



## JOB DESCRIPTION

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| <b>Job Title</b>          | McKinley Charter – Instructional/SEL/Behavioral Coach                   |
| <b>Department</b>         | Teaching and Learning   |
| <b>Reports To</b>         | Building Principal  |
| <b>Classification</b>     | Certified   |
| <b>Location</b>           | McKinley Charter  |
| <b>Salary</b>             | On Schedule   |
| <b>Length of Contract</b> | 189 Days & up to 10 additional days as approved by MCS Governance Board |

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 McKinley Charter – Instructional/SEL/Behavioral Coach supports the construction and implementation of the school’s Equitable Multilevel System of Supports (EMLSS) by braiding academic standards with social, emotional-behavioral learning. The McKinley Charter – Instructional/SEL/Behavioral Coach serves as part of the school leadership team and is responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity. McKinley Charter – Instructional/SEL/Behavioral Coach will integrate social emotional learning (SEL) competencies into coaching practices while also providing coaching to all teachers and support staff to support the implementation of SEL, PBIS and culturally responsive practices. The McKinley Charter – Instructional/SEL/Behavioral Coach will assist in monitoring grades, implement discipline policies; coordinate and provide liaison activities between schools; complete reports and write grants.

## Essential Job Functions

- Model and braid best practices of the Equitable Multilevel System of Supports (EMLSS) framework through an equity lens including but not limited to:
  - culturally responsive practices
  - collaboration skills and protocols
  - guaranteed viable curriculum
  - curricular learning targets
  - high quality instruction
  - differentiation of instructional materials and practices
  - technology integration
  - classroom management
  - data analysis
  - balanced assessment system
  - family engagement

- connections between academic and social and emotional learning and behavior.
- Act as coach to support implementation and fidelity of the universal curriculum in SEL and PBIS.
- Support the district's equity work.
- Participate in school leadership team and school improvement planning.
- Collaborate with Middle and High home schools.
- Assist with review of interventions and monitor student progress.
- Support the selection of district approved interventions.
- Coach McKinley teachers how to strategically use time structures to meet the needs of students needing Tier III supports
- Support EL (English Language) and Special Education Teachers.
- Provide diagnostic assessments for students as needed.
- Develop coaching practices (student-centered, modeling, co-teaching, notice and name, etc.) to support teachers in/with implementation of effective instructional practices.
- Provide input for program development for district wide SEL and PBIS.
- Support and provide professional development.
- Collaborate with others to identify and meet the professional development needs of the school and district staff.
- Participate in ongoing professional development.
- Collaborate with the directors and coordinators from Teaching and Learning, Student Services and Special Education and other internal stakeholder departments.
- Promote and advocate for student-centered processes and asset-based language.
- Effectively build positive culture through relationships with students and adults, including families and other stakeholders.
- Provide on-going, job embedded coaching to teachers based on research around coaching cycles and cycles of professional learning including formal and informal professional learning.
- Contribute to the development of systems and structures to improve teacher practice within schools.
- Provide Crisis Intervention as needed.

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| <b>Ancillary Job Functions</b> |
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- Performs other related duties as assigned.

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| <b>Required Qualifications</b> – 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. |
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- Bachelor's degree in education.
- Wisconsin DPI certification which includes grades 6-8, pupil services license, or special education.
- Minimum of 3 years of successful experience.

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

- Experience working in or coordinating alternative education programs.
- Experience in instructional coaching or related role.
- Training in adult learning theory.
- Five or more years of successful teaching experience.
- Master’s degree in Education.
- Alternative Education License for the appropriate grade level.

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

- Willingness to engage in ongoing learning of SEL, behavioral and culturally responsive practices.
- Excellent interpersonal and communication skills.
- Strong organizational skills.
- Knowledge of collaboration practices, team teaching practices, and special education.
- Knowledge in the areas of instructional methods, curriculum, and assessment.
- Ability to build and maintain effective relationships with school administrators, staff, students, and families.
- Ability to keep up to date with current events and technology in the business and post-secondary sectors.
- Ability to maintain curricular and industry knowledge.
- Ability to facilitate meetings and professional development opportunities.
- Excellent verbal and written communication skills.
- Knowledge in using a variety of assessment tools.
- Knowledge of research-based instructional strategies that will engage all students.
- Willingness and ability to assume a leadership position.
- Willingness to engage in equity trainings.
- Demonstrates an understanding and use of differentiation in educational practices to address the achievement gaps.
- Ability to provide encouragement and emotional support to teachers.
- Ability to serve as a positive role model for students, demonstrating responsible and thoughtful behavior.

**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.

- Must be able to talk, hear, grasp, and reach.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.

- Must have clarity of vision, three-dimensional vision, precise hand-eye coordination, and ability to identify and distinguish colors.
- The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 4122.01 throughout his/her employment in the District.