



Job Title: SEL Integration Specialist

Department: Student and Family Support Services

Reports To: Office of Student and Family Support Services

Grade: Teachers' Pay Schedule

Number of Days: 176

Overtime Status: Exempt

Last Revised Date: August 20, 2019

Mission and Vision: Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers, and life. Our mission is to inspire and prepare every student to love learning, achieve ambitious goals, and make positive contributions to our world.

Core Values: Our core values guide how we work and interact with each other at every level of the organization. We embrace and embody these values every day.

- **Equity:** All children deserve the opportunity to develop their full academic and social potential. Our diversity is a community treasure, and we must foster an inclusive environment by examining biases and resolving unfair practices.
- **Character:** We are honest, trustworthy, and have high standards of behavior. We do the right thing even when it is hard. While we do not always agree, we treat one another with kindness and respect.
- **Excellence:** We work hard together and expect a lot of one another because high standards produce exemplary knowledge, skills, abilities, and mindsets.
- **Team:** We care for one another, support the personal and professional development of one another, and work together to improve our community.
- **Joy:** Joy at school and at work makes us more productive because when we create, innovate, and imagine, our motivation grows. We want to ensure that everyone knows the excitement that comes from working deeply on a problem, task, or concept and experiencing breakthrough moments.

Position Summary: The SEL Integration Specialist will be a site level position implementing direct support to students in developing mindsets and practices to effectively implement social and emotional learning strategies in order to provide Tier 2 and Tier 3 behavioral supports to students while modeling best practice for teachers and staff. The SEL integration specialist will report to the Office of Student and Family Support Services. Once assigned a school, the Integration Specialist will collaborate with school leadership, OST leadership, PSEL team, and Director of Student Engagement to meet the project objectives, model relationship building practices, and provide feedback and recommendations for continued student success. The

Integration Specialist will regularly document and share progress towards meeting program objectives. Ongoing support for the Specialist will be provided by the Office of Student and Family Support Services through a comprehensive orientation, regular check ins, and monthly Professional Learning Community meeting.

Minimum Qualifications:

Education:

- Bachelor's Degree in education, social work, psychology or a related field

Experience:

- Experience in working with students in an urban setting. Comprehensive knowledge, understanding of and commitment to Social Emotional Learning. Experience in working with expanded learning partners

Responsibilities and Essential Functions: The following duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.

- Build the capacity of students to utilize Social Emotional skills including restorative mindsets, mindfulness practices and self-reflection
- Coach students using: Mood Meter, Meta Moment and Blueprint Ruler tools; restorative responses; restorative conversations; talking circles; peace circles; peer conference; re-entry circles; restorative conferences
- Facilitate various forms of professional development:
 - Thought partnering, collaborative reflection and planning
 - Modeling, co-facilitating and observing Restorative Practices and RULER tools
 - Small group and whole staff training and workshops
 - Consultation to school leadership and school teams on the development and implementation of project
- Support the integration of Restorative Practices with other SEL strategies, including but not limited to: SEL skills instruction; de-escalation; trauma informed practices; classroom community building; school wide systems and structures; classroom management; adult SEL
- Proactively address questions and concerns staff, students and community stakeholders have about Social Emotional Learning, Restorative Practices and implement strategies to gain stakeholder buy-in
- Create reports and recommendations for student(s) and student groups
- Create and track project plans
- Participate in orientation and monthly Professional Learning Community
- Ability to work collaboratively with others on a team
- Perform other tasks, duties, or services consistent with this position as assigned

Skills and Abilities Required: The following characteristics and physical skills are important for the successful performance of assigned duties.

- Deep understanding of Social Emotional Learning strategies and youth development
- Deep understanding of Restorative Practices and restorative discipline models, and experience in using and coaching students to use restorative mindsets, restorative language, talking circles, restorative conversations, peace circles, and peer conference

- Experience working in schools (a background in social service, student support, or community organizing also considered)
- Ability to assess existing school structures and policies with a restorative lens and advocate for students and families
- Ability to handle multiple projects and responsibilities and work in multiple school buildings
- Ability to develop respectful professional relationships, build trust in a limited time, and engage and inform school leaders, staff and students around project goals
- Cultural competency and ability to navigate and promote sensitivity to issues of race and equity
- Competency with Google Drive and Microsoft Office
- Professionalism in the areas of punctuality, documentation, organization, and phone/email responsiveness

Supervisory Responsibilities:

- This role does not directly supervise any individuals

Working Conditions: Exposure to the following situations may range from rare to frequent based on circumstances and factors that may not be predictable.

- Work with tight deadlines to be responsive to schools
- Standard office conditions; being able to sit for long periods of time without break, frequent use of email, etc.
- Occasional travel to school and district locations for on-site support, collaboration and progress monitoring, possibly outside of regular work hours
- The normal effort of occasional periods of light physical activity

Tulsa Public Schools is committed to building a diverse and inclusive team of individuals who contribute to the district's mission with their talents, skills, and energy. Tulsa Public Schools is an equal opportunity employer and does not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, gender expression, gender identity, pregnancy, disability, genetic information, veteran status, marital status, age, or any other classification protected by applicable law.

Tulsa Public Schools also provides reasonable accommodations to qualified applicants and employees with disabilities. If you need an accommodation during the application process, please contact the district's talent management department at 918-746-6310 or the district's human rights and title IX coordinator at 918-746-6517. You can also direct your request for accommodation in writing to the Tulsa Public Schools Education Service Center, Attn: Talent Management, 3027 S. New Haven Ave., Tulsa, OK 74114-6131.