Peer Support Specialist Team Guide

Cohort Responsibilities

**Year 1**
- Attend bi-weekly collaborative meetings led by Teacher Support Specialist (approximately 2 hours per month –July-May).
- Read additional materials to deepen content knowledge (approximately 5 hours total)
- Pilot trauma-sensitive strategies within classroom/school-based role
- Assist in developing and facilitating skill-building trainings for school staff
- Provide educator/support staff voice in the creation of a school-wide action plan
- Will receive a $1,000 stipend to be distributed quarterly

**Year 2 & Beyond**
- Assist in implementation of school-wide action plan
- Continue monthly collaborative meetings
- Provide ongoing professional development, consultation and advocacy as needed
- Optional: Participate in quarterly Safe Schools NOLA Learning Collaborative Meetings

Sample Scope & Sequence for Peer Support Specialists Team

<table>
<thead>
<tr>
<th>Team Activities</th>
<th>Standing Meeting Agenda</th>
<th>Documentation</th>
<th>Common Considerations/ Modifications</th>
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</thead>
<tbody>
<tr>
<td>1. Participate in biweekly PSS mtgs (1hr)</td>
<td>Check-in</td>
<td>Shared Google Drive Folder</td>
<td>Quarterly 1:1 mtgs with PSS for individual TI goals and PSS Goals</td>
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<tr>
<td>2. Pilot Trauma Informed Teaching Practices in their daily work</td>
<td>Discuss Business Items</td>
<td>Meeting Minutes</td>
<td>Follow-up about pilot projects and trainings as needed</td>
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<td>3. Help complete school-wide assessment tools</td>
<td>Introduce/Debrief TI Practice or Resource</td>
<td>Assessment Tools</td>
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<td>4. Co-facilitate Skill-Building PDs</td>
<td>Next Steps</td>
<td>Resources</td>
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<td>5. Participate in action planning process &amp; set implementation goals for next year</td>
<td>Closing</td>
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<td>6. Meet with other PSS Teams @ other Schools</td>
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July-September

- Biweekly Meeting Priorities
  - Community Agreements and Team Building
  - Identifying individual/collective priorities
  - Aligning Team Interests with School Priorities
  - Prep and Debrief Skill Building PDs and School-wide Assessments
- Needs Assessment/Action Planning Priorities
  - School-wide Assessment: Trauma-Sensitive Schools Checklist

October-December

- Biweekly Meeting Priorities
  - Prep and Debrief Skill Building PDs and School-wide Assessments
  - Select and Complete Shared Learning about Trauma Informed Practices
  - Safe and Supportive Classroom Stipends
  - Professional Development
    - Skill PD #2: Preventing Escalation and Promoting Self-Regulation
- Needs Assessment/Action Planning Priorities
  - School-wide Assessment: Walk-Through Observations

January-March

- Biweekly Meeting Priorities
  - Prep and Debrief Skill Building PDs and School-wide Assessments
  - Select and Complete Shared Learning about Trauma Informed Practices
  - Professional Development
    - Skill PD #3: Strengthening Relationships
- Needs Assessment/Action Planning Priorities
  - Assist with Coordination/Facilitation of Focus Groups
  - Preparing for Action Planning Process

April-June

- Biweekly Meeting Priorities
  - Prep and Debrief Skill Building PDs
  - Summarize & Evaluate Data Collected from School-wide Assessments
  - Select and Complete Shared Learning about Trauma Informed Practices
- Needs Assessment/Action Planning Priorities
  - Participate in Action Planning Process
Ideas for Team Building/Self-Reflection/Goal Setting

- **Team Building**
  - Setting Group Agreements - What do you need to do this work? What do you need from other people?
  - Question of the Week (QOTW)
  - Values Card Sort - [https://app.box.com/file/304421449678](https://app.box.com/file/304421449678)
  - Communication exercise- [https://www.dropbox.com/s/kr1jsw6zq0xndvz/HEAL%27s%20Communication%20Spectrum%20Exercise.docx?dl=0](https://www.dropbox.com/s/kr1jsw6zq0xndvz/HEAL%27s%20Communication%20Spectrum%20Exercise.docx?dl=0)

- **Self & School Assessment Tools**
  - Trauma-Informed Educator Self-Assessment
  - SWOT - asset mapping

- **Shared Learning Reading Club**
  - Review and Discuss Pre-work Resources to Foundational PD
  - Susan Cole’s [Helping Traumatized Children Learn](https://www.susancole.org) Guides

- **Personal and/or Collective Goal Setting**
  - Review staff feedback and activity responses from PDs (ie Start Stop Continue Change and hopes and fears)
  - 3 rounds of teacher and leader goals and self care plans

- **Guest Visits & Field Trips (for visioning, relationship building, collaborative decision making, planning support)**
  - School leaders (culture team, principals, AP’s- coaching)
  - Share (Observe/ showcase) best practices at other schools
  - Meetup w/ other PSS teams or other Community Leaders/Experts