

**Rosary Academy**  
**Director of Social and Emotional Learning**  
**Position Description**  
**2020-2021**

**Description**

The Director of Social Emotional Learning supports Rosary Academy's vision and is committed to supporting and challenging all learners by providing authentic social emotional coaching and support to teachers and students. The purpose of the Director of Social Emotional Learning is to collaborate with educators, students, families, and administrators to maximize student outcomes through a partnership approach.

The Director of Social Emotional Learning is an individual who has specialized content and instructional knowledge, strategies and expertise in research-based practices and innovative programs and strategies to specifically meet the social emotional and behavioral needs of students from both a proactive and reactive position. The Director of Social Emotional Learning has expertise particularly in the areas of social emotional learning, behavior, communication, curriculum and content, assessment, and instruction.

**Reports To:** Director of Curriculum

**Summary**

Candidates must be a licensed therapist with a strong understanding of social and emotional learning with extensive experience in counseling adolescents. Candidate will provide psychological and behavioral counseling services to students, and develop and manage the school's wellness program.

**Responsibilities**

- Review, develop and implement school policies related to social and emotional learning
- Oversee the Rosary Support Program and Center 4 Learning team
- Determine the appropriate supports for their students
- Works with counseling, faculty, and staff to address concerns regarding students
- Works with students and parents to address academic, behavioral, and emotional concerns
- Oversee suicide prevention protocol and assessments in collaboration with counselors
- Present to faculty, staff, parents, and students the mental health and social/emotional best practices and concerns relevant to Rosary Academy
- Continue the development of the school's wellness program
- Engage in a job embedded coaching and learning approach that is based on seeing educators as equal partners (e.g., elicit their voice/ideas, listening and learning from them)

- Collaborate with school staff to improve social emotional, behavioral, and academic outcomes for all students
- Effectively communicate and collaborate with faculty, school administrators, students and parents to identify goals, plan and implement best practices in the delivery of services, assessment, curriculum, instruction and teaming
- Support best practices and research-based methods to improve outcomes for students by engaging in the effective components of coaching:
  - Establish rapport and build relationships
  - Identify goals and process for data collection
  - Collaborate with teachers to co-construct a plan
  - Facilitate and model best practices in assessment, instructional methods and intervention for general and special education students and staff
  - Collaboratively evaluates progress of student learning
  - Provide effective feedback
  - Provide support to help build capacity and support the maintenance of newly acquired skills
- Provide general technical assistance on data entry and reporting for universal screenings, referrals, and interventions
- Plan, design and deliver high quality professional development workshops, trainings, and/or networking opportunities
- Work collaboratively with the other Social Emotional Learning personnel to evaluate service delivery and make necessary changes based on presenting needs
- Work collaboratively to facilitate the impact of coaching on staff and students
- Share research, effective instructional practices, and emerging trends
- Locate and link community-based resources based on school needs
- Complete other duties as assigned by the Director of Curriculum, Principal, and/or the Head of School

## **Qualifications**

Interested candidates must have a Masters, PsyD or PhD in psychology or related field, must hold a current license in the state of California for Licensed Psychologist, Marriage Family Therapist (MFT), or Licensed Clinical Social Worker (LCSW). For psychologists, “license eligible” in California.

Prefer candidates with some prior experience as an adolescent counselor, preferably in a school environment. Must demonstrate deep and thorough understanding of counseling theory and techniques.

Extensive knowledge of the ethical and legal considerations related to counseling practices combined with excellent clinical, interpersonal and management skills.

Deep understanding of school communities and school-based programs.

Collaborative, team-based approach to working with students, teachers, parents, administrators, and outside care providers.