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.

**Full time SEL Specialist** in each network (reports to Network Chief, hired by OCCS and Network Chief) 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 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 responsibilities:

- Mentor school administrators to support effective leadership at the intersection of social, emotional, and academic issues;
- Integrate school climate, social emotional learning (SEL) and behavioral intervention strategies in network and school PD, PLC activities, assessments, walk thru’s and principal meetings;
- Review and respond to referrals for expulsion hearing and suspensions where network approval is required;
- Participate in family meetings in response to expulsion referrals to determine best next steps for student (intervention, placement, expulsion hearing);
- Attend expulsion hearings;
- Monitor schools’ attendance and discipline data in order to support truancy interventions, suspensions reduction efforts, and expulsion alternatives;
- Ensure strong attendance practices and procedures are executed at the school level;
- 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;
- Provide more intensive, targeted supports to subset of higher need school sites;
• Ensure integration of SEL and positive behavior supports with district priorities, particularly Framework for Teaching and Common Core implementation;
• Conduct on-site school visits to assess climate and culture in order to provide recommendations and further support to administrators and teachers;
• 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;
• Collaborate with school teams such as ILT and MTSS and assist with strategic planning to ensure better student outcomes;
• Facilitate community social service partnerships and linkages for schools;
• Provide general technical assistance to schools on data analysis for attendance, climate improvement, policy development, especially using Dashboard;
• Advise schools during emergency and crisis situations and facilitate communication and collaboration with other CPS Departments and government agencies;
• Facilitate parent, teacher, administrator and community meetings to build knowledge around school climate and SEL supports;
• 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;
• Support services for students transitioning into schools from juvenile justice, residential placement, or other prolonged absence;
• 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 (i.e. PBIS, Foundations, ISBE SEL standards, CHAMPS, Check in Check Out, Restorative Practices, Tier II Interventions, CARE team, 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