



**Position:** Itinerant Special Education

**Assignment:** Positive Learning Environment (PLE) Specialist

**Wage/Hour Status:** Exempt

**Reports to:** Director of Special Education

**Pay Grade:** TC102/197 days

**Dept./School:** Special Education

**Date Revised:** Spring 2026

---

**Primary Purpose:**

Supports campuses in the implementation and continuous improvement of a Multi-Tiered System of Support (MTSS) framework to promote a Positive Learning Environment (PLE) for all students. This role focuses on building staff capacity to implement evidence-based Tier 1, Tier 2, and Tier 3 behavioral supports, with an emphasis on schoolwide PBIS practices, data-driven decision-making, and sustainable systems of support that improve student outcomes.

**Qualifications:**

**Minimum Education/Certification:**

- Master's Degree in Education or related field (preferred)
- Valid generalist or core content teaching certificate
- Valid Special Education teaching certificate (preferred)
- CPI/NCI certification (or willingness to obtain and maintain)

**Special Knowledge/Skills/Experience:**

- Minimum of three years of successful teaching experience (preferred)
- Experience implementing PBIS and/or MTSS frameworks (preferred)
- Experience using behavioral data systems and progress monitoring tools
- Knowledge of PBIS framework and MTSS systems implementation
- Understanding and practice of compassionate, trauma-informed, and person-centered practices
- Understanding of Tier 1 universal supports, Tier 2 targeted interventions, and Tier 3 intensive supports
- Ability to coach and support staff in implementing evidence-based classroom management practices with fidelity
- Ability to analyze behavioral data to identify trends, hypothesize function of behavior, and guide intervention planning at Tier 2 and Tier 3
- Strong understanding of function-based interventions and progress monitoring practices
- Ability to facilitate data-based problem-solving teams (e.g., MTSS, PBIS, RTI)
- Strong communication, collaboration, and professional development facilitation skills
- Ability to de-escalate crisis situations using approved strategies and protocols

### **Major Responsibilities and Duties:**

- Support campuses in implementing and sustaining PBIS-aligned Tier 1 systems, including expectations, routines, reinforcement systems, and consistent responses to behavior
- Collaborate with campus teams to strengthen Tier 2 and Tier 3 intervention systems, ensuring alignment with MTSS processes
- Participate in and support MTSS team meetings, contributing to data-based problem solving for student behavioral and academic needs
- Promote fidelity of implementation for evidence-based behavioral practices across settings (Safe and Civil Schools, PBIS, Restorative Practices, etc.)
- Provide job-embedded coaching to teachers and staff on evidence-based classroom management and behavioral practices
- Model and support implementation of Tier 1 instructional and behavioral strategies
- Assist staff in designing and implementing function-based interventions and supports
- Support alignment between instruction, behavior supports, and student engagement strategies
- Assist campuses in collecting, analyzing, and interpreting behavioral and MTSS data (progress monitoring data, ABC event data, etc.)
- Guide staff in using data to identify trends, select interventions, and monitor effectiveness
- Support development and monitoring of targeted and intensive interventions (T2/T3)
- Promote continuous improvement through data-driven reflection and adjustment of supports
- Deliver and support professional learning on PBIS, MTSS, and evidence-based behavioral practices
- Build staff capacity in data literacy, intervention implementation, and progress monitoring
- Support campuses in developing sustainable systems through coaching, modeling, and feedback
- Respond to student behavioral crises as needed, using approved de-escalation and intervention strategies
- Support staff in implementing proactive strategies to reduce crisis incidents
- Assist with implementation of function-based crisis prevention and intervention plans
- Partner with campus administrators, counselors, teachers, and support staff to ensure alignment of behavioral and instructional supports within MTSS
- Collaborate with Special Education staff to ensure compliance with IEPs, BIPs, and legal requirements
- Support integration of behavioral, academic, and social-emotional supports across tiers
- Engage in ongoing professional learning related to PBIS, MTSS, behavior science, and coaching practices
- Stay current on research-based practices to improve student outcomes and system effectiveness
- Follow district safety protocols and emergency procedures
- Comply with all federal, state, and district policies
- Perform other duties as assigned

### **Mental Demands/Physical Demands/Environmental Factors:**

- Use of standard office equipment including computers and specialized positioning equipment
- Prolonged sitting; frequent kneeling/squatting, bending/stooping, pushing/pulling, and twisting
- Frequent walking; occasional fast-paced movement
- Occasional lifting up to 25 pounds; assist non-ambulatory students; move adaptive and classroom equipment
- Promote safety during escalations using verbal de-escalation techniques and NCI-approved physical restraint (as a last resort)
- Primarily indoor work; occasional outdoor work; exposure to noise and biological hazards
- Maintain emotional control under stress; work irregular or extended hours as needed; manage frequent interruptions and multitasking

**OTHER:** All employees are to follow district safety protocols and emergency procedures.

---

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required. This position is an in-person job and is to be performed at the location specified. It does not qualify for remote work or work from home status.

---

Signature

---

Date

---

Print Name