SUMMARY: Carlisle is an alternative programming general education choice classroom located at Walt Clark Middle school; it is staffed with a teacher, counselor, and paraprofessional. The Carlisle middle school teacher provides inclusive, targeted interventions, and instruction to support students with behavior, social emotional/trauma, and academic needs. To support student achievement, instruction is provided within the framework of district and state standards, the Positive Behavior Interventions and Support model, and trauma-informed practices. The Carlisle teacher will be knowledgeable about assessment and data collection and collaborate with administrators and staff to analyze data and interpret results to improve behavioral and academic instruction.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Provide robust, differentiated instruction, including research-based and trauma informed intensive interventions.
- Create and implement Functional Behavior Assessments, Behavior Intervention Plans, and other differentiated support as needed for each Carlisle student.
- In collaboration with Carlisle and Walt Clark teams, develop differentiated research-based and trauma informed intensive behavioral interventions to establish and maintain a safe learning environment and improve student outcomes.
- Instruct and support students in a variety of settings, including general education and Carlisle classroom.
- Ability to work harmoniously with a team, communicate effectively, and demonstrate integrity of confidential information.
- As students transition out of Carlisle, assist teachers in using data to develop and implement behavior interventions for all learners, as it relates to the district and school level K-12 curriculum, standards, and social emotional goals.
- Collaborate and plan with school staff to ensure equal access to the core curriculum for all students.
- Design behavior supports for students based on data and progress monitoring.
- Maintain appropriate documentation and submit reports as required.
- Administer appropriate formal and informal assessments to evaluate academic and functional skill level, progress, and achievement and to make instructional decisions.
- Collaborate/consult with school staff to create capacity and improve student outcomes.
- Establish and maintain a safe learning environment.
- Establish and maintain ongoing communication with families to foster partnerships and promote family engagement.
- Supervise paraprofessional(s)
- Attend staff meetings, serve on committees, and attend in-service professional development activities.
- Collaborate with Behavior Support Team Lead and the Student Success Department.
JOB 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, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

KNOWLEDGE, SKILLS, AND ABILITY:

- Adhere to legal and ethical requirements of the profession
- Human relations skills, including ability to work harmoniously with a team, communicate effectively and demonstrate integrity of confidential information.
- Promote academic performance in all content areas by facilitating achievement in a variety of settings and situations
- Knowledgeable about the use of technology to support instruction and enhance student learning
- Knowledgeable about classroom practice and management in order to successfully facilitate the learning environment, manage time, communication, and record keeping
- Specialized knowledge of principles and techniques of PBIS, Functional Behavior Assessments, and Behavior Intervention Plans, including function and treatment of behavior
- Knowledgeable about restraint policy/CPI (de-escalation techniques)
- Knowledge of using and interpreting summative, formative, diagnostic, and behavior data to inform strategic instruction, including flexible instructional groups, delivery of instruction, intervention, and extension for all learners as it relates to MTSS process
- Ability to monitor programs and practice for continuous improvement
- Knowledgeable of behavioral methodology, techniques, and tools for students with emotional/behavioral challenges or significant trauma
- Ability to monitor programs and practice for continuous improvement

SUPERVISION/TECHNICAL RESPONSIBILITY:

- Supervise the daily activities of students in employee’s care.

EDUCATION AND TRAINING:

- Bachelor’s degree required, Master’s Degree preferred from an accredited college or university.

EXPERIENCE:

- Minimum of three years’ experience working with children with social emotional/behavioral, and/or academic needs preferred.
- Specialized knowledge, training or experience working with interventions and instructional strategies designed to accelerate student growth and address social emotional wellness is preferred.
- Experience in applying the principles and techniques of the function and treatment of behavior, as well as formal assessments and functional behavior assessments.
- Experience working with a variety of interventions, working in a MTSS environment and progress monitoring/data.
- Experience working with a team and data collection.
- Experience in Social Emotional Learning, Behavioral interventions, and/or Trauma Informed Practices.
CERTIFICATES, LICENSES, & REGISTRATIONS:

- Colorado teaching license with appropriate endorsement (or licensure application in process with CDE).
- Valid Colorado driver’s license.

SAFETY TO SELF AND OTHERS:

- In order to safely perform this position, you must familiarize yourself with the safety rules of your job and participate in all safety training provided by your department. You must wear personal protective equipment whenever required, ask for assistance if the task requires more than one person and, if you’re unsure how to perform a task safely, stop and ask your supervisor for instruction before continuing.
- All employees of the District are responsible for maintaining a safe and healthy work place and insuring that safety precautions and practices are followed.
- We expect you to immediately report any unsafe working conditions or safety problems to your supervisor. Until corrective action is taken, be sure that the area or condition is restricted and that cautionary devices, i.e., cones, temporary fencing, floor signs, etc. are in place so that others are not affected or injured.

PHYSICAL DEMANDS:
While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel and talk or hear. The employee is occasionally required to stand; walk; and reach with hands and arms. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

EQUAL EMPLOYMENT OPPORTUNITY:
Thompson School District shall not discriminate in its employment or hiring practices on the basis of race, ethnicity, religion, sex, sexual orientation, age marital status or disability. The Superintendent is committed to cultural diversity among district personal as a means of enriching educational experience. The District shall identify, solicit, and consider applicants for employment from a broad spectrum of qualified individuals who will contribute to that effort.

OTHER DUTIES:
Please note this job description is not designed to cover or contain a comprehensive list of the activities, duties or responsibilities that are required of the employee for this position. Duties, responsibilities and activities may change at any time with or without notice.