



## JOB DESCRIPTION

<b>Job Title</b>	Elementary Instructional/SEL Coach
<b>Department</b>	Teaching & Learning
<b>Reports To</b>	Building Principal
<b>Classification</b>	Certified
<b>Location</b>	Elementary
<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 modification in accordance with applicable state and federal laws.

## Job Summary

Responsibilities include working with school principal and teachers to improve student achievement within the framework of the Equitable Multi-Level Systems of Supports (EMLSS). The Instructional/SEL Coach must have an asset mindset. The coach is responsible for supporting student achievement by providing coaching in mathematics and other content areas with high quality instructional practices. The Instructional/SEL 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 and culturally responsive practices.

## Essential Job Functions

- Model and braid instructional and Social Emotional Learning (SEL) best practices within an Equitable Multi-level System of Supports framework using:
  - Equity and inclusion practices
  - Culturally responsive practices
  - Connections between academic and social and emotional learning targets
  - Collaboration skills and protocols
  - Learning targets
  - Student engagement practices
  - High quality instruction
  - Differentiation of instructional materials and practices
  - Technology integration
  - Classroom management
  - Data analysis
  - Balanced assessment system
  - Family engagement
- Participate in the school leadership team and school improvement planning.
- Support the district's equity work.
- Serve on the Tier I team.
- Participate in the Tier II and Tier III teams.

- Assist with review of interventions and monitor student progress
- Support the selection of district approved interventions.
- Coach grade level teachers and grade level teams on how to strategically use time structures to meet the needs of students needing Tier II/III supports, including Talented and Gifted (TAG).
- Support English Learner (EL) and Special Education teachers.
- Collaborate with classroom teachers and interventionists, and other relevant stakeholders to analyze achievement data and monitor individual student progress.
- 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 mathematics and other content areas.
- Support and provide professional development.
- Support and implement assessment tools and student achievement data management system at the building level.
- 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 Academic Services, Student Services, and other internal stakeholder departments.

#### **Ancillary Job Functions**

- Perform 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.

- Certification for applicable grade levels, Regular Education (777/1777), or Elementary/Middle Level (088/1088) license at the appropriate developmental or grade levels of the students at the appropriate developmental or grade levels of their students.
- 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.

- Mathematics License (400/1400)
- Kindergarten License (100/1088)
- Master’s degree in Education or related field
- Three years of successful classroom teaching experience at the elementary level

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

- Excellent interpersonal and communication skills.
- Ability to apply instructional strategies on differentiation.
- Strong organizational skills.
- In-depth subject knowledge.

- 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.
- Demonstrates an understanding and use of differentiation in educational practices to address the achievement gaps.
- 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 accommodation 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.