



**Job Title:** Emotional Disabilities Instructional Coach

**Department:** Exceptional Student Support Services

**Reports To:** Director of Elementary Exceptional Student Services

**Grade:** Teachers' salary schedule

**Number of Days:** Teacher days plus 24 days

**Security Access:** District

**Overtime Status:** Exempt

**Last Revised Date:** May 3, 2017

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**Mission and Vision:** Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers and life. Our mission is to inspire and prepare every student to love learning, achieve ambitious goals and make positive contributions to our world.

**Core Values:** Our core values guide how we work and interact with each other at every level of the organization. We embrace and embody these values every day:

- **Equity:** All children deserve the opportunity to develop their full academic and social potential. Our diversity is a community treasure, and we must foster an inclusive environment by examining biases and resolving unfair practices.
- **Character:** We are honest, trustworthy and have high standards of behavior. We do the right thing even when it is hard. While we do not always agree, we treat one another with kindness and respect.
- **Excellence:** We work hard together and expect a lot of one another because high standards produce exemplary knowledge, skills, abilities and mindsets.
- **Team:** We care for one another, support the personal and professional development of one another, and work together to improve our community
- **Joy:** Joy at school and at work makes us more productive, because when we create, innovate and imagine, our motivation grows. We want to ensure that everyone knows the excitement that comes from working deeply on a problem, task or concept and experiencing breakthrough moments.

**Position Summary:** The emotional disabilities special education instructional coach will support students and teachers in the self-contained programs for students with emotional disabilities and the general education teachers that support students with emotional disabilities. Emotional disabilities instructional coaches will support teachers and staff in development of their teaching skills, behavioral support and classroom environment.

**Minimum Qualifications:**

- Bachelor's degree and mild/moderate disabilities certification or training
- Elementary education certification

**Responsibilities and Essential Functions:** The following duties are representative of performance expectations.

- Provide embedded support to students and teachers in self-contained programs
- Assist teachers in developing the skills to implement teaching techniques and classroom strategies to accommodate the various learning styles of students with disabilities
- Maintain appropriate documentation to include contact hours for students, teachers, and/or parents
- Assist teachers with progress monitoring
- Help with the development and implementation of a functional and behavioral assessment plan and a behavior intervention plan
- Demonstrate “best practices” models and strategies for teachers in the classroom setting and provide follow-up discussions
- Use the quality indicators to ensure the classrooms are consistent and the instruction is meeting the needs of the students and is aligned with state academic indicators
- Perform other tasks, duties, or services consistent with this position as assigned

**Skills and Abilities Required:** The following characteristics and physical skills are important for the successful performance of assigned duties.

- Ability to communicate to teachers and students in a way that is productive and friendly
- Ability to teach a self-contained program for autism as a model for other educators
- Previous experience as a teacher for students with autism spectrum disorder

**Supervisory Responsibilities:**

- This role does not directly supervise any individuals

**Working Conditions:** Exposure to the following situations may range from rare to frequent based on circumstances and factors that may not be predictable.

- Standard classroom work environment

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