



JOB DESCRIPTION

Job Title	Teaching & Learning Coordinator - Social, Emotional & Behavior 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 & Behavior Supports is responsible for working with a team to provide leadership of the school social workers, school psychologists, school counselors, social emotional academic & behavioral interventionists, behavior interventionists, and the social emotional learning coaches under the direction of the Director of Social, Emotional, and Academic Supports. The Teaching & Learning Coordinator - Social, Emotional & Behavior 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 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.

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.
- Provides system support to establish, maintain, and enhance a supportive learning environment.
- 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.
- Provides input for the Teaching and Learning Budget.
- Supports school counselors, school social workers, school psychologists, interventionists and social emotional learning coaches around behavioral challenges.

- Provides leadership and professional learning for sustainability of PBIS district-wide and assists with the implementation of PBIS systems across all schools.
- Provides leadership to implement and sustain the Wisconsin Department of Public Instruction’s Social and Emotional Learning Competencies within the PBIS framework.
- Experience in designing and utilizing various data collection tools around behavior.
- Experience in assessing behavior, implementing and adapting behavior intervention plans, and monitoring progress through observations and data collection.
- Experience conducting data-driven Functional Behavior Assessments (FBA) and implementing Behavior Intervention Plans (BIP).
- Provides expert advice on the continuum of behavioral assessments and intervention strategies across the universal, selective, and intensive levels.
- Assists schools with effective attendance practices and procedures.

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.

- Wisconsin DPI license for grade levels served by the school district, pupil services, or special education.
- Three years of successful PK-12 educational experience.

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

- Advanced experience with behavior assessments, interventions, and supports.

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.
- 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 equitable and culturally responsive practices.
- 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.