



**JOB DESCRIPTION**

<b>Job Title</b>	Success/Social Emotional Learning Coach
<b>Department</b>	Teaching and Learning
<b>Reports To</b>	Building Principal
<b>Classification</b>	Certified
<b>Location</b>	High School
<b>Salary</b>	On Schedule
<b>Length of Contract</b>	On Contract

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

**Job Summary**

The Social-Emotional Learning (SEL) Coach will play an essential role in implementing SEL strategies to ensure a positive school climate that supports students’ social and emotional needs. As a coach, you will provide direct support to school leaders, teachers, and staff on social-emotional learning programming, including standards, curriculum, assessment, and professional development. You will work to ensure that SEL is integrated into instruction and daily practices aligned with the district’s Equitable – Multilevel System of Supports using the Positive Behavioral Intervention and Supports (PBIS) framework.

**Essential Job Functions**

- Advise building leadership teams on evidence-based practices, various SEL/behavior management issues and provide advice and guidance on pertinent SEL related policies and procedures.
- Work with district and building administration/leadership to identify, select, install and support agreed-upon evidence-based and promising SEL/behavioral/school climate practices within and across schools to promote implementation clarity, fidelity and consistency.
- Advise and assist in clarifying behavior expectations and student code of conduct to provide consistent and fair application throughout the school and support the use of evidence-based SEL/behavior interventions.
- Collaborate with central office and school leadership to ensure evidence-based, trauma-informed, school climate, social emotional learning (SEL), restorative practices and behavioral intervention strategies are integrated into school professional development, PLC/Grade level Team activities, assessments, walk throughs (TFI) and staff meetings.

- Provide training, coordination, materials, and implementation support for the integration of SEL into the fabric of each classroom by identifying and embedding SEL curriculum, strategies, teaching, practice, reinforcement, intervention and evaluation into existing systems
- Provides high quality instruction to individual students and small groups
- Administers one-to-one intensive behavior intervention to students
- Provides assistance with de-escalating student behaviors and reintegrating students back into the classroom
- Uses data to provide instruction to students and to bring their skills to grade-level
- Collaborates with teachers, administration, and families to help identify best practices for individual and small groups of students
- Uses identified research-based interventions focuses specifically on individual student needs
- Maintains data-based documentation of continuous monitoring of student performance and progress
- Provides data to school teams and participates in decisions about student progress
- Communicates with teachers, administration, and families regarding student progress
- Assists with identifying students for placement in intervention groups
- Participates in meetings with teachers, administration, and families to discuss student placement and progress
- Provides input for program development
- Supports implementation of assessment tools and data management systems

#### **Ancillary Job Functions**

- Attends the appropriate trainings to improve knowledge and skills
- Provides building staff development opportunities that includes but is not limited to; PBIS, school data results, community outreach programs, and current trends within the community that are popular with school aged children.
- Performs other related duties as assigned

**Required Qualifications** – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Possession of Wisconsin DPI license
- Trained in Non-Violent Crisis Intervention (NVC)
- Demonstrates an understanding and use of equitable and culturally responsive practices

**Preferred Qualifications** – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Possession of Wisconsin School Counselor, School Psychologist or School Social Work license

**Knowledge, Skills, and Abilities** – May be representative, but not all-inclusive, of those commonly associated with this position.

- Excellent interpersonal and communication skills
- Knowledge of various classroom management strategies including Positive Behavior Intervention System (PBIS)
- Knowledge of and ability to implement de-escalation techniques
- Knowledge of and the ability to implement behavior management techniques
- Strong organizational skills
- Ability to multitask needs between multiple schools
- Knowledge of collaboration practices, team teaching practices, and special education
- Ability to collect data and make course placement recommendation for students
- Ability to build and maintain effective relationships with school administrators, staff, students, and families

**Work Environment** – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office/classroom environment and moderate noise levels

**Physical Requirements** – The physical demands described below 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 essential functions.

- Frequently required to talk and hear
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment