



Platte County

HOME OF THE PIRATES

Tradition. Pride. Vision.

Behavioral Coach

FLSA Status:

Exempt

Qualifications:

Knowledge of best practices in behavioral instruction, functional analysis, and implementation of positive behavioral interventions. Strong background/interest in promoting and teaching self-regulation and restorative practice

Certification and Licenses:

Valid Missouri Teacher certificate Master's Degree preferred, Special Education or extensive General Education experience

Certified Salary Schedule:

Certificated

Clearances:

Criminal Justice
Fingerprint/Background
Clearance

Experience:

Minimum of five years teaching experience
Completion of district-provided CPI training is a requirement

Reports to

Executive Director, Pupil Services and Building Administration

Terms of Employment

Teacher contract days with 5 additional days with benefits according to Board policy.

Purpose Statement

The Behavioral Coach is a critical lever in improving school wide and classroom level positive behavior. The role of the coach is to work as a colleague with classroom teachers, teams, and administrators to build teacher capacity, understanding the implementation of behavioral practices related to data-driven decision-making, and the use of practices to support student social-emotional learning. The Behavioral Coach will focus on increasing the understanding about research-based behavioral instruction. ***This is NOT a supervisory position and DOES NOT include evaluation of colleagues.*

Essential Job Functions

- Abide by Missouri statutes, school board policies, and regulations.
- Support facilitation of Student Success Teams with regard to social, emotional and behavioral needs.
- Facilitate the implementation of evidence-based behavioral interventions.
- Support the implementation of district-identified pro-social strategies.
- Implement Peer Coaching in the area of classroom management, individual intervention, and social skills instruction.
- Gather data to inform behavioral practices and intervention.
- Demonstrate knowledge of data-based decision making in the area of behavior.
- Perform functional behavioral analysis.
- Develop behavioral plans for individual students and assist staff in implementation.
- Collaborate in improvement (data) team meetings where behavior is a focus.
- Provide in class feedback on the impact of identified strategies on student learning.
- Observe classroom teaching.

- Work side by side with teachers.
- Conduct collaborative conversations with teachers (conferences).
- Facilitate mutual problem solving to assist teachers in implementing and mastering new district aligned behavioral practices.
- Implement other improved behavioral coaching strategies.
- Meet regularly with the Executive Director and building administrators to coordinate and monitor behavioral activities related to district and school goals.
- Meet regularly with principals to coordinate and monitor behavioral activities related to district and school improvement goals.
- Facilitate and promote a system of pro-social, integrated behavioral response frameworks.
- Serve as an active member of the building leadership team.
- Facilitate professional development activities by presenting directly to staff or scheduling individuals to present as needed.

Other Job Functions

- Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulation.
- Support district/school decisions in a positive manner with the public, other staff, etc.
- Maintain professional competence through in-service education activities provided by the district and self-selected professional growth activities.
- Demonstrate professionalism and appropriate judgment in behavior, speech, dress, and appropriate professional manner for the work setting.
- Read, analyze and interpret professional journals, state data, state standards, Board policy, administrative procedures and forms, and governmental regulations and guidance.
- Maintain strict confidentiality.
- Adhere to good safety practices.
- Adhere to all district rules, regulations, and policies.
- All other duties as required or assigned.
- Ability to work to implement the vision and mission of the district.

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using pertinent software applications; preparing and maintaining accurate records.

KNOWLEDGE is required to perform advanced math; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: behavioral techniques, policies, regulations and/or laws; age-appropriate activities; stages of child development and behavioral management strategies.

ABILITY is required to schedule activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a wide diversity of individuals; work with a variety of data; and utilize a variety of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: meeting deadlines and schedules; adapting to changing work priorities; communicating with diverse groups; setting priorities; building collaborative relationships, maintaining confidentiality, working flexible hours, and working with frequent interruptions.

Physical Demands

Regularly walking, hearing and speaking, some lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Being able to communicate in noisy environments, have close moderate and distance vision ability, must have the ability to lift 10-30 lbs. To shoulder height occasionally. Generally, the job requires 20% sitting, 40% walking, and 40% standing. This job is performed in a generally clean and healthy environment. Gaining certification in performing interventions and restraints under Crisis Prevention Institute guidelines is required.

Conditions and Environment

Employee will be required to regularly work inside and outside, which may involve inclement weather including rain, snow and temperatures below freezing or in excess of 100 degrees. The noise level could be occasionally loud.