

Title:	TSA – PBIS Coach	Reports To:	PBIS Lead Administrator	
Department:	Human Resources	Bargaining Unit:	<input type="checkbox"/> CSEA 860 <input type="checkbox"/> CSEA 27 <input checked="" type="checkbox"/> AEA	<input type="checkbox"/> Management <input type="checkbox"/> Confidential <input type="checkbox"/> Unrepresented
Hours:	Full Time	No. of Work Days:	185	
FLSA Classification:	<input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non Exempt	Type:	<input type="checkbox"/> Reclassification <input type="checkbox"/> Update of job description <input checked="" type="checkbox"/> New job description	
Salary Schedule:	<input checked="" type="checkbox"/> Contract <input type="checkbox"/> Executive Cabinet <input type="checkbox"/> Administrative/Supervisory <input type="checkbox"/> Confidential		<input type="checkbox"/> Licensed <input type="checkbox"/> Unrepresented <input type="checkbox"/> CSEA 27 – Range XX <input type="checkbox"/> CSEA 860	

**GENERAL SUMMARY OF DUTIES:**

Under the direction of the Administrator over PBIS, the PBIS Coach will be responsible for the overall coaching support of the Positive Behavioral Interventions and Supports program including providing training and technical assistance to school teams to maintain and develop school-wide PBIS systems, Tiers 1, 2 and 3.

**DUTIES AND RESPONSIBILITIES:**

**Ensure:**

- the school teams meet regularly
- tools are available to assist in record keeping
- equal distribution of roles/responsibilities on team
- grade levels, special education, general education and classified are represented on teams, specialist personnel participate on intervention teams
- evaluation data are collected/entered on PBIS assessment dashboard
- the team is using data for decision making

**Facilitate:**

- strategic problem-solving with (school) PBIS, BIT, COST, Intervention teams
- the Response to Intervention (Rtl)
- use of team processes
- the effectiveness, efficiency, & relevance of school team meetings
- effective communications between the school leadership team, school, and community stakeholders (e.g., faculty, students, staff, parents, community members)
- Professional development on strategies to support the implementation of PBIS tier 1 - 3

**Attend and participate in Trainings and Meetings:**

- professional development events for PBIS Coaches
- Coaches’ Meetings
- school team training events with assigned team
- Monthly school site PBIS meetings

**Guide implementation efforts with fidelity (i.e., maintain a record of discipline data, action plan, products, etc.)**

- Monitor/report on PBIS School Team and coaching progress to Senior Manager SPED Support Services
- guide strategic data-based action planning with school teams
- link school teams to supporting resources
- positively report, promote, shape, and reinforce school team progress and products (e.g., monitor progress of PBIS products and systems)

**Assist in Data and Evaluations:**

- collect and maintain discipline data, team meeting notes, observations and other decision-making data
- facilitate teams through PBIS team processes without being Team Leader – completing and collecting data required for Project Evaluation Reports
- facilitate PBIS Walk-thru’s

**EDUCATION AND EXPERIENCE**

- Minimum of five (5) years of successful teaching experience and or counseling experience
- Experience in coaching and training of adult learners
- Knowledge of research related to positive behavioral interventions and supports at all three tiers: universal, secondary and tertiary.
- Experience planning and conducting professional development / training.
- Demonstrated leadership and project organizational skills (planning, implementing, and evaluation).
- Ability to work collaboratively with various groups and gain consensus related to project implementation and other problem solving.
- Experience in data-based decision making.
- Demonstrated excellent oral and written communication skills.
- Demonstrated strong interpersonal skills with individuals, teams, and groups (teachers, parents, administrators and support staff).

**Licenses and Certifications:**

- Clear California Single Subject, Multiple Subject, or Education Specialist Credential
- English Learner Authorization
- Or
- Pupil Services credential

**Knowledge of:**

- California Standards for the Teaching Profession
- Common Core State Standards

**PHYSICAL DEMANDS:** Frequency Key: None (N); Occasional - up to 25% of shift (O); Intermittently – up to 50% of shift (I); Frequently – up to 75% of shift (F).

Activity	Frequency	Activity	Frequency
Bend	I	Lift/carry 0-10 lbs	F
Twist	O	Lift/carry 11-25 lbs	I
Squat	I	Lift/carry 26-40 lbs	O
Kneel	I	Lift/carry 41-100 lbs	N
Climb	O	Stand	I
Reach above shoulder	I	Walk	I
Grip/Grasp	F	Sit	F
Extend/Flex Neck	O	Drive	O
Use Dominant Hand	F	Perform Repetitive Hand Motions	F
Use Non-Dominant Hand	O	Keyboarding/Mouse Work	F
Ability to See	F	Ability to Hear	F

**ENVIRONMENTAL ELEMENTS**

THE ALAMEDA UNIFIED SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER and, in compliance with federal and state laws does not discriminate in any employment practice on the basis of age, ancestry, color, marital status, medical condition, national origin, political or union affiliation, physical or mental disability, race, religion, sexual orientation or sex.