

# **MADERA UNIFIED SCHOOL DISTRICT CERTIFICATED JOB DESCRIPTION**

## **DISTRICT CULTURE & CLIMATE COACH (K-12)**

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### **Overall Responsibilities**

Provide leadership, expertise, and support at the district and site level for the full implementation of school culture and climate and various behavior initiatives in the district (PBIS, character education, restorative justice, culturally responsive teaching, trauma-informed practices, and social-emotional learning) in grades K-12. Provide on-going, job-embedded training and support to site level staff to build instructional capacity and effectiveness. Services that are provided will be supplementary to the district's baseline program. This position reports to the Director of School Culture and Climate.

### **Specific Responsibilities:**

1. Provide support and resources to staff on school-wide and classroom climate and culture practices such as classroom management, discipline practices and protocols, social-emotional learning.
2. Serves as a resource in identifying appropriate instructional strategies and interventions to improve student behavior and social-emotional needs and ensure schools and staff have the resources to address the social-emotional and behavioral needs of students.
3. Provides coaching and modeling in organizing instruction, lesson design, instructional delivery and assessment related to behavior and social skill with effective teaching and learning strategies for English Learners, students with disabilities and students with diverse learning needs will be a priority, as needed.
4. Assist site team(s) to design and implement positive reinforcement school wide or classroom systems to build an interactive classroom environment focused on academic and social-emotional success of grade level content and effective instructional strategies.
5. Develop and conduct training to students, teachers, staff, and parents on topics such as: positive interventions and supports, classroom management, character education, restorative justice, culturally responsive teaching, trauma-informed practices and social-emotional learning.
6. Conduct coaching and modeling for school staff implementing discipline intervention, social-emotional or behavioral instruction to support individuals or groups of students considered at risk socially or behaviorally.
7. Facilitate parent, teacher, administrator, and community meetings to build knowledge around positive school climate and social-emotional learning support.
8. Work collaboratively with teachers and staff to provide supplemental parent conferences (COST or SST) to implement child/family school plans for successful behavior and/or social-emotional interventions.
9. Attend site-based meetings such as PBIS team meetings, student conferences (COST or SST) to develop social skills and behavioral improvement plans.
10. Provide extra follow up on baseline Student Study Team interventions.
11. Collect, aggregate and analyze school level academic and behavioral data.
12. Attend training and meetings necessary to develop job skills.
13. Conduct and/or coordinate learning opportunities to support student achievement.

### **Specific Qualifications:**

Knowledge of:

1. Knowledge of organizational practices and principles.
2. Knowledge of and ability to implement school instructional programs.

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3. Knowledge of laws, policies, rules, and regulations about student discipline, attendance and transfers.

**Ability to:**

1. Establish and maintain effective relationships with staff, students, parents, and the public.
2. Identify and determine the nature of students' problems, evaluate urgency, and act to alleviate problems.
3. Speak and write effectively.
4. Develop and conduct appropriate staff development meetings.
5. Conducts demonstration lessons, one on one observations, coaching and facilitates group observations to ensure site level staff have been trained to an advanced level of delivery and are using the instructional materials as designed, as needed.
6. Assists site level staff in building an interactive classroom environment focused on the content and instructional strategies embedded in the program, as needed.
7. Supports site level staff in collaborative grade level and/or department meetings as assigned to assist in the analysis and utilization of data to improve student behavior, as needed.
8. Prepares forms, records, and reports as directed.
9. Attends meetings and trainings as directed.
10. Maintain professional competence through participation in professional development activities as provided by district, county, state and other consultants.
11. Other related duties as assigned.

**Qualifications**

Specific knowledge of:

1. Learning and teaching District adopted SEL curriculum including:
2. California State Content Standards
3. Curriculum design
4. Effective learning and instructional strategies for English Learners, students with disabilities and students with diverse learning needs
5. Assessments to guide instruction
6. Classroom routines
7. Design and present professional development activities
8. Practices that promote increased student behavioral and learning outcomes
9. Implementation of the components of the Local Control and Accountability Plan and/or LEA plan
10. Laws, policies, and procedures applicable to assignments.
11. Contribute to the successful fulfillment of the District Mission.

**Demonstrates Ability to:**

1. Model the implementation of exemplary instructional practices in the following areas:
2. Develop, organize and present professional development activities
3. Work collaboratively with others
4. Conduct instructional coaching cycles with site level staff
5. Conduct group observations
6. Apply new knowledge

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7. Enhance abilities to provide instruction that increases student behavioral and learning outcomes
8. Establish and maintain cooperative and effective working relationships with others to implement the components of the Local Control and Accountability Plan and/or LEA Plan.
9. Motivate and lead others.
10. Document systems and processes.
11. Provide effective instructional leadership to improve student learning outcomes.
12. Interpret, apply and explain District, school and program policies, procedures, and regulations.
13. Ability to integrate technology into lesson design and delivery
14. Communicate effectively both orally and in writing.
15. Plan and organize work to meet schedules and timelines.
16. Analyze situations accurately and recommend effective courses of action.
17. Maintain paperwork consistently, appropriately and in a timely manner.
18. Maintain the confidentiality of staff, as appropriate.
19. Exemplify collegial behavior and a commitment to teamwork.

**Education:**

1. Bachelor's Degree is required
2. Clear and valid California Teaching Credential.
3. Authorization to teach English learners.

**Experience:**

Four (4) years of teaching experience of classroom teaching at the appropriate level.

**License:**

1. Valid California Driver's License
2. Valid California teaching credential authorizing instruction at the appropriate level. K-12.

**EMPLOYMENT INFORMATION**

Supervisor's Title:	School Culture and Climate Administrator
Unit Membership:	Certificated
Salary Placement:	Certificated Salary Schedule (193 Duty Days)

**PHYSICAL DEMANDS IN THE WORK ENVIRONMENT**

These physical characteristics are representative of those that must be met by an employee to successfully perform the essential functions of this job safely.

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1. Mobility sufficient to move about, stand, and/or sit for extended periods, and access all locations in the work environment.
2. Manual skill to appropriately control and manipulate objects, tools, materials, and equipment used on the job, including a telephone and a computer.
3. Flexibility and strength to reach with hands and arms, bend and stoop.
4. Ability to hear and understand speech at normal room levels, and to hear and understand speech on the telephone.
5. Ability to speak in audible tones so that others may understand clearly in normal conversations and on the telephone.
6. Ability to see, read, and distinguish colors, with or without vision aids: computer screen, equipment used in the work environment, instructional materials, training MADERA materials, directions, rules, policies, calendars, agendas, manual, and other printed matter.
7. Physical strength and agility to push, pull, squat, twist, turn, and lift and carry bulky objects of up to 25 pounds with or without assistance.
8. Mental acuity to perform the essential functions of this position in a safe, accurate, neat, and timely fashion and to make and evaluate the results of judgments and decisions.
9. Ability to drive a car.
10. High tolerance for continuing stressful situations.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions in the work environment. This environment may be expected to include: moderate noise, frequent interruptions, and frequent movement from inside to outside with exposure to elements, stairs, children, moving vehicles, and duty hours before sunrise or after sunset.