Job Description
MOORE PUBLIC SCHOOLS

Job Title: **School Support Resource Specialist**

Qualifications:

Credentials: Oklahoma Teacher Certification
Education: Bachelor's degree required; Master's degree preferred
Training or Experience Required: Three to five years teaching experience

Special Skills, Knowledge, Abilities:

Basic communication skills to exchange information, give/receive instructions and respond to inquiries. Includes filling out forms. Knowledge of grammatical structure, vocabulary for preparing correspondence from rough draft or proofing of completed material. Communicates in clear, grammatically correct English. In addition, composes correspondence; trains and directs others and provides complex instructions; may conduct interviews. In addition, must use creativity; makes public speeches or presentations or provides complex letters or reports.

Performs data recording/record keeping operations for archiving information and the study, research and analysis of programs and initiatives.

Performs routine computations requiring a knowledge of addition, subtraction, multiplication, and division using whole numbers, fractions, decimals and/or percentages.

Reads, interprets, and assists with the analysis and creation of complex written or printed materials such as ordinances, resolutions, policies and procedures, complex diagrams, plans, contracts, regulations.

Reports To: Superintendent or Designee

Job Goal (Purpose of Position):

Performs duties under limited supervision by providing leadership and assistance to district instructional staff and support staff. The School Support Specialist is responsible for the overall management and implementation of tiered systems of support, professional development, data collection, assessments, and planning, organizing, and coordinating of academic and/or behavioral interventions. In addition, the School Support Specialist provides assistance to general education teachers, school support employees, and administrators in order to support the successful implementation of tiered systems of support.

Contact with Others: An incumbent in this position has regular contact with persons outside the district which requires tact and diplomacy and independent judgment such as problem solving; making formal presentations; interpreting policies and procedures based on experience.

Performance Expectations: The incumbent/employee will need to (A) Be customer focused to resolve problems effectively. (B) Manage human resources and diversity while promoting productivity and efficiency; health and safety; employee training and development, empowerment, and appraisal; corrective counseling; assists with resolution of instructional delivery performance concerns (C) Manage resources with fiscal responsibility while maintaining proper accountability of records. (D) Manage information and communications with staff and public effectively. (E) Conduct short- and long-range planning to set and/or attain district goals and objectives. (F) Demonstrates leadership by being a good role model to reinforce productive and customer-focused behavior; use creativity, innovation, and initiative to identify solutions to problems. (G) Be a team player with co-workers, subordinates, supervisors, and community leaders to accomplish district objectives or goals. (H) Contributes to quality of district programs including extracurricular programs; be involved in personal growth and development.

Physical/Mental Requirements and Working Conditions:

Incumbent in this position will be required to travel to and from school buildings within the district to perform job duties. The person in this position will attend required data meetings at various school site and the Administrative Services Center.

Essential Job Functions/(Performance Responsibilities):

1. Assists school site in the development, implementation, monitoring, and refinement of support systems.
2. Coach and/or assist teachers, counselors, behavior intervention personnel, support employees etc., to implement Tier I and Tier II interventions.
3. Assist schools in developing strategies and classroom management approaches that promote positive behavior.
4. Model core organizational beliefs and values; communicate openly and effectively within and across teams to maximize student success
5. Conduct classroom visitations and student/teacher/administrator conferences related to positive behavioral interventions and supports.
6. Assist with staff training pertaining to tiered services and interventions.
7. Provide professional development opportunities for district staff and parents on behavior interventions and tiered systems of support.
8. Monitors for accuracy of data collection and fidelity to established systems of support.
9. Participates in collaborative grade level meetings and/or staff meetings to assist in the analysis and use of data to improve student achievement.
10. Meets regularly with the principal to review data and to assess outcomes of established goals.
11. Serve as a liaison to administrators, teachers, counselors, behavior analysist, mental health professionals, school psychologists, and other stakeholders to develop appropriate positive behavior interventions and supports.
12. Serves as a resource in identifying strategies and interventions to improve achievement for all students.
13. Attend data meetings and trainings regularly

14. Pursue professional development activities that align with district goals and initiatives and current professional research
15. Comply with all district rules, regulations and procedural requirements in the form of verbal or written directives.
16. Comply with the Professional Code of Ethics and Standard Practices for Oklahoma
17. Promotes and assists with districtwide initiatives and programs for the best provision of services to MPS students.
18. Performs other related duties as assigned by the Superintendent or Designee.

TERMS OF EMPLOYMENT:	In compliance with Negotiated Contract and/ or State Law. Salary to be established by the Board of Education.
EVALUATION:	Performance of this job will be evaluated in accordance with board policy.

Approved 02/12/2024