



Network Social and Emotional Learning Specialist Job Description

The Chicago Public Schools (CPS) has set ambitious goals to ensure that every child—in every school and every neighborhood—has access to a world-class learning experience from birth, resulting in graduation from high school college- and career-ready.

Network SEL Specialist (reports to Elementary/High School Support Manager in the Office of Social & Emotional Learning) will lead the planning, continuous improvement, and implementation of Multi-Tiered Systems of Support for Social & Emotional Learning (MTSS-SEL) to support schools in the development of positive school climate, classroom management, social & emotional skills development, restorative practices, and behavioral interventions processes. The Network SEL specialist will work closely with assigned Network(s) to provide strategic planning, professional learning, coaching, and technical assistance to assigned schools, including:

- Leading the development of supportive school climate and culture throughout the network (3-4 days weekly providing direct support to school teams)
- Providing prioritized support to a cohort of high-need Network schools
- Ensuring that schools and other network staff can integrate the social, emotional, and academic needs of their students into instructional design, school management and MTSS processes.
- Participating in a bi-weekly professional learning community led by the Office of Social & Emotional Learning to build their capacity and facilitate learning across networks

The Network SEL Specialist will be held accountable for the following roles and responsibilities:

- 1) Coach School Leaders/Teams in Multi-Tiered Systems of Social & Emotional Support:
 - Conduct on-site school visits to assess climate and culture in order to provide recommendations and further support to administrators and teachers;
 - Mentor school administrators to support effective leadership at the intersection of social, emotional, and academic issues;
 - Support schools in developing MTSS-SEL systems and teams around school climate, teaching all students social & emotional competencies, and connecting students to appropriate interventions
 - Collaborate with school teams such as ILT and MTSS and assist with strategic planning to ensure better student outcomes;
 - In schools prioritized for SEL supports (based on discipline, MVMS, attendance data, Network observations), provide intensive coaching - including meeting regularly with climate teams and administration/deans to analyze discipline and climate data
 - Ensure schools develop strong systems to regularly review attendance data and plan targeted student interventions accordingly (e.g., developing attendance teams);

- Consult with administrators on matters relating to attendance, misconduct and incidents and look for trends in order to assist schools in managing these issues in a proactive manner;
- Facilitate community social service partnerships and linkages for schools;
- Provide implementation support and technical assistance to schools trained in key OSEL strategies
- Connect schools to SEL-related community partners, resources, tools, professional development, etc.
- Advise Leadership Teams within the schools on various management issues and provide advice and guidance on pertinent Board policies and procedures;
- Advise and assist schools in administering the SCC to provide consistent and fair application throughout the Network and support the use of behavior interventions;
- Provide general technical assistance to schools on data analysis for attendance, climate improvement, policy development, especially using Dashboard;
- Connect network schools to key city, county and district resources necessary to support high risk schools and/or students

2) Guide Network in the planning, implementation, and continuous improvement of district-supported SEL strategies:

- Monitor schools' attendance and discipline data in order to support truancy interventions, suspensions reduction efforts, and expulsion alternatives;
- Integrate school climate, SEL and behavioral intervention strategies in network and school PD, PLC activities, assessments, walk thrus and principal meetings;
- Ensure integration of SEL and climate supports with district priorities, particularly Framework for Teaching and Common Core implementation;
- Provide regular communication through Network channels (i.e. Principal/AP meetings, newsletters, etc.) to connect school leaders to SEL support and resources
- Collaborate with Network staff to align and integrate SEL into academic supports and priorities
- Support Network in developing and implementing SEL-related attendance grant initiatives
- Facilitate parent, teacher, administrator and community meetings to build knowledge around school climate and SEL supports;

3) Lead Effective Professional Learning:

- Lead ongoing Network-wide professional learning with key school staff (i.e. climate teams, SEL leads, deans, administrators). Develop scope & sequence that meets Network's SEL needs and goals.
- In partnership with central office, coordinate initial professional development and on-going professional learning communities across network schools to support the implementation of evidence-based SEL and behavioral supports;
- Provide and/or connect schools to on-site staff PD in schools identified by need and/or commitment
- Support and lead district-wide SEL-related professional learning

4) Consult on Behavior Incident Responses and Crisis:

- Regularly review and problem solve around Network disaggregated discipline data
- When individual student social, emotional, and/or behavior issues arise, consult with school staff on prevention, de-escalation, and intervention strategies, and identify opportunities for minimizing or addressing behavior issues in the future
- Support investigations of suspension appeals and consult with schools to problem solve
- Review and respond to referrals for expulsion hearing and suspensions where network approval is required
- Review and consult with schools making expulsion hearing requests and coach schools in linking students appropriately to SMART and other intensive interventions
- Advise schools during emergency and crisis situations and facilitate communication and collaboration with other CPS Departments and government agencies;
- Support services for students transitioning into schools from juvenile justice, residential placement, or other prolonged absence;

In order to be successful and achieve the above responsibilities, the Network SEL Specialist must possess the following qualifications:

Type of Education Required: Masters Degree preferred in Education, Social Work, Psychology, Counseling or a related field.

Type of Experience and Number of Years:

- Experience (3-5 years minimum) working in or with an urban education system with a focus on social, emotional, and behavioral supports strongly preferred.
- Familiarity with CPS supported SEL strategies (i.e. CPS School Climate Standards, ISBE SEL standards, CHAMPS, Check in Check Out, Restorative Practices, Tier II Interventions, Behavioral Health Teams, etc.)
- Classroom teaching or school-based management experience highly preferred.

Knowledge, Skills, and Abilities:

- Knowledge of best practices in school climate and SEL supports
- Expertise in guiding the analysis of data and data-based inquiry to ensure improvement in professional practice. Experience using data to drive critical conversations and continuous improvement among peer and non-peer colleague groups
- Experience providing consultation and technical assistance to peer and non-peer audiences
- Ability to coordinate and collaborate with diverse groups of professionals across multiple departments and organizations to achieve unified, consistent practices
- Experience coordinating and delivering professional development for a variety of internal and external stakeholders
- Skilled multi-tasker and excellent time manager; ability to effectively achieve multiple goals and manage multiple projects simultaneously.

- Strategic and critical thinker
- Passion and urgency for the critical role of SEL/School Climate in improving the lives of students and families in Chicago
- Ability to travel and transport materials as needed