

Job Title:	PBIS Regional Technical Assistance Coordinator	FLSA Status:	Exempt
Hiring Agency:	CESA 5 or to be determined	Reports To:	Assistant Director
Department:	Wisconsin RtI Center		
Prepared By:	Beth Helmueller-Perkins	Prepared Date:	May 2012 May 2014, 2021 (updated)
Approved By:	Director	Approved Date:	May 2012

SUMMARY

Under the direction of the assistant director and partnering with their regional team, the PBIS Regional Technical Assistance Coordinator (TAC) supports district and school leadership teams to plan for and carry out action plans that challenge and change educational systems so that students outcomes are improved, with a focus on students with IEPs and students of color.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Include the following, as well as compliance with all organizational policies and procedures. Other duties may be assigned.

1. Build the capacity of district and school leadership teams to address system processes and practices that are a part of Wisconsin's Framework for Equitable, Multi-level Systems of Supports.
2. Initiate and support discussions with district and school leadership teams about the existing inequities their current system creates and maintains.
3. Facilitate district and school leadership team goal setting and action planning about implementing system processes and practices that address inequities.
4. Use Wisconsin RtI Center system assessments to problem solve and coach external leadership teams, and inform internal continuous improvement.
5. Collaborate with regional team to develop and execute a plan that strengthens and furthers regional implementation. Use continuous improvement principles to understand the impact of internal practices, support provided, and determine next steps. Consult statewide TACs and other regions as needed.
6. Provide messaging, supports, and professional learning that aligns with Wisconsin RtI Center practices.
7. Collaborate with various systems and organizations including Cooperative Educational Service Agencies (CESAs), statewide groups, and various professional associations and organizations.
8. Deliver center professional learning with fidelity and inform learning design if requested.
9. Perform administrative duties associated with the position, such as but not limited to, timesheets, expense reports, and calendar development and maintenance.

NON-ESSENTIAL DUTIES AND RESPONSIBILITIES

10. Enhance internal continuous improvement knowledge and practices.
11. Act as a liaison between center and learning communities, pilot, or partner sites.

SUPERVISORY RESPONSIBILITIES

None.

QUALIFICATIONS

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, skills, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. A qualified candidate must possess the following competencies or knowledge.

Required:

- Knowledge of Wisconsin's Framework for Equitable, Multi-level Systems of Supports
- Knowledge and understanding of PBIS system from district to classroom practices (i.e., schoolwide expectations, staff commitment, classroom strategies for behavior management, acknowledgment systems, check-in check-out, etc.)
- Experience coaching and changing the behavior of teams (versus individual contributors)
- Demonstrated commitment to examine data to self-reflect on own actions and impact to improve continuously
- Evidence of a commitment to expanding existing knowledge and skills
- Experience guiding teams to make data-based decisions for continuous improvement
- Experience building the ability of teams to independently develop and prioritize goals and create and carry out action plans to meet goals
- Experience planning and facilitating formal and informal group discussions at the district level
- Demonstrated actions accepting institutional responsibility to interrupt inequities
- Demonstrated experience in assisting districts and schools in interrupting inequities
- Committed to deepening understanding of personal social identity and how that impacts one's worldview
- Experience guiding the development and implementation of replicable processes or procedures across grade levels or schools
- Previous involvement in district and/or school improvement planning
- Knowledge of schoolwide systems of RtI, school reform, and multiple systems perspectives (education, special education, mental health, etc.)
- Demonstrated experience building strong relationships internally and externally
- Outstanding decision-making abilities
- Effective and efficient at prioritizing work plans and activities—a self-starter
- Adaptable and flexible with competing demands and shifting priorities
- Comfortable dealing with ambiguity
- Innovative, displaying original thinking and creativity
- Comfortable using and learning software applications, hardware, and other technology as needed; proficient with Google and Microsoft Office suite of applications

Preferred Qualifications

- Familiar with evidence-based curriculum and instruction
- Experience designing and delivering professional learning
- Understand the integration of social-emotional learning and trauma-sensitive supports within a PBIS framework
- Knowledge of white supremacy culture characteristics, critical race theory, systemic racism, systems of oppression, equity mindset, and critical consciousness
- Deep knowledge of systems implementation and the stages of implementation
- Deep understanding and application of continuous improvement practices
- Leadership role in school improvement activities

EDUCATION AND/OR EXPERIENCE

Successful experience implementing PBIS at a school and/or district level required. Experience coaching a school-level PBIS team required. Prefer a master's degree in education, educational administration, social work, psychology, or related field and a minimum five years of related experience and/or training, or a bachelor's degree in education, social work, psychology and a minimum of 10 years of related experience.

LICENSE

Valid driver's license. Current teaching license preferred.

LANGUAGE SKILLS

Ability to read, analyze, and interpret general periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports and correspondence. Ability to effectively present information and respond to questions from educators, clients, customers, supervisors, and the general public.

MATHEMATICAL SKILLS

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent. Interpret bar graphs.

REASONING ABILITY

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

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 regularly required to sit, and talk or hear. The employee is frequently required to use hands to finger, handle, or touch objects. The employee must frequently lift and/or move up to 10 pounds.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing 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 will work in a variety of environments, including but not limited to telecommuting (work at home), offices, and conference centers.

This position will require statewide travel up to 50%. This includes day and some overnight travel.

Employee Acknowledgment: _____ Date: _____

The above statements reflect the general details necessary to describe the principal functions of the occupation described and shall not be construed as a detailed description of all the work requirements that may be inherent in the occupation.