



JOB DESCRIPTION

Job Title	Teaching & Learning Coordinator - Social, Emotional & Academic Supports
Department	Teaching and Learning
Reports To	Director of Social, Emotional, and Academic Supports
Classification	Certified
Location	District Office
Salary	On Schedule
Length of Contract	204 days

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 Teaching & Learning Coordinator - Social, Emotional & Academic Supports is responsible for working with a team to provide leadership of the pupil services team under the direction of the Director of Social, Emotional, and Academic Supports. The Teaching & Learning Coordinator - Social, Emotional & Academic Supports, in collaboration with other district departments, assists with the implementation and development of the District EMLSS framework across all schools and provides knowledge, guidance, and support to braid academic and behavioral systems at the universal, selective, and intensive levels to increase student achievement for all students. Position objectives include assisting with the coordination of the PK-12 counseling program, Academic and Career Planning, Positive Behavior Intervention and Supports, social emotional learning resources and curriculum, coordination of relevant professional learning; assist with coordinating Tier II/III supports and services; and coordinating post-secondary transition opportunities for students.

Essential Job Functions

- Assists with the leadership, vision, and goal alignment to ensure continuous organizational development and improvement to support the District’s vision and strategic plan.
- Assists with the direction, coordination, and guidance to the District’s PK-12 counseling services and outside contracted services.
- Supports school district action steps through the use of relevant data, i.e., Equitable Multi-Level System of Supports (EMLSS), PBIS including the facilitation of small groups/SAIG, Social Emotional Learning (SEL), Culturally Responsive Practices post-secondary readiness, Trauma Informed Care, etc.
- Supports the pupil services team (school counselors, social workers, & school psychologists).
- Assists with the implementation of PBIS systems across all schools.
- Provides leadership for sustainability and expansion of PBIS practices District wide.
- Supports and provides professional learning to develop and maintain school wide PBIS systems.

- Develops and delivers a school counseling curriculum focused on academic, personal/social, and career development, including Academic and Career Planning (ACP) that prepares all students for post-secondary opportunities.
- Provides system support to establish, maintain, and enhance a supportive learning environments.
- Provides leadership to implement and sustain the Wisconsin Department of Public Instruction’s Social and Emotional Learning Competencies within the PBIS framework.
- Assists schools with effective attendance practices and procedures.
- Maintains a high level of knowledge regarding Section 504 plans and assists staff with implementation of the plans.
- Assists in monitoring the fidelity of braiding academic, social, and emotional learning support systems.
- Provides leadership, training, consultation, and support to building staff to facilitate implementation of an EMLSS at the District and school levels.
- Provides support to school leaders in the implementation of the EMLSS framework to support the vision, mission, and goals of school improvement.
- Incorporates policies and procedures in accordance with laws and regulations.
- Assists with updating the Academic and Career Planning guides.
- Provides input for the Teaching and Learning Budget.

Ancillary Job Functions

- 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.

- Master’s Degree in School Counseling.
- Wisconsin School Counselor Certification.

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

- One or more years of relevant school counseling experience.
- Knowledge of trauma and Adverse Childhood Experiences (ACEs) and the impact on child development.

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

- Ability to understand and implement a supportive learning environment.
- Knowledge of ASCA Framework.
- Ability to take initiative and be independently motivated.
- Excellent communication skills including the ability to lead and collaborate on a team.
- Understanding of educational/counseling theories and best practices.
- Knowledge of educational concepts and frameworks such as PBIS, EMLSS, school-based mental health, crisis prevention, crisis preparedness, and targeted interventions to meet individual needs.

- Strong data analysis skills to collect and interpret behavior and academic data.
- Provides and helps school teams interpret and respond to data.
- Thorough understanding of child development stages and well as signs and symptoms of mental illness.
- Knowledge and understanding of cultural diversity in the school setting and family systems/dynamics.
- Knowledge of positive parenting skills and practices.
- Good organizational and time management skills.
- Good judgment, creative problem-solving abilities, and flexible thinking.
- Demonstrates an understanding and use of differentiation in educational practices to address the achievement gaps.
- Excellent writing and public speaking skills.
- Outstanding organizational and planning abilities.
- Excellent leadership and facilitation skills in working effectively with individuals and groups.
- Outstanding problem solving and conflict resolution skills.
- Ability to work a flexible schedule including work as directed outside of the school calendar.
- 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 school/office 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 sit and work at desk/computer for extended periods of time.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
- 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.