

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

<b>TITLE:</b>	Coordinator, Social Emotional Learning	<b>CLASSIFICATION:</b>	Certificated Management, United Professional Educators (UPE)
<b>SERIES:</b>	Coordinator III	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	9859	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Curriculum and Instruction	<b>SALARY:</b>	Range 47 Salary Schedule B
<b>REPORTS TO:</b>	Director III, Professional Learning, Culture, Climate and SEL	<b>HR APPROVAL:</b>	12-1-2022
		<b>CABINET APPROVAL:</b>	11-1-2022

**BASIC FUNCTION:**

Under the general direction of the Director III Professional Learning, Culture, Climate, and SEL, the Coordinator of Social Emotional Learning (SEL), will assist in the coordination and support of the development, implementation, and expansion of Social and Emotional Learning (SEL) and related programs (PBIS, Anti-Bias/Anti-Racist, Restorative Justice, Trauma-Informed Practices) within the development and implementation of an MTSS framework.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)**

Provide coordination and support in the development and implementation of the Comprehensive District MTSS Framework. **E**

Provide coordination and support in the development and implementation of the district's initiatives related to SEL, PBIS, Restorative Justice, Trauma Informed Practices, and Anti-Bias/Anti-Racism. **E**

Collaborate with District leaders to ensure the integration of MTSS within the District strategic plan. **E**

Collaborate with District leaders to ensure the integration of SEL, PBIS, and other social-emotional related programs within the District strategic plan. **E**

Collaboratively work with District office personnel and school principals to ensure necessary district and site-based data systems are in place to best monitor student data for problem-solving/data-based decision team processes in schools. **E**

Communicate and collaborate with site leaders, training specialists, other district personnel, and outside organizations to coordinate activities and programs related to PBIS, SEL, and Anti-Bias/Anti-Racism. **E**

Review school-based data to inform and guide sites MTSS, SEL, PBIS, suspension, behavior referral, and attendance improvement efforts. **E**

Review District level data to inform and guide MTSS, SEL, PBIS, suspension, behavior referral, and attendance improvement efforts. **E**

Train and provide ongoing technical and data analysis support to staff who use school-wide data collection systems. Includes but not limited to site leaders and training specialists. **E**

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate and arrange for appropriate training of assigned staff. **E**

Participate in regional, state, and national MTSS, SEL, PBIS, attendance, and other related conferences and meetings. **E**

Support the recruitment, staffing, training, and ongoing support to District level SEL and PBIS staff. **E**

Participate in MTSS, SEL, and PBIS leadership meetings at the District and site levels. **E**

Present at various meetings and venues to provide a common language and common understanding and update of District MTSS initiatives and goals. **E**

Facilitate sustainability and expansion of MTSS, SEL, PBIS, academic, and attendance improvement practices District-wide. **E**

Demonstrate cultural proficiency, sensitivity, and equity to ensure all SCUSD students' needs are included and to increase student success. **E**

Model district standards of ethics and professionalism. **E**

Promote innovative and appropriate approaches that will support the diverse needs of students across the district **E**

Accept and carry out responsibility for the direction, control, and planning. **E**

Provide a positive climate of interaction and communication between school staff, families, and the community. **E**

Work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Perform other related duties as assigned. **E**

### **TRAINING, EDUCATION, AND EXPERIENCE:**

Bachelor's degree in education, school psychology, social work, or related field; minimum of four (4) years of increasingly responsible experience in an administrative or supervisory position; and related experience in the field of education. Training in Multi-Tiered Systems of Support (MTSS) or equivalent experience and implementing MTSS is preferred.

### **LICENSES AND OTHER REQUIREMENTS:**

Valid California driver's license; provide personal automobile and proof of insurance. Basic Teaching and Administrative Credential issued by the California Commission on Teacher Credentialing is required.

### **KNOWLEDGE AND ABILITIES:**

## KNOWLEDGE OF:

- A Multi-Tiered System of Support model and implementation of a MTSS model in school settings.
- California's SEL Guiding Principles.
- SEL research, evaluation, strategies, theories, techniques, and methods of instruction.
- CASEL's Transformative SEL towards Equity.
- Restorative Justice.
- Trauma Informed Practices.
- Anti-Bias/Anti-Racist Practices.
- Research related to PBIS at all three tiers: universal, secondary, and tertiary.
- Behavior intervention methodology/techniques including positive behavioral interventions and support.
- Data gathering and analysis, project planning, decision making, and evaluation.
- Measurement tools for various levels of assessment; including adaptive and curriculum-based measurement.
- Academic, attendance, and behavior interventions to support high-quality instruction for all students and to meet students' individual needs.
- Alternative education opportunities; curriculum and graduation requirements.
- Community resources and services related to social services and supports.
- Well-developed human relations skills to work productively and cooperatively with diverse groups within and outside the District.
- Deep knowledge of content area standards and standards-based education.
- Special education programs and services.
- Research-based techniques/programs in curriculum development and differentiated instruction.
- Restorative Justice practices.
- Conflict resolution and adult learning principles.

## ABILITY TO:

- Ability to facilitate professional learning related to content areas, including common technology platforms.
- Create District policies and procedures as needed.
- Practice the principles of program coordination, including program planning, Board of Education policy writing, and department budgeting.
- Establish and maintain the confidence of others.
- Plan, direct, integrate, and evaluate a District-wide program implementation progress monitoring.
- Make collaborative judgments.
- Excellent oral, written, and public speaking communication skills.
- Operate a computer and related software.
- Promote and follow Board of Education policies and District policies.
- Plan and conduct professional development and training.
- Communicate, interact and work effectively and cooperatively with all people, including those from diverse ethnic and educational backgrounds.
- Demonstrate skills in facilitation, conflict resolution, and adult learning principles.
- Demonstrate skills in data gathering and analysis, project planning, decision making, and evaluation.
- Actively participate in meeting District goals and outcomes.
- Learn District organization, operations, policies, objectives, and goals.
- Interpret, comprehend, apply and explain rules, regulations, policies, and procedures.
- Work confidentially and independently.
- Demonstrate an understanding, patient, sensitive, and receptive attitude toward a diverse student population.
- Work effectively with and recognize the needs of culturally and economically diverse groups.
- Plan and organize work to meet schedules and timelines.
- Supervise and evaluate the performance of assigned staff.
- Demonstrate integrity, trustworthiness, and high ethical standards.
- Think outside the box and develop new methods or solutions.
- Communicate using patience and courtesy in a manner that reflects positively on the organization.

**WORKING CONDITIONS:**

**SAMPLE ENVIRONMENT:**

Office environment; drive a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read, prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally; lift light objects.

**SAMPLE HAZARDS:**

Occasional contact with dissatisfied or abusive individuals.

**HEALTH BENEFITS:** District pays a portion of the employee's health benefits through District-offered plans.