

DISTRICT 112 – THE SCHOOLS OF EASTERN CARVER COUNTY

Position Description

SECTION I: GENERAL INFORMATION

Position Title: <i>Special Education Teacher/Behavior Strategist</i>	Department / Building: <i>Special Education / District Wide</i>
Reports to: <i>Specialized Education Director; Supervisor</i>	FLSA Status: <i>Exempt</i>
Band/Grade/Subgrade: <i>C-5-2</i>	Bargaining/Work Unit: <i>CEA</i>
Position Last Updated: <i>2025</i>	Next Position Description Update:

SECTION II: JOB SUMMARY

Behavior Strategist primarily supports students receiving specialized educational services who have significant behavior needs. The behavior strategist manages referrals and supports the building special education team by working with the student and their teacher and special education staff to assess needs and develop a behavior intervention plan and strategies of support.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility:
Percent of Time:	30%	<i>Intervention</i>

Tasks involved in fulfilling above duty/responsibility:

- Demonstrate knowledge of data driven decision making
- Demonstrate knowledge of best practice in behavioral interventions
- Knowledge of evidence based instructional materials and methodologies to support student behavior

Duty/Responsibility No:	2	Statement of duty/responsibility:
Percent of Time:	30%	<i>Evaluation</i>

Tasks involved in fulfilling above duty/responsibility:

- Participate in behavioral assessments such as behavior rating scales, functional behavior assessments and analysis, observations, interview, reinforcement survey's etc.
- Demonstrate ability to select, administer and interpret a variety of behavioral evaluation tools
- Interpret data, facts, procedures and policies
- Use questioning and discussion techniques
- Provide feedback to educational teams

- Demonstrate flexibility and responsiveness
- Demonstrate ability to link assessment results to student needs and instructional practices

Duty/Responsibility No:	3	Statement of duty/responsibility:
Percent of Time:	25%	<i>Professional Responsibility</i>

Tasks involved in fulfilling above duty/responsibility:

- Maintain accurate records
- Communicate with educational team including parents
- Contribute to the school and district
- Grow and develop professionally
- Show professionalism
- Participate in district committees such as positive behavior intervention support and crisis prevention/intervention

Duty/Responsibility No:	4	Statement of duty/responsibility:
Percent of Time:	15%	<i>Planning and Preparation</i>

Tasks involved in fulfilling above duty/responsibility:

- Demonstrate knowledge of applied behavior analysis
- Demonstrate knowledge of students with neurological or behavioral impairments
- Demonstrate knowledge of resources
- Demonstrate knowledge of Minnesota educational standards

Other Duties as Assigned

SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of current best practice in the field of special education, specifically in the area of behavior, with evidence of continuing pursuit of such knowledge
- Knowledge of child development, approaches to learning, and cultural heritage
- Serves as a resource pertaining to student behavior management and learning strategies
- Knowledge of current best practice in progress monitoring, intervention selection, data collection and evidence of continuing pursuit of such knowledge.
- Knowledge of evidence based behavioral interventions including implementation integrity and fidelity
- Collaborate and communicate effectively with educational staff to plan, implement, monitor and review student interventions.
- Lead, coach, model and participate in evidenced based behavioral interventions as appropriate
- Communicates clearly both orally and in writing
- Collaborates effectively with educators, parents and outside providers
- Knowledge of best practice evaluation and reporting procedures
- Assures feedback is consistently provided in a timely manner
- Effectively links behavioral assessment data to behavior intervention plans following Minnesota and district policies and procedures
- Supports teams in fidelity of behavior plan implementation and ongoing progress monitoring
- Knowledge of federal and state law pertaining to evaluation, behavior intervention and due process
- Knowledge of non-discriminatory evaluation practices
- Consults with parents to further their understanding of the behavior and emotional adjustment processes pertaining to their child
- Demonstrates genuine caring and respect for individual students

- Maintains appropriate student records and adheres to due process procedures
- Demonstrates that support and cooperation, characterize relationships with colleagues
- Seeks out opportunities for professional development and actively assists other educators
- Demonstrates service to students, advocacy for learners, and sound decision-making
- Knowledge of social service and youth service agencies in the local and greater metropolitan area
- Serves as resource to site and district personnel and members of the school community
- Follows ethical guidelines for special education staff as put forth by the Minnesota Department of Education

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- State of Minnesota licensure in special education any area (EBD preferred), school psychology or school social work
- Preferred Board Certified Behavior Analyst (BCBA) certification or related experience preferred.

SECTION VI: EXPERIENCE REQUIREMENTS

Preferred:

- Experience and specialty in behavioral assessment, behavior intervention planning, intervention implementation, positive behavior support and evidence based instruction

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.