



ALAQUEST
COLLABORATIVE for EDUCATION

Culture Coach Position Application Packet

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2. Culture Coach Job Description
3. Application Task

To Apply:

Email a letter of interest, resume, three references, and completed application task to msmith@alaquest.net. No phone calls, please.



AlaQuest Collaborative for Education
Culture Coach Program
Changing School Culture through Data-Based Coaching

Homicide and suicide are among the leading causes of death among school-aged youth in the US. Research has shown that school-based Social Emotional Learning (SEL) interventions improve students' emotional and behavioral outcomes, including violence and suicide attempts, but these positive results are difficult to sustain without longer-term changes in the whole school culture. The ACE Culture Coach program is a new and innovative initiative that addresses the need for long-term cultural change by placing full-time SEL professionals (Culture Coaches) in partnering schools. Culture Coaches are trained to analyze data from student, teacher, and parent surveys to identify areas in need of social, emotional, and mental health intervention and to then coach school personnel on how to address these areas with evidence-based strategies. School and student outcomes are evaluated with repeated student, teacher, and parent surveys.

So what does it mean to coach? Formal, professional coaching is carried out by qualified people who work with clients to improve their effectiveness and performance, and help them achieve their full potential. In the context of the Culture Coach, coaching is focused specifically on working with school personnel to create positive cultural change by improving the effectiveness and performance of social and emotional policies and interventions. The coach's job is to present the current school-specific data and ask the right questions to help school personnel arrive at their own conclusions about which evidence-based interventions will work best in their school/ classroom environments. Once an intervention is chosen, the coach will evaluate the effectiveness of that intervention over time and may assist in implementation.

Culture Coaching is a dynamic process that facilitates buy-in and investment on the part of school personnel, a key component in any cultural shift within a school. Because coaching is a process that focuses on helping the coachee discover answers for themselves, people are much more likely to engage with solutions that can lead to positive cultural change and improved emotional and behavioral outcomes. Positive outcomes which research also links to improved academic achievement, attendance, graduation rates, and workforce performance.



Job Description

Social and Emotional Learning (SEL) Culture Coach

Reports to: Matthew Smith, Executive Director

Project Summary: Culture Coaching is a dynamic process that facilitates buy-in and investment on the part of school personnel, a key component in any cultural shift within a school. Because coaching is a process that focuses on helping the coachee discover answers for themselves, people are much more likely to engage with solutions that can lead to positive cultural change and improved emotional and behavioral outcomes. These positive outcomes have been linked to improved academic achievement, attendance, graduation rates, and workforce performance.

Key Responsibilities:

- Collaborate with school teams to align social and emotional competency instruction and programming with existing positive behavioral support strategies.
- Embed social and emotional competencies in the school's instructional mission and all aspects of the curriculum.
- Coordinate and implement a data-driven approach to identifying needs, and to monitor support strategies and fidelity of implementation.
- Assist in aligning all-staff professional development strategies with social and emotional competencies.

Data Teams:

- Analyze data from student, teacher, and parent surveys to identify areas in need of social, emotional, and mental health intervention.
- Coordinate data team meetings through scheduling and creation of necessary documents such as agendas, minutes, and necessary data.
- Facilitate and adjust individual student supports and interventions based on progress monitoring of data.
- Gather and provide staff with the school data and assist them with its analysis and interpretation, and monitor fidelity of implementation.





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Coaching:

Coaching is non-evaluative, learning relationship between an instructional coach and school personnel with the goal of learning together, thereby improving instruction and student achievement. Coaching is focused specifically on working with school personnel to create positive cultural change by improving the effectiveness and performance of social and emotional policies and interventions.

- Coach school personnel on how to incorporate social and emotional learning competencies into the school culture with evidence-based strategies.
- Collaborate with individual teachers in developing “Research based SEL Instructional Strategies” planning.
- Teach/model lessons where appropriate.
- Observe classroom teaching.
- Coordinate with school personnel to align new teacher induction program mentoring with the goals of the culture coach program.

Responsibilities that are NOT part of the coach’s regularly scheduled responsibilities:

- Substitute teacher
- Acting administrator
- Discipline/behavior
- Scheduling instructional aides
- Testing Coordinator
- Tutoring/After school/ homework club
- Teacher Evaluations

Qualifications:

- A Bachelor’s degree or higher from an accredited college or university, Master’s degree preferred, in a field related to social work, education, or counseling.
- Proven ability to work effectively as part of a team, multi-task, set priorities, adapt to change, and solve problems in a dynamic, high-performing work environment.
- Demonstrated proficiency in the art of facilitation.
- Highly organized with strong project management skills, including the ability to manage multiple projects and competing deadlines with minimal oversight.
- Administrative experience interpreting and applying policy and procedure in an educational setting.
- Ability to assess data and determine appropriate action based on data findings.
- Strong communication skills.
- Demonstrated commitment to ACE’s core values.





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Culture Coach Application Task

All applicants must complete this application task in order to be considered for interview. Please submit your completed task along with your resume and three references to msmith@alaquest.net.

We invite you to take a look at the attached report from the (fictional) Bear Mountain Elementary. **Based on the available data...**

- What do you think is a culture strength at Bear Mountain?
- What do you think is a culture challenge?
- As the Culture Coach, what is the first action that you would want to take to address the challenge? (development, etc.)
- After reviewing this data, what other information do you need? How would you go about finding it?



Bear Mountain Elementary

Panorama Student Survey (School-Level) 3-5
Fall 2017 Feedback Surveys



Report created by
Panorama Education



Summary

Topic Description	Results	Comparison
<p>School Belonging</p> <p>How much students feel that they are valued members of the school community.</p>	<p>60%</p> <p>▲ 13</p> <p>since last survey</p>	<p>63% Panorama Public Schools</p>
<p>School Climate</p> <p>Perceptions of the overall social and learning climate of the school.</p>	<p>51%</p> <p>▲ 8</p> <p>since last survey</p>	<p>56% Panorama Public Schools</p>
<p>School Engagement</p> <p>How attentive and invested students are in school.</p>	<p>59%</p> <p>▲ 12</p> <p>since last survey</p>	<p>61% Panorama Public Schools</p>
<p>School Rigorous Expectations</p> <p>How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.</p>	<p>72%</p> <p>▲ 9</p> <p>since last survey</p>	<p>72% Panorama Public Schools</p>
<p>School Safety</p> <p>Perceptions of student physical and psychological safety at school.</p>	<p>58%</p> <p>▲ 15</p> <p>since last survey</p>	<p>62% Panorama Public Schools</p>
<p>School Teacher-Student Relationships</p> <p>How strong the social connection is between teachers and students within and beyond the school.</p>	<p>63%</p> <p>▲ 5</p> <p>since last survey</p>	<p>65% Panorama Public Schools</p>

312 responses



School Belonging

Your average

60%

312 responses

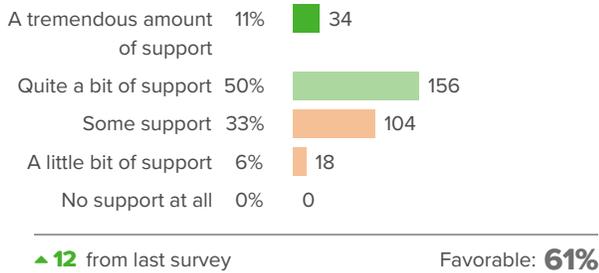
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▲ 13

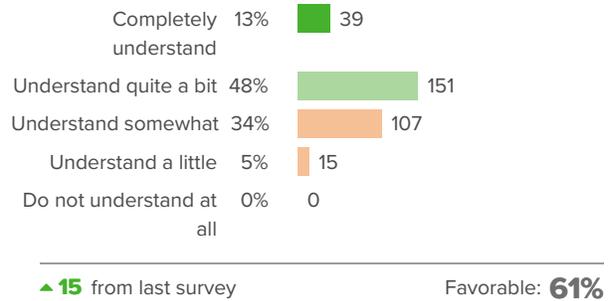
District average: **63%** Panorama Public Schools

How did people respond?

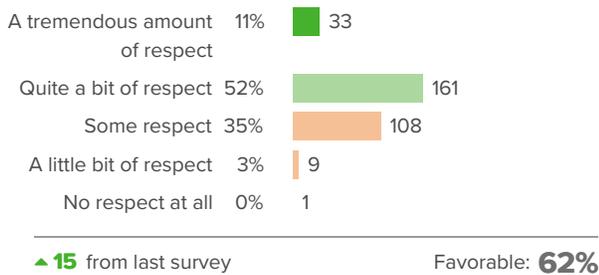
Q.1: How much support do the adults at your school give you?



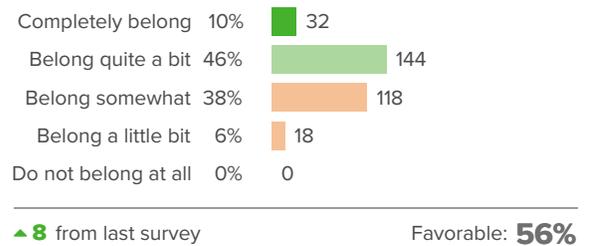
Q.2: How well do people at your school understand you as a person?



Q.3: How much respect do students at your school show you?



Q.4: Overall, how much do you feel like you belong at your school?





School Climate

Your average

51%

312 responses

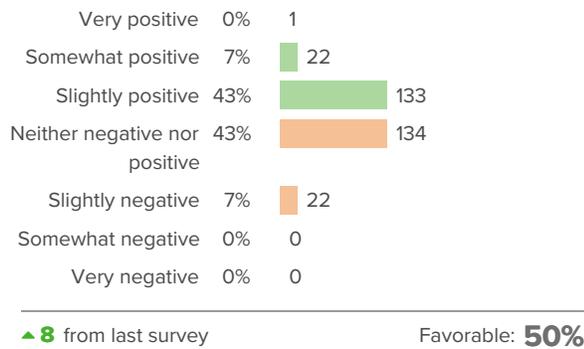
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▲ 8

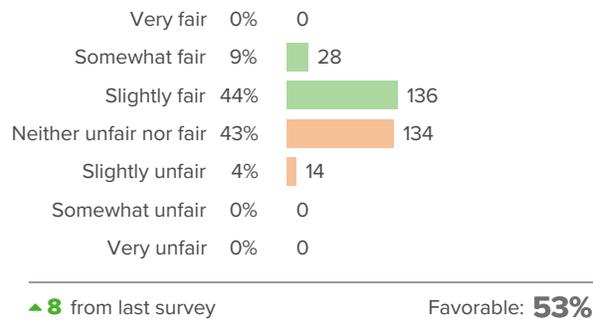
District average: **56%** Panorama Public Schools

How did people respond?

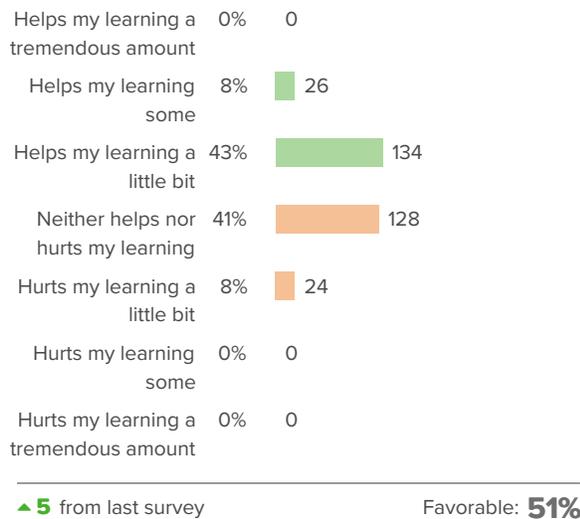
Q.1: How positive or negative is the energy of the school?



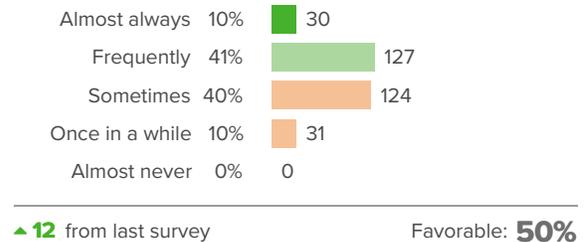
Q.2: How fair or unfair are the rules for the students at this school?



Q.3: At your school, how much does the behavior of other students hurt or help your learning?



Q.4: How often do your teachers seem excited to be teaching your classes?





School Engagement

Your average

59%

312 responses

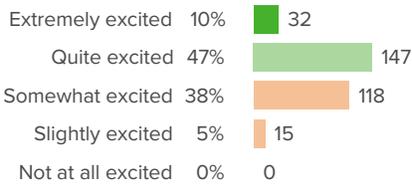
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▲ 12

District average: **61%** Panorama Public Schools

How did people respond?

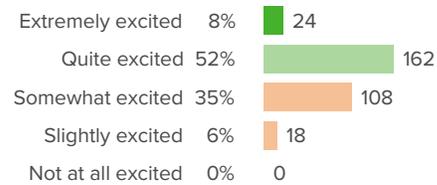
Q.1: How excited are you about going to your classes?



▲ 10 from last survey

Favorable: **57%**

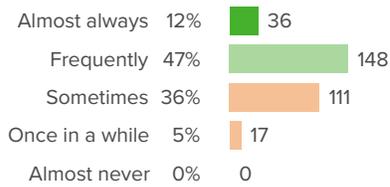
Q.2: In your classes, how excited are you to participate?



▲ 13 from last survey

Favorable: **60%**

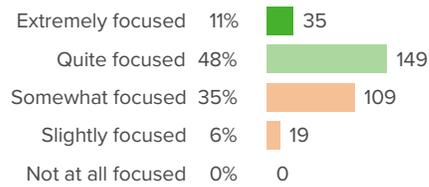
Q.3: When you are not in school, how often do you talk about ideas from your classes?



▲ 13 from last survey

Favorable: **59%**

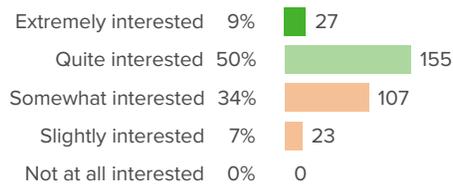
Q.4: How focused are you on the activities in your classes?



▲ 8 from last survey

Favorable: **59%**

Q.5: How interested are you in your classes?



▲ 15 from last survey

Favorable: **58%**



School Rigorous Expectations

Your average

72%

312 responses

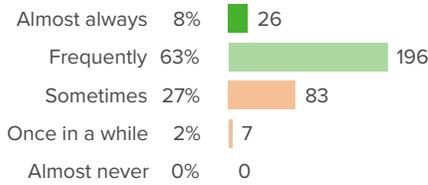
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▲ 9

District average: **72%** Panorama Public Schools

How did people respond?

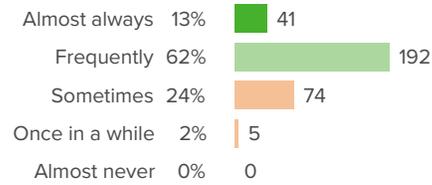
Q.1: How often do your teachers take time to make sure you understand the material?



▲ 9 from last survey

Favorable: **71%**

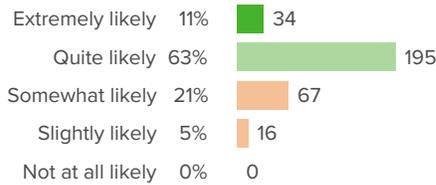
Q.2: How often do your teachers make you explain your answers?



▲ 13 from last survey

Favorable: **75%**

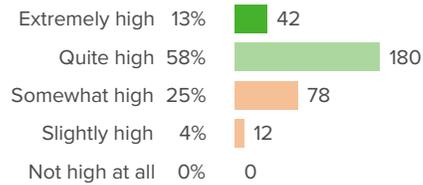
Q.3: When you feel like giving up, how likely is it that your teachers will make you keep trying?



▲ 10 from last survey

Favorable: **73%**

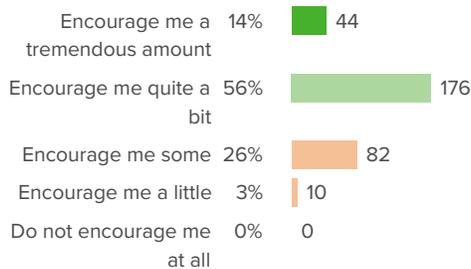
Q.4: Overall, how high are your teachers' expectations of you?



▲ 6 from last survey

Favorable: **71%**

Q.5: How much do your teachers encourage you to do your best?



▲ 9 from last survey

Favorable: **71%**



School Safety

Your average

58%

312 responses

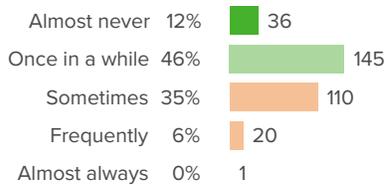
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▲ 15

District average: **62%** Panorama Public Schools

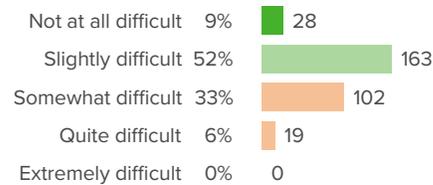
How did people respond?

Q.1: How often are people disrespectful to others at your school?



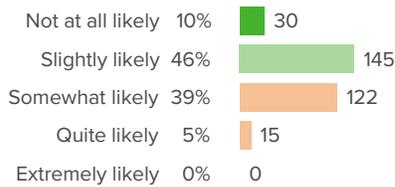
▲ 16 from last survey Favorable: **58%**

Q.2: If a student is bullied in school, how difficult is it for him/her to get help from an adult?



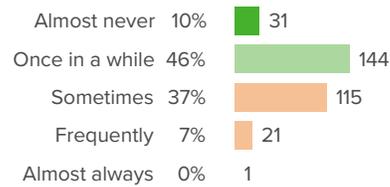
▲ 21 from last survey Favorable: **61%**

Q.3: How likely is it that someone from your school will bully you online?



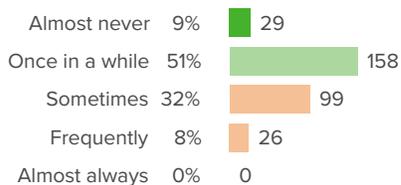
▲ 11 from last survey Favorable: **56%**

Q.4: How often do you worry about violence at your school?



▲ 13 from last survey Favorable: **56%**

Q.5: How often do students get into physical fights at your school?



▲ 15 from last survey Favorable: **60%**



School Teacher-Student Relationships

Your average

63%

312 responses

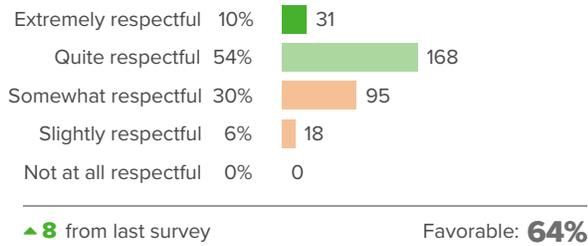
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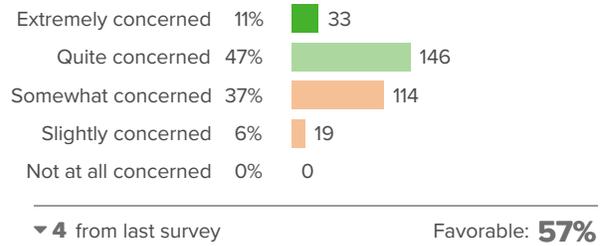
District average: **65%** Panorama Public Schools

How did people respond?

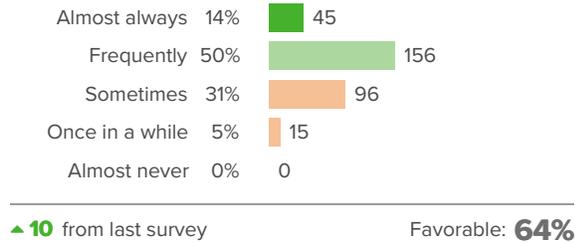
Q.1: How respectful are your teachers towards you?



Q.2: If you walked into class upset, how concerned would your teachers be?



Q.3: When your teachers ask, "How are you?", how often do you feel that your teachers really want to know your answer?



Q.4: How excited would you be to have your teachers again?

