



DEER VALLEY

Unified School District

JOB DESCRIPTION

JOB TITLE MTSS Behavior Specialist

| | |
|--------------------------------------|---|
| Position Type: Certified | Department: Administrative Leadership & Services |
| Salary Schedule: Certified | Location: District Office |
| Salary Range: | Reports to: Federal Program Manager |
| Term of Employment: 10 months | Shift: Day |
| Approved by: Human Resources | Date: March 28, 2022 |

POSITION SUMMARY:

The MTSS Behavior Specialist provides embedded, visible support that responds to the teachers providing intervention and student needs in an ongoing, consistent, dedicated way for all district K-12 schools. He or she engages staff in the study and use of effective classroom management and intervention strategies for all students including those in Tier II and Tier III Intervention, provides support systems to implement district PBIS with fidelity, and creates coordinated professional development that is responsive to student behavior data and teacher management needs. The MTSS Behavior Specialist shall serve as liaison between schools and the district.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

- Supports the creation of school environments which build mutual respect among leadership, teachers, students, and families.
- Supports the creation and maintenance of positive collaborative partnerships among families, communities, and schools to support student learning.
- Supports the implementation of Positive Behavior Interventions and Supports (PBIS) for students.

- Increases the quality and effectiveness of Tier II and Tier III Behavior Intervention.
- *Design a system that intentionally teaches essential academic and social behavior standards similar to the way academics are taught*
- *Facilitate PLC groups with learning how to focus on behavior and assign RTI to each tier.*
- Supports Intervention throughout the district in grades K-12.
- Maintains current knowledge of educational research, materials and strategies by attending meetings, trainings and conferences pertaining to district identified behavior Intervention process.
- Provides supplemental resources/materials to teachers to help students meet basic grade level behavior standards.
- Develops and manages an in-classroom support schedule including meetings with teachers to analyze student behavior data, review classroom management, and plan for Tier I behavior support.
- Assists in the planning, developing, and implementation of student behavior plans.
- Compiles, analyzes, and shares student discipline data regularly, and uses that data to make decisions.
- Collaborates with school counselors and other school and district personnel to create and maintain research-based behavioral interventions.
- Reinforces procedures, structures and rules for teachers, staff and students to ensure the effective operation of the school and a safe and orderly environment.
- Demonstrates flexible leadership in responding to the diverse needs and interests of the community.

Professional Knowledge & Skills

- Displays understanding of the different approaches to adult learning and aligns them with behavioral goals.
- Works collaboratively with other behavior solution team members for professional development with implementation of best practices around behavior management.
- Provides professional development for staff that is related to district goals that promote collaboration.
- Utilizes data to determine adult learning priorities.
- Recognizes the value of understanding the learning communities' interest and/or cultural heritage.
- Demonstrates knowledge of the PBIS and its role in behavior support.
- Shows evidence of collecting, analyzing and disaggregating data for the purpose of improving student behavior and evaluating behavior plans and goals.
- Assists the staff in understanding and aligning behavior intervention.

- Recommends adjustment in behavior strategies resulting from the analysis of data.
- Provides professional development for schools' behavior cadres.
- Displays awareness of resources.
- Has an accurate impression of the behavior strategy effectiveness, the extent to which it achieved its goals, and can cite general references to support the judgment.
- Displays behavioral knowledge *that aligns with the understanding of misbehavior as the absence of an academic or social behavior skill*
- Designs and achieves a yearly Professional Development Plan in conjunction with the primary evaluator.
- Uses the professional day in a productive manner.
- Completes assigned tasks and projects in a competent and timely fashion.
- Communicates and responds in a competent and timely fashion.
- Applies knowledge gained from professional development activities.
- Persists in seeking effective approaches for students and staff who need help.
- Works to develop a repertoire of leadership strategies.
- Communicates the mission, vision, and goals of District/school in multiple ways to appropriate audiences.
- Applies District policies and administrative procedures fairly and consistently.
- Adheres to legal and procedural guidelines (i.e. Board Policy, ELL, and Special Education).
- Demonstrates receptivity to ideas, issues, and concerns presented by constituents.
- Must meet any additional specific job requirements as indicated by the district.

MARGINAL DUTIES:

- Assists other district personnel, as may be required, for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by school principals.

SUPERVISORY RESPONSIBILITIES:

- Supervises any assigned teachers.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Demonstrates knowledge of Positive Behavior Interventions and Supports (PBIS) programs
- Demonstrates a strong “growth mindset”
- Demonstrates knowledge of current research in educational curriculum, instruction, assessment and evaluation..
- Demonstrates effective oral and written communication skills.

- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing behavior strategies.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detail-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have the ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have a basic knowledge of computers.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Must attain SEI endorsement as required by Arizona Department of Education.

EDUCATION AND/OR EXPERIENCE:

- Must earn a Bachelor's degree (BA) from a four-year college or university.
- Master's degree preferred, with a minimum of five years effective teaching experience.

LANGUAGE SKILLS:

- Demonstrates the ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Demonstrates the ability to write reports, business correspondence, and procedure manuals.
- Demonstrates the ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.

- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.