



## *Position Description*

### **Culture and Climate Coach**

*Salary Level: **Based on Teacher Contract***

*Contract/Benefits: **Based on Teacher Contract***

*Department or Area: **Secondary Education***

*Reports To: **Frank Derrick***

*Prepared Date: **February 27, 2024***

*Prepared by: **Frank Derrick***

*Approved By: **ED Human Resources***

*Grant Funded: **2024-2027***

### ***Qualifications:***

1. An appropriate valid and current Pennsylvania Instructional Certificate, School Social Worker preferred.
2. Master's Degree with 5 years successful urban teaching experience preferred, but not required.
3. Extensive knowledge of best and emerging practices of school culture and climate initiatives, social-emotional learning, developing positive student/staff relationships, and the connection to effective instruction.
4. Extensive knowledge of restorative practices, culturally responsive teaching, and trauma-informed practices.
5. Experience working with targeted subgroups (including but not limited to students with IEPs, ELs, historically marginalized populations) preferred, but not required.
6. Evidence of ability to deliver effective Tier I, II and III interventions.
7. Experience using data to plan and implement effective interventions.
8. Knowledge of successful techniques for classroom organization and management.
9. Ability to share proven behavioral approaches with teachers and administrators and interpersonal skills to provide suggestions and coaching.
10. Strong organizational skills, strategic planning skills and efficiency in meeting deadlines.
11. Excellent communication skills.
12. Experience in facilitating parent engagement.
13. Such alternatives to the above qualifications as the Board or Superintendent may determine.

### ***Summary***

The Culture and Climate Coach will support staff in the implementation of research-based school-wide culture and climate practices such as classroom management, discipline practices and protocols, and social emotional learning. She/he will serve as a resource in identifying appropriate 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. The Coach will work directly with staff in schools to provide classroom demonstrations and modeling. She/he will provide collaborative and one-on-one coaching and will facilitate teacher inquiry and related professional development. The Coach will work with administrators and teachers to align their work with district priorities, and assist the team to design and implement positive reinforcement school-wide and/or classroom systems focused on academic and social-emotional success. He/she will lead data sessions that analyze attendance, behavior, and academics and monitor intervention strategies for students. The Coach will focus on enhancing teachers' abilities to provide instruction that builds students' engagement and ownership of their learning. In addition, as a member of a professional

coaching community, the Culture and Climate Coach will participate in professional development and inquiry into his or her own practice.

### ***Essential Duties and Responsibilities***

1. Model research-based instructional approaches and collaborate with the teacher to determine those approaches that best meet students' needs (including but not limited to students with IEPs, ELs, historically marginalized populations).
2. Assist with ongoing professional development to teachers.
3. Assist with systemic design and implementation of improvement to Tier I instruction and Tier II and III interventions.
4. Assist teachers with integrating appropriate strategies/manipulatives/technology into their content instruction.
5. Set goals with teachers to guide implementation of behavioral interventions, target root causes and monitor progress towards goals.
6. Maintain a focus on equity and inclusion by recognizing and interrupting inequitable outcomes; examining structural barriers and biases; and cultivating inclusion.
7. Build strong connections and trusting relationships with faculty, staff and administration.
8. Support the administrator and leadership team in the creation of the school's school improvement plan with specific, measurable and attainable benchmarks for teacher and student performance.
9. Collaborate, plan and communicate with the administration on a regular basis.
10. Participate fully in professional development for coaches.
11. Performs other duties as assigned by the immediate supervisor.
12. Coordinates student activities.
13. Leads and/or assists with developing and implementing peer mediation procedures to address peer conflict.

### ***Competencies***

To perform the job successfully, an individual should demonstrate the following competencies:

#### ***Interpersonal Skills***

Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Demonstrates group presentation skills; Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Presents numerical data effectively; Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building positive morale; Puts success of staff above own interests and recognition; Able to build group commitment to goals and objectives.

#### ***Organizational Skills***

Works within approved budget; Conserves district/school resources; Shows respect and sensitivity for cultural differences; Educates others on the value of diversity; Promotes a harassment-free environment; Follows policies and procedures; Completes tasks and reports correctly and on time; Supports district/school's goals and values; Develops strategies to achieve district goals; Understands district's strengths & weaknesses; Aligns work with strategic goals; Adapts strategy to changing conditions.

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### *Personal Competencies*

Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions; Treats people with respect; Keeps commitments; Inspires the trust of others; Works ethically and with integrity; Sets and achieves challenging personal goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals; Prioritizes and plans work activities; Uses time efficiently; Sets daily/weekly goals and objectives; Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect regardless of their status or position; Accepts responsibility for own actions; Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies supervisor feedback to improve performance; Monitors own work to ensure quality; Follows instructions, responds to supervisory direction; Takes responsibility for own actions; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time; Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving instruction and related activities; Develops innovative approaches and ideas.

### *Physical Demands*

The physical demands described here are representative of those that must be met by a person to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the person is regularly required to talk or hear. The person is frequently required to walk, climb stairs, bend, and lift. The person is required to use hands to fingers or handle documents, telephone, etc. The person is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

### *Evaluation*

The person filling this position will be evaluated according to the teacher evaluation procedure adopted by the Allentown School District.

Reviewed and read by: \_\_\_\_\_

*Individual serving in this position*

Date: \_\_\_\_\_