Roles and Responsibilities of SCTG Instructional Staff Developers

Instructional staff developers work directly with schools to provide on-site technical assistance and professional learning opportunities to SCTG schools, including administrators, school-based leadership teams, and teachers, on best practices to promote a positive school climate. The instructional staff developers’ support includes helping schools develop culture/climate goals and strategies for inclusion in the school improvement plan, data-driven problem-solving to discipline and academic gaps, analyzing best practices and providing professional learning to promote inclusive and fair practices, and researching current trends related to improving school climate.

Specific strengths of SCTG instructional staff developers:

- Passionate about serving students and schools
- Excellent at building relationships and community
- Effective at communicating with and facilitating adult learning
- Excellent at analyzing data and trends to identify problem-solving strategies
- Articulate communicator who can effectively communicate with a variety of audiences, including students, parents, staff, administrators, and other stakeholders
- Strategic problem-solving skills to lead others in finding solutions to complex problems
- Ability to work collaboratively with others in a team environment
- Flexible in adapting communication strategies based on the audience being served

Instructional staff developers are certified by Cornell University to facilitate district/school-level change in diversity and inclusion. Organized by school improvement components, this section identifies specific strengths that all instructional staff developers possess to help create optimal schools and learning environments.
A. Diversity and Inclusion: Promoting Equity in Schools

- Curricular equity: Ensuring that all students have equitable access to the curriculum by providing multiple pathways to rigorous content
- Literacy and language equity: Fostering a language-rich environment that is affirming for all students
- Language/culture acquisition: Identifying strategies to accelerate language acquisition for English Language Learners and students from other cultures
- Technology equity: Providing equitable access to technology and digital resources for all students and staff members
- Equity in assessment: Using assessments as a tool to promote equity
- Equity in professional learning: Ensuring that all staff members have equitable access to professional learning
- Equity in collaboration: Fostering collaboration and strengthening interdisciplinary relationships between departments and grade levels and among key stakeholders – staff-students-families-communities.

B. Root Cause Analysis of Disciplinary and Academic Gaps

The root causes of disciplinary gaps in schools and academic gaps in student performance are complex and rooted in many factors. Instructional staff developers will support schools in monitoring disciplinary and academic data to identify gaps in the students’ readiness for HS and graduation. Analyses start with identifying any disparities in implementing discipline and teaching and learning practices. Then instructional staff developers work with administrators and teachers to develop strategies to address gaps, including school-level barriers in systems, processes, practices, etc. Some of the responsibilities related to monitoring school improvement data include:

- Data collection and analyses related to disciplinary and performance – i.e., trends and linkage in disciplinary and performance outcomes
- Engage with administrators and teachers to develop strategies to reduce gaps
- Assess the impact/effectiveness of practices to increase engagement and improve academic outcomes
- Engage key stakeholders in collective problem-solving and decision-making.
C. Strategies to Close Gaps

Instructional staff developers train teachers to use Universal Design for Learning to intentionally and strategically design student-centered classrooms that promote critical thinking and higher levels of achievement. The idea is that the learning design enhances students who experience a feeling of ownership over their work and are more likely to accept responsibility for their learning, take chances in the classroom, and acquire academic independence – promoting student agency and advocacy. The UDL framework offers overlapping principles in one effective overarching approach to creating supportive learning environments through Engagement, Representation, and Expression.

Teachers will be supported to:

• Provide multiple ways to learn and engage with content and materials – i.e., visual, auditory, motor, or tactile learning modalities.

• Provide an array of representations for information so that all students can understand it more effectively. Representation offers a variety of ways for teachers to visually represent information, including charts and graphs, pictures or illustrations, videos or audio files, physical models or simulations, written explanations and descriptions, and demonstrations from role-playing scenarios with props and costumes used as visual cues.

• Provide multiple effective ways for students to express their thinking and learning in ways easily understood by others.

D. Measuring School Climate

Students who learn in a safe, supportive, and engaging environment are more likely to improve academically, participate more fully in the classroom, and develop skills to help them succeed in school and life. The SCTG uses the U.S. Department of Education’s School Climate Surveys (EDSCLS) to assess the impact of school climate on student outcomes in middle schools. This reliable and nationally-validated climate assessment measures how schools promote safe and positive school climates.

Instructional staff developers assist schools with the administration of EDSCLS and facilitate the analysis of outcomes to provide an in-depth look at stakeholders’ perceptions and inform school climate improvement practices – i.e., plan and implement the most effective strategies related to engagement, safety, and school environment.
E. Professional Learning Designed to Suit

Instructional staff developers will also host training, workshops, and webinars related to school climate improvement, coaching, and planning with staff members on the following topics:

- Understanding the effect of positive school culture and climate on students’ academic achievement, behavior, and mental health
- Creating a culture of inclusion and respect by promoting equity in rule enforcement and rewarding positive behavior
- Effectively evaluate school climate to ensure it meets all community members’ needs.
- Setting high expectations for their student.
- Best practices related to equitable grading
- Engaging student voice: Involving students in the decision-making process
- Building relationships and community with relevant stakeholders
- Making your practice explicit: Being transparent about school goals and priorities so everyone knows what is expected of them
- Fostering a welcoming school environment that is safe for all
- Promoting collaboration between staff-students-families-community groups
## Instructional Staff Developers’ Daily Tasks

<table>
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<tr>
<th>Daily Tasks</th>
<th>Task Descriptions</th>
<th>Project Alignment</th>
<th>Desired Outcome</th>
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</table>
| Provide technical assistance for CRPBIS to administration, staff, and teachers | Attend school-level meetings (i.e., SBLT, ILT, CST) and provide research-based suggestions for school system improvement. | B. Root Cause Analysis of Disciplinary and Academic Gaps  
C. Strategies to Close Gaps |  
- Increase in use of and documentation of proactive support  
- An improved empathic approach to school discipline  
- Improved perception data – Increased number of scholars with positive perceptions of school discipline  
- Improved behavior data – decreased disproportionality of referral data  
- Improved academic data – decreased disproportionality of academic data |
| Facilitate Learning Lab meetings |  
- Recruit teachers, parents, and community members for Learning Lab.  
- Schedule, plan, and lead Learning Lab meetings  
- Maintain communication with Learning Lab members  
- Create system maps, signage, and other | A. Diversity and Inclusion: Promoting Equity in Schools |  
- Improved school climate as measured by perception survey (i.e., EDSCLS)  
- Improved behavior data – decreased disproportionality of referral data |
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<tr>
<th>Task</th>
<th>Action</th>
<th>Outcomes</th>
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<tr>
<td>Facilitate school-level meetings (as needed)</td>
<td>Schedule, plan, and lead school-level meetings (i.e., SBLT, ILT, CST)</td>
<td>- Improved behavior data – decreased disproportionality of referral data&lt;br&gt;- Improved academic data – decreased disproportionality of academic data</td>
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<tr>
<td>Facilitate professional development (as needed)</td>
<td>Using school data to identify needed professional development, design and deliver research-based professional development to improve CRPBIS and CLRT.</td>
<td>- Improved school climate as measured by perception survey (i.e., EDSCLS)&lt;br&gt;- Improved behavior data – decreased disproportionality of referral data&lt;br&gt;- Improved academic data – decreased disproportionality of academic data</td>
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<td>Model empathic approaches to school discipline</td>
<td>Provide and model researched-based empathic practices with staff (i.e., whole-class circles, informal student conferences)</td>
<td>- Improved behavior data – decreased disproportionality of referral data&lt;br&gt;- Improved academic data – decreased disproportionality of academic data</td>
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| Provide technical assistance for CLRT to administration, staff, and teachers                  | Attend school-level meetings (i.e., SBLT, ILT, CST) and provide research-based suggestions for school system improvement. | - Increase in use of and documentation of proactive support
| Monitor CRPBIS and perception survey (EDSCLS) data | • Analyze CRPBIS and perception survey data (i.e., referrals, ISS, OSS, EDSCLS) data  
• Facilitate problem-solving discussions around CRPBIS data  
• Create visual displays of CRPBIS and perception survey (EDSCLS) data for school-level meetings | C. Strategies to Close Gaps  
E. Professional Learning Designed to Suit | • An improved empathic approach to school discipline  
• Improved perception data – Increased number of scholars with positive perceptions of school discipline  
• Improved behavior data – decreased disproportionality of referral data  
• Improved academic data – decreased disproportionality of academic data |
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<td>Provide side-by-side coaching to teachers</td>
<td>Upon request, act as a thought partner with teachers by suggesting research-based strategies</td>
<td>A. Diversity and Inclusion: Promoting Equity in Schools</td>
<td>• Increase in use of and documentation of proactive support</td>
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Provide support as a parent and community liaison (as needed)

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<th>for improving classroom culture or CLRT, which could include:</th>
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<td>• Informal classroom observations and follow-up discussions</td>
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<tr>
<td>• Facilitated planning</td>
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<tr>
<td>• Teacher modeling</td>
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<td>• Goal setting and progress monitoring</td>
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C. Strategies to Close Gaps

| • An improved empathic approach to school discipline |
| • Improved perception data – Increased number of scholars with positive perceptions of school discipline |
| • Improved behavior data – decreased disproportionality of referral data |
| • Improved academic data – decreased disproportionality of academic data |

A. Diversity and Inclusion: Promoting Equity in Schools

| • Improved school climate as measured by perception survey (i.e., EDSCLS) |
| • Improved behavior data – decreased disproportionality of referral data |
| • Improved academic data – decreased disproportionality of academic data |

Monitor use and support teachers in utilizing UDL strategies

| • Attend PLC to support teachers in implementing UDL strategies |

A. Diversity and Inclusion: Promoting Equity in Schools

| • Improved behavior data – decreased disproportionality of referral data |
- Walkthroughs to monitor UDL implementation
- Improved academic data—decreased disproportionality of academic data
- Increase in use of and documentation of proactive support

| Walkthroughs to monitor UDL implementation | C. Strategies to Close Gaps | Improved academic data—decreased disproportionality of academic data | Increase in use of and documentation of proactive support |