

**Job Title: Instruction/ Behavior Coach**

**Reports to: Building Administrators**

**FLSA Status: Exempt**

**Terms of Employment: Teacher Work Schedule plus 10 days**

**Evaluation: Performance in this position will be evaluated regularly by the Special Service Director**

**Compensation: Current Salary per certified salary schedule plus stipend**

**POSITION SUMMARY:** To support and coach classroom teachers in implementing changes in behavior management and instruction; serve as teacher leader; model examples of high-quality teaching and learning, analyze results to determine changes needed; work with administrators and parents; support buildings in development of pyramid of interventions; continue to learn and develop strategies based on research; provide high quality professional development opportunities for staff; facilitate student assistance team meetings and develop and track intervention plans

**Essential Duties and Functions of Job:**

1. Demonstrates knowledge of exemplary curriculum, instruction and assessment practices.
2. Provides and develops positive behavioral support to PK-12 students
3. Provides training and support to staff, parents and students. This could include home visits and after hours consultations.
4. Assist in supporting positive behavioral change in students by developing interventions and behavior plans for the purpose of promoting equitable student achievement.
5. Facilitates the use of student assistance teams to implement behavioral interventions for students.
6. Provides ongoing consultation and support for school administrators, counselors, social workers, and teaching personnel to meet the needs of individual students and school programs.
7. Provides evidence-based assessment, intervention, consultation, and referral services for students/families with a variety of behavioral, environmental, and social-emotional needs.
8. Works cooperatively as an integral part of the school's team with the goal of improving student academic success.
9. Formulates and facilitates the implementation of school-wide and individual positive behavioral intervention supports and plans through the use of appropriate interventions and resources.
10. Engages in ongoing quality improvement strategies to assist in the implementation of ongoing behavioral and social-emotional integration strategies.
11. Completes, in a timely manner, all required paperwork and documentation.
12. Engages in conducting observations and developing aligned behavior support plans.
13. Develop behavior support plans and communicate those plans to staff, parents, administrators and students.
14. Communicates effectively with school, teachers and parents.
15. Provides equity and access for all

**POSITION QUALIFICATION REQUIREMENTS:**

1. Must have a valid Missouri Teaching Certificate.
2. Must have a strong understanding of the art of teaching, behavioral management strategies and accommodations.
3. Minimum of 5 years successful classroom teaching experience.
4. Has excellent communication skills, both written and verbal
5. Ability to have positive collaborations and support with staff members.
6. Able to stay grounded in emotionally charged situations.
7. Knowledge of research-based best practices for providing specifically designed instruction for students who exhibit challenging behaviors.
8. Knowledge of Federal and State rules governing the education of students with and without disabilities.

9. Has ability to create written correspondence with all stakeholders and to be able to collect, analyze, and present data.
10. Maintain appropriate record keeping as related to the functions of the job.
11. Collaborate regarding training presentations and PD opportunities for staff as needed.
12. Successful experience working with students with behavioral regulation needs to include: skilled in classroom management, skilled in the area of positive behavior supports, skilled communicator with students and staff.

**QUALIFICATION REQUIREMENTS:** 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.

**EDUCATION and/or EXPERIENCE:** Five years of successful classroom experience Master Degree preferred.

**CERTIFICATES, LICENSES, REGISTRATIONS:** Valid Missouri Teaching Certificate.

**COMMUNICATION SKILLS:** Ability to read, analyze, and interpret general periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, correspondence and procedure manuals consistent with the duties of this position. Ability to effectively present information and respond to questions from administrators, staff and the general public.

**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 frequently required to stand and talk or hear and sometimes walk and sit. While performing the duties of this job, the employee may occasionally push or lift up to 50 lbs such as boxes of books and AV/VCR carts. The employee is directly responsible for safety, well-being, or work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other staff. The employee must independently transport him/herself to various sites in the District as well as schools and other sites in the area for various types of meetings and events.

**WORK ENVIRONMENT:** The work setting involves performance in a school environment with various levels of staff. The setting involves the support of learning with teachers, administrators and parents on the campus – classroom. The work conditions include an environment, which could be quiet, moderate or loud. The work conditions also require the ability to resolve problems and conflict between students, parents and staff with diverse backgrounds and needs.