

Job Title:	Regional Technical Assistance Coordinator, PBIS	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, May 2021, March 2022 (updated)
Approved By:	Director	Approved Date:	May 2012

SUMMARY

Under the direction of the assistant director and partnering with their regional team, the 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 student outcomes are improved, with a focus on students with Individualized Educational Learning Plans (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. Reflect on one's own critical consciousness to enhance relationships and ways of working, making progress towards becoming an anti-racist, anti-ableist organization.
3. Initiate and support discussions with district and school leadership teams about the existing inequities their current system creates and maintains.
4. Facilitate district and school leadership team goal setting and action planning about implementing system processes and practices that address inequities.
5. Use Wisconsin RtI Center system assessments and other data to problem solve and coach external leadership teams, and inform internal continuous improvement.
6. Collaborate with regional team members 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 to determine the next steps. Consult statewide TACs and other regions as needed.
7. Provide coaching support that aligns with Wisconsin RtI Center practices.
8. Deliver center professional learning with fidelity and inform learning design if requested.
9. Collaborate with various systems and organizations including Cooperative Educational Service Agencies (CESAs), statewide groups, and various professional associations and organizations.
10. 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

None.

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 Qualifications

- Collaborative, able to engage with a wide range of staff to develop and promote trust and partnerships
- Critically conscious, recognize and disrupt dominant narratives and the marginalization they perpetuate
- Knowledgeable of the historical and present-day context of marginalized populations
- Experience implementing a framework for equitable, multi-level (or multi-tiered) systems of supports
- Experience coaching teams to change adult practices (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 improvement goals
- Experience planning and facilitating formal and informal group discussions at the district level
- Knowledge of schoolwide systems of Response to Intervention (RtI), school reform, and multiple systems perspectives (education, special education, mental health, etc.)
- 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

- 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 with public speaking, teaching, and facilitating conversations to adult populations about race, racism, equity, and culturally responsive practices—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 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

Any combination of education, training, and lived experience that provides the knowledge, skills, and abilities necessary to perform the job. A bachelor’s degree is required. A master’s degree in a related field is optional.

LICENSE

Valid driver’s license or ability to travel throughout the state and, at times, nationally.

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.