

WASHINGTON UNIFIED SCHOOL DISTRICT

CLASSIFICATION: Social-Emotional Learning Coach

Salary: Stipend (approx. 5 hours per week)

BASIC FUNCTION

The Social-Emotional Learning Coach provides site-level leadership to strengthen Tier 1 implementation of Social Emotional Learning (SEL), Restorative Practices (RP), and Positive Behavioral Interventions and Supports (PBIS). This stipend role is designed to promote a positive and inclusive school climate by modeling practices, facilitating collaboration, and coordinating efforts that support student and staff well-being.

ESSENTIAL FUNCTIONS

- Coordinate and support implementation of Board-approved SEL curriculum and strategies at the school site.
- Facilitate or co-facilitate brief professional learning opportunities (e.g., staff meetings, grade-level collaboration) focused on SEL, RP, and PBIS.
- Share and model SEL and restorative practices for colleagues.
- Help align SEL efforts with PBIS, MTSS, and Restorative Practices to support a cohesive sitewide approach.
- Host or coordinate opportunities for staff to observe SEL/RP strategies in action.
- Participate in at least two SEL Community of Practice (CoP) sessions with the Coordinator of SEL & RP and other site SEL Leads.
- Collaborate with site administration to coordinate SEL implementation efforts.

KNOWLEDGE AND ABILITIES

Knowledge of:

- Social-Emotional Learning curriculum and strategies.
- Restorative practices, including the use of circles and trauma-informed approaches.
- Effective strategies for supporting colleagues through modeling or informal coaching.

Ability to:

- Promote and support SEL and restorative practices in a school setting.
- Collaborate effectively with administrators, staff, and program leads.
- Apply student and staff feedback to refine school climate practices.

EDUCATION, TRAINING, AND EXPERIENCE

- At least three (3) years of classroom teaching experience.
- Experience as a mentor teacher, grade-level lead, or instructional coach preferred.
- Professional learning in SEL, Restorative Practices, PBIS, or related fields strongly preferred.