



High School/Options 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.

Full time High School SEL Specialist (reports to High School SEL Support Manager, Office of Social & Emotional Learning) will serve as lead in evidence-based strategies to support a coordinated and effective school climate, classroom management, social-emotional learning, restorative practices, and behavioral interventions process at schools as part of MTSS.

- Leading the development of positive 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 (PLC) led by the Office of Social & Emotional Learning for professional development, consultation, and facilitation of learning across networks

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

Leadership Development and Strategic Planning

- Support effective leadership of school administrators at the intersection of social, emotional, and academic issues;
- Collaborate with school teams such as ILT, School Climate, and MTSS and assist with CIWP and strategic planning to ensure better student outcomes;
- 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;
- Advise Leadership Teams within the schools on various management issues and provide advice and guidance on pertinent Board policies and procedures;
- Conduct on-site school visits to assess climate and culture in order to provide recommendations and further support to administrators and teachers

SEL Integration

- Integrate school climate, social emotional learning (SEL) and behavioral intervention strategies in network and school professional development, PLC activities, assessments, walk thrus and principal meetings;
- Ensure integration of SEL and positive behavior supports with district priorities, particularly Framework for Teaching and Common Core implementation;

Professional Development

- In partnership with central office and other HS Specialists, coordinate initial professional development and ongoing professional learning communities across network schools to support the implementation of evidence-based SEL and behavioral supports;
- Provide trauma-focused professional development and coordinate of interventions for school staff and students
- Facilitate parent, teacher, administrator and community meetings to build knowledge around school climate and SEL supports;

Restorative Discipline Supports

- Review and respond to referrals for expulsion hearing and suspensions where network approval is required;
- Advise and assist schools in administering the SCC to provide consistent and fair application throughout the Network and support the use of behavior interventions;
- Support services for students transitioning into schools from juvenile justice, residential placement, or other prolonged absence;
- Participate in family meetings in response to expulsion referrals and/or re-entry meetings to determine best next steps for student (intervention, placement, expulsion hearing);

Data Monitoring and Analysis

- Monitor schools' attendance and discipline data in in order to support climate development, SEL interventions, suspensions reduction and restorative practice efforts, and expulsion alternatives;
- Develop and ensure SEL and climate practices that lead to attendance growth;
- Ensure schools develop strong systems to regularly review climate and student SEL, behavior, and attendance data and plan targeted student interventions accordingly
- Provide general technical assistance to schools on data analysis for attendance, climate improvement, policy development, especially using Dashboard;

Coordination and Provisions of Targeted Supports

- Provide more intensive, targeted supports to subset of higher need school sites;

- Facilitate community social service partnerships, RP Coaching, and linkages for schools;
- Advise schools during and following emergency and crisis situations and facilitate communication and collaboration with other CPS Departments and government agencies;
- Connect network schools to key city, county and district resources necessary to support high risk schools and/or students

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 (e.g., PBIS, Foundations, ISBE SEL standards, CHAMPS/DSC, Check in Check Out, Restorative Practices, Tier II & III Interventions, BHT)
- Classroom teaching or school-based management experience highly preferred. High School experience preferred.

Knowledge, Skills, and Abilities:

- Knowledge of best practices in school climate and SEL strategies and 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
- Access to car and ability to travel and transport materials as needed.