title: **MTSS Teacher Specialist – PBIS (350)** Lane Placement: Schedule C
 Department / Location: School/Department FLSA Classification: Exempt
 Supervisor's Title: Principal/Director Contract: 187 Days
 Original date: 06/14 Revised: 05/17 Revised: 05/25 Revised: _____

GENERAL FUNCTION

Under the direction of various department directors, the **MTSS Teacher Specialist-PBIS** provides leadership, support and expertise regarding the implementation of Jordan School District's Multi-Tiered Systems of Support (MTSS). Specific assignments may vary but will have an emphasis on training and support for establishing Positive Behavior Intervention Systems (PBIS) in schools, at all levels.

The incumbent is responsible to follow all policies and guidelines as detailed by District policy.

ESSENTIAL FUNCTIONS

- Work closely with District programs and school teams to design school-wide positive behavior intervention systems and implement research-based intervention strategies for students.
- Meet with school leadership teams to train and evaluate classroom and school-wide positive behavior intervention plans.
- Support school principals in utilizing school-wide and individual student data to make and adjust positive behavior intervention plans.
- Support school staff in designing individual student behavior plans and monitoring implementation.
- Develop presentations and provide professional development and coaching for educators and school teams to support the effective implementation of PBIS.
- Provide support for individual behavior interventions and/or emergency safety interventions for students based on assigned responsibilities.
- Follow Utah Effective Teaching Standards.
- May be required to travel to District schools or other locations using own transportation.
- Maintain records and required information in a secure location. Maintain confidentiality of all student information.
- Participate in appropriate educator evaluation procedures as per State and District guidelines in accordance with DP311-Evaluation of Licensed Personnel.
- Maintain professional competence through in-service education activities required by the District and State, as well as self-selected professional growth activities.
- Demonstrate professional ethics as outlined by the Utah Professional Practices Advisory Commission. Represent the District in a professional, ethical and positive manner.
- Attend and fully participate in faculty/department meetings and professional learning communities as required. Participate in a reasonable number of faculty committees as requested.
- Follow District procurement guidelines with administrative approval.
- Create a clean and organized environment that is conducive to student learning.
- Is responsible for understanding and adhering to all District policies and complete the annual crucial policy review.
- Adhere to contract time.
- Other duties and responsibilities as assigned by the principal/administrator.

- This description should not be construed to contain every function/responsibility that may be required to be performed by an incumbent assigned to this position.
- Incumbent is required to perform other related functions as assigned. Other related functions can be performed for no more than 20% of an employee's normal workweek (i.e. eight (8) hours per week, or thirty-two (32) hours per month).

QUALIFICATION REQUIREMENTS

- Requires compliance with USBE state license requirements.
- Requires a Bachelor's degree from an accredited college or university.

- Requires a minimum of three (3) years teaching or related services experience in the public schools and/or equivalent setting.
- May be required to complete research-based District trainings on understanding the crisis cycle and de-escalation strategies (i.e. ASPEN, Mandt, etc.).
- Requires effective leadership skills which include problem-solving, organization, multi-tasking, time management and group presentation skills.
- Must have demonstrated expertise in one or more of the following areas:
 - Positive behavior intervention systems
 - Behavior management; social skills instruction; classroom management
 - Teacher mentoring, induction and coaching
- May require a valid driver's license that allows incumbent to legally operate a motor vehicle in Utah. Must be able to provide own transportation if required to drive.
- Requires strong oral and written communication skills.
- Requires strong computer and educational technological skills.
- Requires the ability to establish and maintain effective working relationships with parents, school staff, District staff, students and patrons.
- Requires the ability to work as a member of a team as well as the ability to work independently with little direct supervision.
- Demonstrated ability to organize and attend to detail.
- Demonstrated ability to collaborate and mentor.
- Fulfill the employee immunization requirements or complete the applicable health department exemption form if required.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed above are representative of the education, knowledge and experience requirements; the machine, tools and equipment used; and any licenses or certifications required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

Machines, Tools & Equipment Used:

- Standard office equipment, educational technology, computers, standard machines used in a teacher workroom.
- Operate a variety of Special Education equipment (e.g. office equipment, therapeutic equipment, adaptive devices, wheelchairs, physical education equipment, medical equipment, lifts, language board and electronic communication devices, etc.).

Physical Requirements – Not limited to the following:

- Occasional push/pull 100+ pounds, isometric lifting 20 pound static hold (5-8 Min.), single-arm lifting of up to 20 pounds to shoulder level, floor to waist lift up to 75 pounds and awkward lift up to 75 pounds.
- Frequent, continuous standing and sitting (chair and floor), walking, climbing stairs, talking and awkward positions, to/from ground without upper extremity support.
- Occasional balancing on slick surfaces, gripping 50 pounds, pinching 10 pounds, sustained bending, squatting, kneeling, sustained bending, stooping and running.
- Occasional hearing, near/far visual acuity and depth perception.
- As determined by the Special Education department, may be required to provide Physical Guidance and/or Physical restraint as outlined in the LRBI Manual.

- Occasional (0-33%) Frequent (34-66%) Constant (66-100%)
- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Possess the physical, mental and emotional stability to work under stressful condition, including but not limited to: deadlines, contract requirements, inspection requirements and interaction with critical personnel.

NOTE: *This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented in accordance with the requirements of the job.*