

CRRSA Support Team: Job Responsibilities Framework

Desired Employee Characteristics		
CRRSA Coordinator	Learning Acceleration Specialist	SEL Specialist
Administrative experience; Strong leadership skills	Ability to identify, access, and use existing resources to support the efforts of the district in providing services to all students.	Experience in counseling or behavior/PBIS
Organized for success	Support use of strategies and practices to combine learning acceleration and intervention needs for immediate implementation	Experience in trauma-informed practices
Leads the planning, development, implementation, scheduling, and evaluation of CRRSA specialists	Ability to disaggregate and interpret data	Ability to disaggregate and interpret data
Manages, supervises, and oversees deployment of CRRSA specialists	Ability to work with districts to design, expand and evaluate programs serving students.	Provide support to schools to assist with curriculum for SEL, systems of behavior support
Complete assigned duties in timely, accurate, and professional manner	Knowledge and skills in how individuals (students and adults) learn best	Knowledge and skills in how individuals (students and adults) learn best
Support districts in developing comprehensive systems of support to accelerate learning and address intervention needs	Provide consultation/coaching to develop capacity within a district/school to reduce achievement gaps.	Provide consultation/coaching to develop capacity within a district/school to reduce social/emotional/behavioral barriers to learning.

Self-motivated; Takes initiative to lead and ensure high quality	Complete assigned duties in timely, accurate, and professional manner	Complete assigned duties in timely, accurate, and professional manner
Ability to strategically plan and lead others through the planning process	Maintains and submits appropriate documentation/paperwork in a timely and accurate manner.	Maintains and submits appropriate documentation/paperwork in a timely and accurate manner.
Strong ability to make connections across within and across networks	Facilitate networks to support increased knowledge and understanding regarding the reimagining of intervention/acceleration efforts in response to the interrupted learning of 2020	Facilitate networks to support increased knowledge and understanding of how we might address emotional and behavioral barriers in response to the interrupted learning of 2020
	Support districts in developing comprehensive systems of support to accelerate learning and address intervention needs	Support districts in developing comprehensive systems of support to accelerate learning and address intervention needs
	Strong ability to make connections within and across networks	Strong ability to make connections within and across networks

Job Requirements/Framework

As the CRRSA Support Team (CST) works with district leaders, the focus will be on impacting student learning in a powerful, positive way. CST members will provide needed information, research, and resources to district leaders, followed by coaching and guidance through the strategic process regarding what they should do with the information. In many cases, the next step of the district leaders' work will be with principals, counselors, mental health specialists, and even teachers. While in some instances it will be possible for CST members to participate in these meetings, the primary goal will be to equip leaders in districts to do necessary work that impacts students across the district.

		Person Responsible		
6 Priorities To Ensure Successful Acceleration of Learning/Remediation of Learning Loss	Task To Be Completed	CRRSA Coordinator	Learning Acceleration Specialist	SEL Specialist
1. Adjusting Curriculum and Pacing Guides				
	<p>Coach the district leadership team in the process adjusting curriculum and pacing guides to plan for this semester, the summer, and the 2021-22 school year.</p> <p>For instance, teachers need to follow a process such as:</p> <ul style="list-style-type: none"> Identify grade-level standards and skills that are scheduled to be taught between now and then end of the year Identify standards and skills that have been 	Yes	Yes	No

	<p>taught up to this point in the year</p> <ul style="list-style-type: none"> Identify standards and skills that were taught previously, but have not been mastered Identify standards and skills that will not be taught this year <p>Once standards and skills have been identified:</p> <ul style="list-style-type: none"> Embed those that haven't been taught and/or mastered into the pacing guide for the remainder of the year, if possible. Using a calendar, clearly assign standards to each week for the rest of the year. All standards and skills that will not be taught need to be clearly listed to be used for 2021-22 planning purposes during summer PD and summer learning academies. Consider how teachers can scaffold, adjust, or modify instruction to support all learners. *Note: important to remember that even if a standard wasn't taught that it wasn't learned or mastered. 			
2. Planning For Effective Spiral Review		CRRSA Coordinator	Learning Acceleration Specialist	SEL Specialist
	<p>Teach district leaders the characteristics of a systemic, purposeful spiral review system in daily instruction (like flashbacks) and the impact this system can have on mastery of content and acceleration of learning</p> <p>*Note: Research on Trauma Sensitive (Trauma Informed) practices focus on importance of consistent daily schedule, morning meetings, etc) to help students be ready to learn</p>	Yes	Yes	No

	With district leaders, build a strategic plan (review/refine current plan) for training teachers and embedding daily spiral review into every classroom during the 2021-22 school year and beyond.	Yes	Yes	No
	Educate leaders about existing sources of training from CKEC (and potentially other cooperatives) on flashbacks, distributed practice, retrieval practice, and other spiral review learning opportunities NKCES online trainings available to everyone. https://docs.google.com/document/d/1QbnuDEi95DcYKo9B6712RhhlQYbmxUzNUJvWvcrlM6l/edit?usp=sharing	Yes	Yes	No
3. Scheduling and Creating Extra Time		CRRSA Coordinator	Learning Acceleration Specialist	SEL Specialist
	Coach and strategically plan with district leaders on ways to find additional time in reading and/or math for students whose mastery of skills and content are one grade level below or more. Guidance should include: <ul style="list-style-type: none"> • Master scheduling • Optimizing the use of small groups • Ensuring no wasted instructional time inside the classroom (bell to bell teaching, with every segment leading seamlessly into the next) AND in the school (eliminating unnecessary assemblies, intercom announcements, lengthy transition times, etc.) • Creative and effective use of ESS (morning and afternoon), summer programming, and additional staff 	Yes	Yes	No

4. Efficiency and Data-Driven Decisions		<i>CRRSA Coordinator</i>	<i>Learning Acceleration Specialist</i>	<i>SEL Specialist</i>
	Coach district leaders on the importance of extreme efficiency in classroom practices (no wasted motion) and how to instill this in each classroom	Yes	Yes	No

	<p>Coach district leaders on how teachers can use data to increase efficiency. A list of guided questions can be used by building leaders with teachers to create a system by which they can use data well, including questions such as:</p> <p>1) What data do I already have? Which data is most valuable? What will I use?</p> <p>2) <i>Do I have the tools necessary to get the data I need and ensure that it is high-quality? If not, what do I need?</i></p> <p>3) When will I analyze and make instructional decisions? Is there time set aside?</p> <p>4) <i>Who will help me? Are there other teachers or administrators with whom I can collaborate?</i></p> <ul style="list-style-type: none"> • Develop the culture of “collective responsibility” for student(s) • Positive team building for PLCs (teacher support for analysis of data and research for evidence-based practices) Brainstorm possible solutions to provide space and time for teachers to analyze data. • Continue district/school RTI process as you consider child find responsibilities • Focus on evidence-based practices 	Yes	Yes	No
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5. Optimizing Teacher-Student Relationships		CRRSA Coordinator	Learning Acceleration Specialist	SEL Specialist
	<p>Coach and strategically plan with district leaders regarding methods for building strong relationships between teachers and students. This is vital in order to achieve desired instructional outcomes. Areas for a “deep dive” include, but are not limited to:</p> <ul style="list-style-type: none"> • Social emotional support for educators (You can’t pour from an empty cup) • Social emotional learning • Engaging and motivating all students through connection and belonging • Connections between school and home • Recognizing and addressing mental health needs • Trauma sensitive approach with the systematic, purposeful spiral(i.e. Integrating Social, Emotional and Academic Development (SEAD) within the KAS for Mathematics) • Culturally responsive teaching • Explicit instruction • Culturally responsive instruction (anti-racist instruction) 	Yes	No	Yes

6. Networking		<i>CRRSA Coordinator</i>	<i>Learning Acceleration Specialist</i>	<i>SEL Specialist</i>
	Connect and facilitate the sharing of research, resources, and ideas across the cooperative region through regular “cadre” meetings and other means. In addition to supporting individual districts, is the responsibility of the CRRSA Support Team to ensure that the exceptional work in some districts is shared for the benefit of all districts.	Yes	Yes	Yes
	<p>Connect and facilitate the sharing of research, resources, and ideas across Kentucky through regular meetings with other cooperatives’ CRRSA Support Teams and other means, as opportunities present themselves.</p> <p>It is the responsibility of the CRRSA Support Team to ensure that the exceptional work in some districts is shared for the benefit of all districts by creating a network for collaborative sharing.(sharing free trainings, opening online trainings beyond coop boundaries) #borderless</p>	Yes	Yes	Yes