



The purpose of this document is to share the scope of our instructional supports within Special School District. This document shows what the scope of the various positions are that support professional learning around instruction and staff supports. If you have any questions please do not hesitate to reach out to the Office of Teaching, Learning & Accountability or the Division of Professional Learning.

Applied Behavior Analyst (ABA) Associate

Supports student who receive Applied Behavior Analysis (ABA) Services and Supports Oversees programs that may be implemented by a Registered Behavior Technician (RBT) or trained paraprofessional

Instructional Support	Behavior Support	Professional Learning	Family Support	Other Tasks
Consultation with Special School District staff and partner district staff (e.g., behavior, skills acquisition, classroom or curriculum supports, recommends minutes needed for supports)	Consultation with Special School District staff, partner district staff and other practitioners (e.g., behavior, skills acquisition, classroom or curriculum supports)	Staff training (e.g., behavioral skills training, reviewing protocols and behavior intervention plans, modeling, rehearsal, written/verbal feedback, workshops, individual coaching)	Consultation with families around behavior, skills acquisition, home supports	Division requirements (e.g., paperwork, training, associate meetings, division meetings, virtual and direct documentation)
Data Analysis	Behavior intervention plan (e.g., development, training, review, monitoring)	Training for programming and behavioral interventions	Collaborating with other SSD service providers and professionals/collaborating with families with home concerns and their home providers/doctors to align programming and continuity of care	District requirements (e.g., WFM, talent ed, applicable training, oversight of minutes documentation and plan for mitigation)
Collaboration with partner districts and outside providers to align programming	Assessment (e.g., preference assessment, skills assessment, reinforcer assessment, environmental/ecological assessments)		Provides opportunities for professional learning for families around ABA principles and supports for home/school connections	Staff interviews as requested
Programming (e.g., researching, drafting protocols, creating materials to support specific programming). Staying current on latest BA technology and research and incorporating behavior analytic best practices; approve and finalize any program modifications based on student data	Conducting evaluations and chairing stand-alone events (e.g., functional analysis, functional assessment, applied behavior analysis skills assessments)		Provides professional learning to general education staff around ABA principles	Supports Performance Improvement Plans (PIP) action plan steps as appropriate
Meetings (e.g., team, data teams, individual education plan, reevaluation, running groups for programming as determined by Associate)	Data Collection and graphing for items such as interrater reliability, integrity/fidelity, assessment, division data, skills probes, data for progress, summaries for IEPs and other meetings, functional assessment. Oversees paraprofessionals implementing ABA minutes on an IEP should be collecting ongoing behavioral and programming data and entering it onto graphing systems set up by the associate during lead time		Provide professional learning to SSD staff to support ABA knowledge and implementation	Assists teachers in scheduling of paraprofessional staff to provide instruction and document services
Observations for referrals and students on caseload	Assisting with crisis management and crisis teams for students on caseload as available			
Input and collaboration with teachers to ensure ABA minutes are being scheduled per IEP and implemented.	Working with students directly to problem solve or provide direct services as determined by the associate (e.g. behavioral programming, behavior, crisis teams)			
Data Collection and graphing for items such as interrater reliability, integrity/fidelity, assessment, skills probes, data for progress, summaries for IEPs and other meetings	Assistance with arranging classroom environment to meet student-specific needs			
Working with students directly to problem solve or provide direct services as determined by the associate (e.g., programming)	Observation for behavior for on caseload students and referrals			
	Meetings (e.g., team, data teams, individual education plan-BIP)			

Instructional Coaches

Supports focus around Universal Supports, Classroom Learning Systems and High Leverage Practices for Special Education - all work should focus on these areas.

Instructional Support/Universals	Professional Learning	Other Tasks
Supporting New Teachers through the academy process	Prof Learning for New Teachers (Academy requirements, school level mentors)	Area Leadership Team (ALT) Support as determined by director
Supporting veteran teachers around specialized instruction	Provides targeted professional learning at staff meetings that aligns with Area Plan	Attend district leadership meetings as directed by director
Classroom/Program Observations (non-evaluative)	Connect admin/teachers with specialized areas (Aug Comm/Assistive Tech/SEB/AU/Literacy/Numeracy) - not a gatekeeper	Provide resources for SSD processes for which there are building level questions/concerns. Always go through admin
Observing students for problem solving	Attend and support Professional Learning Community (PLC) as it relates to the focus areas (universals CCI, HLPs)	Dialogue about trends and patterns district/building wide and beginning to action plan for next steps
Data team support as it relates to focus areas of universal supports/HLP/CLS (ex. Looking at data around these specific focus areas)	Performance Improvement Plan (PIP) Support as directed by action plans	Collaboration with Gen Ed Admin to address a student need. Always go through admin
Teacher observations and feedback (non-evaluative)	Support/Coach/Consult around MO Educator Standards	Follow division and office processes/procedures for record keeping/data collection (this includes monthly meetings for PL and collaboration)
Classroom Learning Systems (CLS) support for SSD teachers for fidelity of implementation	Plan for and facilitate high quality professional learning aligned to Learning Forward National Standards	
Support for universals	Collaboration with General Education for professional learning as it relates to supporting instruction for students in special education	
Classroom management/strategies support as it relates to focus areas		
Support Universal Walk-throughs with admin		
Teacher check-ins at the beginning of the year to determine what needs are		
Support the integrated tiered model for implementation and resources		
Modeling lessons		
Support special ed teachers with strategies/ideas for student concerns (remediation of core instructional gaps, lack of academic growth, behavior)		

Literacy Coach

Supports focus on Tier 2 & Tier 3 literacy strategies/programs

Instructional Support	Professional Learning	Other Tasks
Supporting SSD teachers who need additional supports around literacy specialized instruction	Prof Learning for New Teachers - Foundational Literacy	Area Leadership Team (ALT) Support in relation to literacy programming and instruction as requested
Classroom/Program Observations	Provides professional learning at staff meetings as designed by professional learning plans in the area of literacy	Connect administrators/teachers to other supports outside area of expertise
Observing students for problem-solving in literacy	Para educator professional learning in the area of literacy	Check in meetings with administrators to problem solve as requested in the area of literacy
Data team support as requested for the area of literacy	Professional learning in literacy strategies and programs	Collaborate on Professional Learning plans in the area of literacy as requested
Teacher observations and feedback in literacy (non-evaluative)		Provide resources for SSD processes for which there are building level questions/concerns. Admin requested (ex. Continuum of literacy in tiered models)
Classroom Learning Systems support as it relates to literacy		Support literacy instructional material selection as requested
Coaching around literacy strategies and programs		Support area plans and goals in the area of literacy
Modeling literacy lessons		Attend IEP as requested for literacy consultation as requested by SSD administrator
Support special ed teachers with strategies/ideas for student concerns (remediation of core instructional gaps, lack of academic growth, behavior in relation to literacy growth)		Follow division and office processes/procedures for record keeping/data collection
Support performance improvement plans as requested in the area of literacy		

Social -Emotional Effective Practice Specialist

Supports focus on Tier 2/Tier 3 supports for Social- Emotional Behavioral and SEL instruction at those levels

Instructional Support	Behavior Support	Professional Learning	Other Tasks
Classroom Observation (formative observations, programming observations, informal feedback)	Classroom Observations (formative observations, programming observations, informal feedback)	Problem Solving with Function in Mind	Connect AC with professional learning specialists and other district-wide supports outside area of expertise
Support SEB Programs	Support SEB programs	Provide professional learning at the school or district level specific to Social Emotional Learning	Monthly check-in meetings with administrator - dialogue, problem solving
Teacher observations/supports	Consult/observe students	Classroom Learning Systems support for SEB programs	Attend Review Existing Data (RED) Meetings
Model lessons (social skills)	Data Team support	School wide: Meet with school staff and review common data sources and collaborate with admin to co-create professional learning plan District wide develop action steps to support professional learning of all staff	Dialogue about trends and patterns at the district/ building level and beginning to action plan for next steps
	District Leadership Team support	Provide resources for SSD processes for which that are building level questions/concerns	Support instructional material selection and order needs relative to focus team expertise
	Support Classroom management/strategies	FABI training and support	Attend IEP as relates to area of expertise
	Be a team member in the FABI process	SEB teacher/admin check in at the start of the year to determine needs	Foster team collaboration
	Collaboration with gen ed admin to address student need	Para educator professional learning	Agency collaboration (BJC)
	Coaching around ABC data and other tools	Mindfulness	Follow division and office processes procedures for record keeping/data collection
	Family Consult	Trauma - informed practice	Collaboration with other service providers
	Support development of SEB programing	PL around Quality Indicators	

Autism Effective Practice Specialist

Supports focus on programming for students with Autism

Instructional Support	Behavior Support	Professional Learning	Other Tasks
Classroom observation (formative observations, programming observations, informal feedback)	Classroom observations (formative observations, programming observations, informal feedback)	School wide - meet with school staff and review common data sources and collaborate with admin in co-creating professional learning actions District wide - develop action steps to support professional learning of staff	Area/Building leadership team support around area of expertise
Support AU programs	Support AU programs	Para education professional learning in a	Connect Admin with professionals learning specialist and other supports outside area of expertise
Consult/observe students	Consult/observe students	Professional learning around AQI	Monthly check in meetings with admin dialogue/problem solving
Data team support around area of expertise	Data team support around area of expertise	Professional learning and support of Evidenced based practices for Autism	Collaborate with other service providers
Classroom Learning Systems support for AU classrooms	Support classroom management/strategies specific to AQIs		Provide SSD resources for which there a building level questions/concerns
Teacher observations	Be a team member for FABI process		Dialogue about trends and patterns district/building wide and beginning to action plan for next steps
AU program teacher/admin check in at the beginning of the year to determine needs	Collaboration with Gen ed Admin to address a student need		Support choosing and ordering instructional materials related to area of expertise
Modeling lessons	AU program teacher/admin check in at the beginning of the year to determine needs		Family Consult
Performance Improvement Plans support around area of expertise as defined by action steps	Coaching around ABC data or other tools		Attend IEP (includes RED, manifestations, BIP, etc..) as requested around area of expertise
Develop and evaluation of AU programming	Performance Improvement Plans support around area of expertise as defined by action steps		Foster team collaboration
			Follow division and office processes/procedures for record keeping/data collection

Measurement & Assessment Coach

Support focused on District wide measurement & assessment

Professional Learning	Other Tasks
Professional learning support for data team leaders	ALT / BLT support in using behavioral and academic decision making
Professional learning and support for progress monitoring tools	Connect admin with professional learning specialist and other district wide supports
Support conversations with data/assessment progress monitoring for staff meetings as requested	Monthly check in with admin dialogue/problem solving
Classroom Learning System support related to assessments	Dialogue about trends and patterns building/district wide to begin to action plan
In School: meeting with school staff and review of common data sources and collaborate with admin to create professional learning action plan	Collaborate with Gen admin around data collection/teaming
Develop action steps to support professional learning of all staff around data/assessment literacy	Membership CSIP Strategy Teams; Participates in District level committees and collaborates to support SSD's CSIP
	Collects, analyzes countywide data to assess the impact of progress monitoring on student learning
	Manages the district progress monitoring systems
	Data Team Leadership committee leads

Math Coach

Supports focus on Tier 2 & Ter 3 Numeracy strategies/programs

Instructional Support	Professional Learning	Other Tasks
Supporting veteran teachers in the area of numeracy	Professional learning for new teachers in foundational numeracy	ALT/BLT support around numeracy
Classroom/program observations	Providing professional learning to staff in the area of numeracy during staff meetings / pd days	Connect administrators with professional learning supports outside area of expertise
Observing/problem solving for students in the area of numeracy	Meet with staff to review common data sources and collaborate with admin to co-create pl action steps in the area of numeracy	Check in meetings with administrators to dialogue and problem solve around area of numeracy
Data team support in the area of numeracy	Develop action steps to support PL of all staff around numeracy	Dialogue about trends and patterns district/building wide and begin to action pan
Teacher observations/feedback in area of numeracy instruction	Support para professional learning around numeracy	Help support selection and ordering of instructional materials for numeracy
Classroom Learning Systems support around numeracy instruction	Professional learning and supports for interventions/resource In numeracy	Support area plans in the area of numeracy
Follow up coaching around numeracy		Attend IEP as requested for numeracy
Modeling lessons		Participate in district wide committees that support literacy
Support performance improvement plans in the area of numeracy		

Multi- Tiered Systems of Supports Facilitator (formerly PBIS)

Supports focused on system development of tier 1, 2 and 3 and implementation focus on tier 1 for designated schools/district level teams implementing a systems approach

Instructional Support	Behavior Support	Professional Learning	Other Tasks
Classroom walkthroughs with administration	Supports for universal support	Provide professional learning at staff meetings/PD days around systems approach	ALT/BLT supports as it relates to systems
Coaching and problem solving as needed for schoolwide and classroom wide systems of support	Classroom management/strategies	Data team/PLC support as it relates to systems approach	Support for admin with universal walk-throughs
	Coaching around ABC data and other tools	Meet with staff to review common data sources and collaborate with admin to plan PL	Connect admin with professional learning specialist outside area of expertise
		Para educator professional learning support	Check-in meetings with admin - dialogue and problem solving
		Specific PL related to systems approach (i.e.. Mindfulness, etc.)	Provide resources for SSD processes for which there are questions or concerns
			Dialogue about trends ad patterns district/building wide and begin action planning for next steps
			Collaborate with gen ed admin to address systems need
			Check in at beginning of the year to determine what needs are
			MTSS support and planning
			Fostering team collaboration
			Follow division and office processes/procedures for record keeping/data collection

Nonviolent Crisis Intervention (NCI) Training Facilitator

Supports focused district wide NCI supports

Professional Learning	Other Tasks
Provide county-wide and on-site professional development and coaching to teachers/school teams/district teams to implement NCI.	Keeps current with literature, new research findings, and resources.
Provides job embedded coaching and support to educators/ teams.	Supports data-based decision making through the use of quality tools and analysis.
Leads the development customized NCI Training for SSD	Positively contributes to a collaborative culture through effective communication and coaching.
	Advises district leaders in regard to NCI practices and assists Human Resources in regard to restraint practices, investigations (anonymously addressed and typically scenario-based) and strategies to support persons on a Performance Improvement Plan
	Communicates with Crisis Prevention Institute to coordinate professional learning for district instructors, receive and maintain accurate reports.
	Engages in regular/frequent cycle of improvement of key processes.
	Aggregates, maintains, and reviews data related to the implementation of NCI strategies including but not limited to trainer certification, work injuries related to student behavior, student crisis data, and Board policy related policy infractions.
	Designs, monitors and adjusts NCI related scheduling as necessary
	Participates in district-wide committees and Strategy Teams, as requested
	Participates in Regional CPI Cohort
	Supports the coordination of deployment of NCI, via regular instructor meetings, communication with the districts Professional Development Committee.
	Follow division and office processes/procedures for record keeping/data collection
	Ensures the wellness and support of the NCI instructors
	Collaborates with the director to support annual budgeting process

Professional Learning Technology Specialist

Supports building capacity of professional learning implementors and lead teachers to support the integration of technology

Professional Learning	Other Tasks
Plan for and facilitate high quality professional learning aligned to Learning Forward National Standards	Follow division and office processes/procedures for record keeping/data collection
Model effective instructional strategies using technology in a co-teaching environment	Effectively and responsibly use and integration of Technology
Inspire educators and leaders to use technology and create equitable and ongoing access to high quality learning	Establish productive relationships with professional developers in order to improve instructional practices and learning outcomes
Actively participate in professional learning networks to enhance coaching practice and keep current with emerging technology and innovations in pedagogy	Champion actions/milestones of the division improvement plan as related to area of expertise
Model and support educators to design learning experiences and environments to meet the needs and interests of all learners	
Plan, provide, and review the impact of professional learning for educators and leaders to use technology to advance teaching and learning	
Model digital citizenship and support educators internally cognizing the responsibilities and opportunities inherent in living in a digital world	
Collaborate with professional developers to build online/blended courses for teachers/paras	
Design and lead professional learning (training and coaching) to support professional developers (i.e. blended learning, using google suite tools)	
Design resources to support administrators in using technology applications to communicate with families, staff	

Paraprofessional Facilitator

Support para professional learning

Professional Learning	Other Tasks
Design and implement Prof Learning for new Paraprofessionals	Keeps current with literature, new research findings, and resources on supporting paraprofessionals
Provides targeted professional learning for paraprofessional staff as requested	Supports data-based decision making through the use of quality tools and analysis.
Provides professional learning opportunities specifically around needs identified for paraprofessionals	Positively contributes to a collaborative culture through effective communication and coaching.
Support/Coach/Consult around para expectations	Engages in regular/frequent cycle of improvement of key processes as related to area of expertise
Plan for and facilitate high quality professional learning aligned to Learning Forward National Standards	Aggregates, maintains, and reviews data related to the implementation of paraprofessional professional learning
Follow up with paras/teachers/admin to ensure needs are being met in regard to professional learning for paras	Designs, monitors and adjusts paraprofessional professional learning related scheduling as necessary
	Participates in district-wide committees and Strategy Teams, as requested
	Supports the coordination of deployment of paraprofessional training, via regular instructor meetings, communication with the districts Professional Development Committee.
	Follow division and office processes/procedures for record keeping /data collection