

Project Facilitator, Multi-Tiered System of Supports (MTSS) - Positive Behavioral Interventions and Supports (PBIS)

Position Details

Division: Human Resources

Classification: Certified

Terms of Employment: This is a salaried position assigned to the Licensed Employee Salary Schedule, 9 Months; Additional hours/days at the contracted rate of pay may be available.

FLSA STATUS: EXEMPT

Position Summary

The individual selected for this position will assist schools with developing effective tiered supports for academics and behavior in alignment with the district's MTSS framework, as well as coordinate and provide direct support to identified PBIS schools. These supports include, but are not limited to providing program development, professional learning, providing consultative and problem solving assistance to schools on MTSS development, assisting administrators with implementing PBIS both in the classroom and schoolwide, modeling best practices in behavioral instruction, providing side-by-side coaching, and assisting teams in collecting and using data to improve student behavior and academic performance in the classroom and schoolwide. The individual selected for this position will be expected to plan and lead professional learning activities for identified schools and will report to the Director of Psychological Services, Student Services Division (SSD), Academic Unit (AU).

Essential Duties and Responsibilities

The list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Facilitate expansion and sustainability of tiered academic and PBIS practices districtwide.
2. Develop, coordinate, and recommend customized professional learning based on staff needs related to MTSS and PBIS.
3. Oversee project-level data collection, management, and analysis at identified PBIS schools.
4. Provide modeling and leadership to school staff in the implementation of effective academic and behavioral assessment practices.
5. Train sites in methods for collecting data and provide ongoing data analysis support.
6. Collect and monitor PBIS school databases to track and analyze student behavioral and academic data including office discipline referrals, suspensions, team implementation, assessment by coaches for schoolwide implementation, and the climate and safety survey.
7. Develop collaborative practices with multiple entities including, but not limited to, the Curriculum and Instruction Division (CID) and SSD.
8. Support Clark County School District, division, and department initiatives associated with MTSS and PBIS, such as the mental health services and social-emotional learning for students, Response to Instruction (RTI), Restorative Practices, and Trauma-Informed Care.
9. Provide ongoing coaching and consultative support for school-based leadership teams addressing PBIS, as needed.
10. Have regularly scheduled meetings with administrators from invested departments and site-level trainers.
11. Participate in ongoing professional learning, as assigned.
12. Perform other duties related to the position, as assigned.

Position Expectations

1. Thorough knowledge of federal, state, and local mandates.
2. Thorough working knowledge of behavior management principles, including classroom management practices, data collection, and analysis.
3. Understanding of PBIS resources.
4. Knowledge of Schoolwide MTSS and PBIS principles and practices. Commitment to MTSS and its expected outcomes.

5. Knowledge and experiences with behavior analysis.
 6. Knowledge of best practices in academic tiered instruction.
 7. Awareness of and sensitivity to cultural behaviors.
 8. Effective presentation and workshop facilitation skills.
 9. Effective oral and written communication, collaboration, and interpersonal skills.
 10. Effective skills in planning, organizing, and providing professional learning and coaching support to teachers, administrators, and other site-based staff.
 11. Willingness to maintain a flexible work schedule.
 12. Demonstrate leadership abilities in organizing, implementing, and maintaining an effective instructional and behaviorally based classroom.
 13. Ability to work under pressure and meet deadlines.
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Position Requirements

Education and Training

1. Possess a bachelor's degree from an accredited college or university.
2. Three (3) years of successful work experience in current position.

Licenses and Certifications

Possess a valid teaching license or related services license (school counselor, school psychologist, or school social worker) issued by the Nevada Department of Education (NDE).

Preferred Qualifications

1. Demonstrate expertise associated with the Nevada Academic Content Standards for instruction, research-based interventions and use of curriculum-based measurement practices for benchmarking and progress monitoring assessments.
2. Demonstrate expertise associated with schoolwide positive behavioral interventions and supports (PBIS).
3. Demonstrate expertise in web-based data management systems and awareness of District resources that can support schools in developing academic, behavior, and mental health interventions and supports.
4. Successful experience in leading districtwide professional learning for administrators, teachers, and site-based staff.
5. Knowledge and experiences with behavior analysis.

When applying for a certificated licensed position, candidates must meet the minimum qualifications as listed on the appropriate position vacancy announcement.

AA/EOE Statement

This employer does not knowingly discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity or expression, age, disability, or national origin.

Job Revision Information

- Revised: 05/03/21
- Created: 05/19/20