



## **SOCIAL EMOTIONAL LEARNING - TRAC TEACHER**

**(TRAC: Teambuilding, Regulation, Awareness & Community)**

### **Job Description**

#### **JOB SUMMARY:**

Under the direction of the Executive Director of Student Services, serve as a school site social emotional learning teacher, provides classroom lessons, Tier 2 intervention lessons, parent workshops and events, and school community campaigns designed to promote social emotional connectedness and well-being.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Provides direct classroom instruction in social emotional learning at the school site.
- Provides small group intervention lessons in social emotional learning.
- Attends student meetings as appropriate.
- Provides assistance with program development for social emotional learning programming.
- Provides consultation and support to staff around best practices in supporting students in the area of social emotional learning.
- Assists in data collection and monitoring of student progress in the area of social emotional learning.
- Assists in the identification, selection, creation and use of instructional materials, curriculum and methodologies for social emotional learning, including digital options.
- Offers parent trainings and workshops.
- Creates and disseminates a newsletter to families, at least monthly.
- Organizes and carries out school community campaigns and events to promote belonging, connectedness and well-being.
- Provides other services as directed by the Director of Student Services.
- The representative duties listed above are illustrations of the various types of work the TRAC teacher may be required to perform. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.

#### **QUALIFICATIONS:**

##### **Knowledge of:**

- Instructional programs and best practices in social emotional education
- Multi-tiered Systems of Supports (MTSS)
- Positive behavior support strategies and best practices
- Social, emotional needs that affect the learning process
- Cultural, ethnic, and language variations in the selection and use of appropriate diagnostic tools designed to assist in formulating enrichment, prevention and remedial processes for children
- Current research, theory, and practices regarding instruction in the area of social emotional learning
- Data management and analysis

- Interpersonal skills using tact, patience and courtesy
- Oral and written communication skills
- Correct English usage, spelling, grammar, punctuation, and arithmetic

**Ability to:**

- Effectively present information and respond to questions from a variety of school staff, parents and agencies
- Demonstrate mastery skill in communicating in critical situations, orally, in writing, and in facilitating group processes
- Analyze and utilize data to make informed decisions
- Function as a collaborative team member in a variety of settings and situations
- Modify systems, procedures, and programs within areas of responsibility
- Use Standard English to communicate orally and in writing with large and small audiences
- Seek out necessary information, agencies and resources for specific situations
- Establish and maintain cooperative and effective working relationships with diverse communities
- Operate technology and software used by the District
- Provide grade level appropriate instruction to students
- Be flexible, patient, and work well under pressure
- Maintain regular and consistent attendance

**EDUCATION, LICENSES AND OTHER REQUIREMENTS:**

- Bachelor's Degree from an accredited college or university
- Valid California teaching credential

**EXPERIENCE:**

- Experience in social emotional learning programs is desirable

**WORKING CONDITIONS:**

**Environment:**

The work environment described here is 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.

- Daily contact with district and school staff
- Possible interruptions
- Moderate to high stress level

**Physical Abilities:**

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 stand; walk; dexterity of hands and fingers to handle, or feel objects, tools, or controls; reach with hands and arms; talk or hear; and taste or smell. The employee is occasionally required to sit and stoop, kneel, crouch, or crawl.

- The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

**OTHER:**

- Valid California driver's license and transportation

Board Approved: August 24, 2021