

Job Title: Social Emotional Learning (SEL) Skills Coach
Department: Professional Learning & Development
Reports To: SEL Coordinator
FLSA Status: Non Exempt
Salary Schedule: SA lane 01 step 15



SUMMARY

The Social Emotional Learning (SEL) Skills Coach will provide support and resources to increase the capacity of schools to implement effective SEL instruction through a Multi-Tiered System of Support (MTSS). Under the supervision of the Social Emotional Learning Coordinator, the SEL Coach will assist in program implementation, training, direct services to students, support for faculty and school administrators, education to families, and referrals to community resources when needed to meet the educational needs of the whole child.

ESSENTIAL DUTIES AND RESPONSIBILITIES may include the following. Regular, reliable worksite attendance and timeliness is an essential job function to perform the essential duties and responsibilities of the position. While this job description attempts to outline all essential duties of the position, the description is not a contract and the job functions are subject to change at the organization's discretion. Other duties may be assigned.

Under the supervision of the SEL Coordinator, collaborates and communicates with schools and district leaders in areas of social emotional learning, trauma sensitive support, cultural sensitivity, and family engagement.

Provides teacher support in effective classroom management and model skills to establish and maintain positive relationships with all students.

Supports schools implementing universal Tier 1 support to educate the whole child through promoting a culture of safety, belonging, and a positive work environment. Assists in school wide and classroom implementation of Social Emotional Learning and Positive Behavior Interventions and Support. Provides resources and coaching support based on outcome data and fidelity measures to ensure data based decision making before accessing Tier 2 support.

Supports school Intervention Teams implementing targeted Tier 2 support to educate the whole child through information gathering, data collection and interpretation, meeting attendance, conducting direct observations, and supporting the creation of small groups to teach appropriate social and emotional skills. Models and coaches implementation of Skill Acquisition Plans and schedules of reinforcement. Provides resources and coaching support based on outcome data and fidelity measures to ensure data based decision making before accessing Tier 3 support.

Supports school Intervention Teams implementing intensive and individualized Tier 3 support to educate the whole child through sharing a menu of community resources, promoting referrals to appropriate community resources, and model and coach implementation of Behavior Intervention Plans and Crisis Management Plans when needed. Provides resources and coaching support based on outcome data and fidelity measures to ensure data based decision making before accessing additional support and services beyond Tier 3.

Maintains a high level of ethical behavior and confidentiality in compliance with the Protection of Pupil Rights Amendment (PPRA) and the Family Educational Rights and Privacy Act (FERPA).

Actively seeks out evidence-based practices for prevention and intervention strategies aligning with district framework of safety, connection, and confidence for all students.

Create resources for students, parents, teachers, and school leaders to increase accessibility to tools promoting skill acquisition for coping, self-regulating, self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Creates progress monitoring systems to communicate student success with parents and facilitate ongoing data based decision making for access to tiered support.

SUPERVISORY RESPONSIBILITIES

This job has no supervisory responsibilities.

KNOWLEDGE, SKILLS, ABILITIES, AND 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. Must demonstrate an acceptable level of maturity, good judgment, and emotional stability.*

Ability to read, write, and communicate effectively in English at a level required for successful job performance. Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to employees of the school district. Ability to meet and interact with staff and students with tact, courtesy, and discretion.

Ability to work with applicable mathematical concepts. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to perform mathematical operations using units of American money.

Ability to apply common sense understanding to carry out essential duties of this position. Ability to carry out instructions furnished in written, oral, or diagram form. Ability to troubleshoot and solve problems involving concrete variables situations. Ability to define problems, collect data, establish facts, and draw valid conclusions.

EDUCATION and/or EXPERIENCE

A Bachelor's Degree from an accredited college or university with a major in Psychology, Social Work, or a related field; related work experience preferred; or equivalent combination of education and experience.

CERTIFICATES, LICENSES, REGISTRATIONS

This position does not require any certificates or licenses.

PHYSICAL DEMANDS *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to use hands to handle, or feel, and talk or hear. The employee frequently is required to stand, walk, and reach with hands and arms. The employee is occasionally required to sit; climb or balance; stoop, kneel, crouch, or crawl; and taste or smell. The employee must regularly lift and/or move up to 10 pounds; frequently lift and/or move up to 25 pounds; occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

WORK ENVIRONMENT *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the noise level in the work environment is usually moderate.

Prepared By: SEL Coordinator			Date: 11/19/2019
Approved By: Assistant Director, Human Resources			Date: 11/25/2019
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EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT:

By signing below, I acknowledge that I have received a district approved position description for my current position. I understand it is my responsibility to review the position description and direct any questions regarding the position description to my department supervisor or the Human Resources Department.

Print Name:	Date:
Employee Signature:	