

Narragansett School System
Summer 2019

Title: Social-Emotional Learning Coordinator

Job Description:

The SEL Coordinator supports the design and implementation of the social emotional learning curriculum, standards, instruction and assessment, delivers and supports professional development for staff, is a lead support to instructional coaches and interventionists and a teammate to mental health support staff. The SELC also provides supplementary behavior support and remedial services delivered individually and/or in group situations, and through consultation with other professionals. The ideal candidate will have a strong background in social emotional learning across all tiers and experience with curriculum design and proficiency-based learning. Demonstrated mastery of proactive and responsive intervention is important as well as the pedagogy that supports student engagement, differentiation and inclusion. The candidate must have experience designing a framework to support positive behaviors. Demonstrated success leading adult learners in data-based decision making within a multi-tiered system of support is also critical.

QUALIFICATIONS:

- Minimum of five years teaching experience
- Knowledge of SEL competencies and approaches
- Experience with professional development for teachers and/or other education professionals
- A deep understanding of and commitment to SEL as a framework for school improvement
- Leadership ability, especially working well with teams
- Comfort in addressing and working with building and district-level leadership
- Sensitivity to students' social, emotional and behavioral challenges.
- Creativity and flexibility to develop successful programs for student academic success.
- Ability to interact with students, families, staff and administration and effectively handle issues utilizing a problem solving approach.
- Capable of working collegially with staff and administration.
- Ability to prioritize the needs and requests of students, families, staff and administration within the school setting and respond in a professional and efficient manner.
- Ability to manage multiple projects and tasks at one time
- Comfort speaking in front of groups of students as well as adults/colleagues

- Successful direct experience with children exhibiting social, emotional and behavioral challenges.
- Understanding of critical practices and systems of behavior support.
- Evidence of successful engagement with families.
- Knowledge of state and federal special education eligibility criteria.
- Knowledge of special education laws and regulations and willingness to implement the special education process.
- Knowledge of Individualized Education Programs.
- Strong verbal and written communication skills.
- Capable of responding simultaneously to a variety of requests from families, staff and administration.
- Demonstrated proficiency in Microsoft Word and utilization of behavior database for student management.

DUTIES AND RESPONSIBILITIES:

- Participate in the RTI (Response to Intervention) teams at each school, as necessary.
- Provide professional development for staff members.
- Participates in Conscious Discipline training both in and out of district and works directly with Conscious Discipline trainer to provide direct coaching and monitoring
- Observe classrooms, as requested, and provide targeted feedback and strategies to support students in need of SEL intervention including providing strategies for data collection related to SEL competencies.
- Assist with Crisis Intervention/Student Support as requested.
- Be a member of the District-wide Crisis Team.
- Measure student behavior using a variety of assessment tools on a regular basis.
- Consider data and work with teachers to make changes in both management and instructional practices.
- Participate on all school-based PBIS/PBS/SEL committees.
- Maintain a professional relationship with all colleagues, students, parents, and community members.
- Create and annually update the district's Social and Emotional Learning Action Plan.
- Attend trainings and/or meetings as directed.
- Perform other duties and responsibilities as assigned .
- Oversee implementation of SEL curriculum in grades K-12 across schools in coordination with the Director of Special Services and mental health support staff

- Convene regular Culture and Climate Committee meetings to plan and coordinate SEL activities within and across buildings; set agenda, provide meeting notes with action plans and responsible individuals
- Coordinates the infusion of SEL standards with colleagues (e.g.: school counselors, child study team members, staff developers, etc.) under the direction of the Director of Student Services.
- Assist administrators in ongoing professional development for staff in SEL programming, including summer training for new teachers and regularly scheduled workshops on SEL topics throughout the school year.
- In collaboration with building principals and Director of Special Education, provide budget input for SEL programming.
- Work with appropriate staff to explore and develop opportunities to get recognition for SEL accomplishments in schools and for publicity and grant opportunities related to SEL
- Work in coordination with administration to facilitate modeling SEL in classrooms and providing direct support to teachers.
- Encourage SEL professional development and regular communication with school principals about program implementation and building culture and climate
- Work to develop and distribute communication materials related to SEL including flyers and brochures for parents and updates and SEL calendar events/activities /happenings for staff.
- Work with appropriate district and school personnel to maintain portions of school and district websites related to SEL programming
- Work with the administration to provide reports as needed for various administrators, district teams/committees/groups, including the School Committee.
- Represent the school/district, in terms of SEL efforts, to the local community, RIDE and beyond as appropriate
- Coordinate efforts between the school/district and community partners in relation to SEL programming
- Assume other assignments as identified by the Principal or Director of Special Education.