

PBIS COACH
Administrative Salary Schedule 02
5 Year Grant Funded

DEFINITION

Under general supervision of the Director of Student Services, will work with the Superintendent, PBIS Coordinator, school principals, and behavior specialists/counselor to manage the PBIS program. This includes working with outside agencies to learn about PBIS strategies and practices to provide support to the PBIS Coordinator, school principals, and behavior specialists/counselors. Primary areas of focus: implementing and sustaining the PBIS program; training the PBIS Coordinator and principals; and collecting and analyzing data related to PBIS.

EXAMPLE OF DUTIES

The PBIS Coach will:

- Serve as the primary District contact for the PBIS program
- Provide coaching, support, and assistance to the PBIS Coordinator and principals, and behavior specialists/counselors
- Coordinate grant management and project evaluation with the Superintendent and the Director of Student Support Services
- Analyze data collection (SWIS, Aeries, PBIS Rewards) to plan training and support accordingly
- Evaluate the effectiveness of PBIS programs
- Supervise, train, and evaluate the PBIS Coordinator
- Conduct classroom and playground visits and assess needs
- Participate in District management teams, including Superintendents' team
- Coordinate behavioral goals with district administration
- Meet regularly with district administrators to review data and assess current issues and needs
- Prepare forms, records, and reports as directed
- Participate in local and statewide PBIS related activities
- Work with the PBIS Coordinator and district administration to schedule professional development activities related to PBIS
- Participate in out of district PBIS trainings
- Collaborate with the Kern Rural School Climate Consortium
- Collaborate with the Kern County Superintendent of Schools
- Plan and coordinate with school principals, PBIS Coordinator school site activities promoting parent and student engagement
- Train the PBIS Coordinator on PBIS best practices and strategies
- Develop and schedule PBIS trainings with the PBIS Coordinator and district administration
- Work with District administrators and principals to monitor the program and assess needs
- Initiate and monitor program evaluation, including data collection, and reporting
- Make presentations to staff, community, and Board of Trustees
- Other duties assigned specific to context of position

DESIRABLE QUALIFICATIONS

- Five (5) or more years teaching experience
- Experience working with elementary and middle school students
- Knowledge of, or experience with trauma informed practices
- Knowledge of and general understanding of school climate interventions (MTSS, PBIS, SEL, restorative practices, etc.)

- Experience implementing PBIS
- Experience in a supervisory role and/or coaching adults
- Experience coordinating and conducting professional development activities
- Experience working with teachers and administrators on student behavior and school climate
- Experience with lesson and school curriculum design

Ability to:

- Provide leadership in the development and implementation of quality staff development
- Work effectively with adult learners
- Organize and systemize tasks and activities; set priorities
- Effectively communicate and interact with adults
- Assess the needs of the district
- Assist teachers and support staff in providing a motivating and stimulating learning environment
- Understand the behavioral needs of students
- Research school climate interventions and programs
- Make independent decisions and effectively communicate decisions with district administration
- Work autonomously
- Analyze data and metrics and make recommendations

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear; walk; stand; and sit. The employee is frequently required to use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is occasionally required to stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 25 pounds. The employee may occasionally climb stairs or ladders. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision

Education:

- Valid, clear California Teaching Credential
- Administrative Services Credential or Certificate of Eligibility
- Master's Degree

Adopted: February 21,2020

Revised: June 23, 2020