

Project Facilitator, Behavior, Instruction, and Intervention Support

Position Details

Division: Human Resources

Classification: Certified

Terms of Employment: [This is a salaried position assigned to the Licensed Employee Salary Schedule, 9 Months](#)

FLSA STATUS: EXEMPT

Position Summary

The individual selected for this position will coordinate and provide specialized behavioral and instructional support for special education staff. These supports include, but are not limited to: providing professional learning, assisting staff in implementing Positive Behavior Intervention and Supports (PBIS), writing and implementing behavior intervention plans, modeling best practices in behavior and instruction, side-by-side coaching, and assisting staff in collecting and using data to plan instruction. The individual selected for this position will be expected to adhere to the District's *Professional Domains and Standards for Licensed Employees*, be expected to attend regularly scheduled professional learning sponsored by the Student Services Division (SSD), and will report to a SSD Region Director, Academic Unit.

Essential Duties and Responsibilities

The list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Support school personnel with the implementation of District initiatives related to instruction, behavior, and assessment.

2. Plan, prepare, and facilitate professional learning and follow-up procedures to support school-based personnel with the implementation of PBIS, RTI, Crisis Prevention Intervention (CPI), and behavior intervention plans.
 3. Work collaboratively with school-based administrators, classroom teachers, specialists, and Para educators to effectively implement Tier I, Tier II, and Tier III schoolwide behavior supports.
 4. Provide leadership to school staff in the implementation of effective behavioral assessment practices.
 5. Provide support to teachers in the periodic assessment process as they collect data in order to plan appropriate intervention strategies and inform instruction.
 6. Provide mentoring services to teachers by modeling lessons, observing students in educational settings, and conferencing with teachers to implement strategies that address the needs of diverse learners.
 7. Develop, coordinate, and recommend customized professional learning based on staff needs.
 8. Collaborate with school staff to develop mutually agreed upon written support plans to address student and/or class needs, to include:
 - Collecting and analyzing data;
 - Defining educational and behavioral needs based on data analysis;
 - Identifying measurable goals for improvement;
 - Brainstorming solutions and evaluating alternatives;
 - Choosing strategies, interventions and resources to address student/classroom needs within classroom management systems, behavior intervention plans, and crisis intervention plans.
 9. Participate in ongoing professional learning, as assigned.
 10. Collaborate with Region personnel, members of SSD, and other departments and divisions.
 11. Communicate with building-level administrators.
 12. Maintain confidentiality while building and maintaining a high level of trust with site-based personnel.
-

Position Expectations

1. Thorough knowledge of federal, state, and local mandates.
2. Thorough working knowledge of special education services and programs.
3. Knowledge of the Components of an Effective Lesson.
4. Understanding of the resources and tools located in the Curriculum Engine and its capabilities to support the development of long-range and daily lesson plans.

5. Commitment to the Response to Instruction (RTI) process and its expected outcomes.
 6. Awareness of and sensitivity to cultural behaviors.
 7. Effective presentation and workshop facilitation skills.
 8. Effective verbal and written communication, collaboration, and interpersonal skills.
 9. Effective skills in planning, organizing, and providing professional learning support to teachers.
 10. Willingness to maintain a flexible work schedule to provide professional learning beyond work hours.
 11. Demonstrate leadership abilities in organizing, implementing, and maintaining an effective instructional and behavioral based classroom.
-

Position Requirements

Education and Training

1. An earned bachelor's degree from an accredited college or university.
2. Five (5) years of successful teaching experience in special education programs and/or services.

Licenses and Certifications

1. Possess a valid special education license issued by the Nevada Department of Education (NDE).
2. A valid driver's license or state-issued identification card.

Preferred Qualifications

1. Ability to work under pressure and meet deadlines.
2. Successful experience in leading districtwide professional learning for teachers.
3. Knowledge and successful experience working with diverse student populations.
4. Knowledge of schoolwide PBIS, RTI, and aversive interventions.

When applying for a certificated licensed position, candidates must meet the minimum qualifications as listed on the appropriate position vacancy announcement.

AA/EOE Statement

The Clark County School District is proud to be an equal opportunity employer. The Clark County School District is committed to providing all applicants and employees

equal employment opportunities without regard to race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, military status, or other characteristics protected by applicable law. Here at Clark County School District we are a diverse group of people who honor the differences that drive innovative solutions to meet the needs of our students and employees. We believe that through a culture of inclusivity we have the power to reflect the community we serve.

Job Revision Information

- Revised: 03/14/23
- Created: 02/14/20