



**JOB DESCRIPTION**

**JOB TITLE: PBIS/SEL District Specialist**

Position Type: <b>Certified</b>	Department: <b>Administrative Leadership Services</b>
Salary Schedule: <b>Other Professional</b>	Location: <b>District Office</b>
Salary Range: <b>4</b>	Reports to: <b>Manager of Federal Programs</b>
Term of Employment: <b>10 months</b>	Shift: <b>Day</b>
Approved By: <b>Human Resources</b>	Date: <b>April 26, 2021</b>

**POSITION SUMMARY:**

The PBIS/SEL (Positive Behavioral Interventions and Supports/Social Emotional Learning) Specialist is responsible for the overall management of the PBIS framework and supporting schools with SEL. This includes providing training and technical assistance to school teams and PBIS Coordinators in order to maintain and develop school-wide PBIS systems and effective SEL programs. The specialist should be knowledgeable in Positive Behavior and Supports as well as PBIS assessments.

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:**

- Participate in regional, statewide, and national trainings for PBIS..
- Provide school based professional development to support building Campus Improvement Plans (CIP).
- Provide Technical Assistance and support to Tier 1, Tier 2, and Tier 3 to RTI B specialist.
- Assist with data collection and data-based decision-making processes.
- 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
- Facilitate district level, data analysis and review.
- Facilitate expansion and sustainability of practices district wide.

- Participates in planning and implementing professional development programs to provide intellectual stimulation to faculty and staff regarding research-based instructional strategies to improve culture and climate
- Collaborates with school counselors and other school and district personnel to create and maintain research-based behavioral interventions
- Identify schools, obtains administrative support, and helps schools to identify team members for initial trainings.
- Provide ongoing technical assistance and support to Building Level Leaders through district level meetings.
- Complete an annual report to be shared with all stakeholders.
- Provide technical assistance on school wide data analysis.
- Collect data from school, (e.g., school profiles, phases of implementation, etc.)
- Collaborate with the Director of Athletics and Operations.
- Act as district liaison for campus Wellness Counselors

**MARGINAL DUTIES:**

- Assist other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Complete other job related duties as assigned by the supervisor.

**SUPERVISORY RESPONSIBILITIES:**

- Supervise SET evaluators.
- Supervise and evaluate PBIS programs for effectiveness.

**OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:**

- Knowledge of research related to Positive Behavioral Interventions and Supports at all three tiers: universal, secondary, and tertiary.
- Demonstrate leadership and project organizational skills, (planning, implementing, evaluation)
- Ability to work collaboratively with various groups and gain consensus related to project implementation and other problem solving.
- Demonstrate excellent oral and written communication skills.
- Demonstrate strong interpersonal skills with individuals, teams, and groups, (teachers, parents, administrators, and support staff).
- Ability to work a flexible schedule including work as directed outside of the school calendar.
- Demonstrate the ability and desire to provide outstanding customer service.
- Demonstrate the ability to effectively use technology as a tool for planning and implementing effective behavioral strategies.
- Demonstrate the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detailed-oriented and self-motivated.

- 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 ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have a basic knowledge of computers.

### **CERTIFICATES**

- Arizona Board of Teaching Certification preferred.

### **LICENSES AND REGISTRATIONS:**

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona licensing requirements.

### **EDUCATION AND/OR EXPERIENCE:**

- Holds Bachelor's degree in education, counseling, psychology, or other related field. Master's degree preferred.
- An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.
- Experience planning and conducting professional development/training.
- Experience in data based decision-making.

### **LANGUAGE SKILLS:**

- Demonstrate the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrate the ability to write routine reports or correspondence.
- Demonstrate the ability to speak effectively before groups of customers or employees of the organization.

### **MATHEMATICAL SKILLS:**

- Demonstrate 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:**

- Demonstrate 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.

- Utilize 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 50 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.*