LEADERSHIP TEAM ROLES
AND EXPECTATIONS

School-wide implementation of SRSD requires a leadership team of three to plan for, champion, and support teachers as they learn and integrate the evidence based practices of SRSD into their writing instruction. The Building Administrator will regularly communicate expectations about SRSD and establish structures to facilitate professional learning and the implementation of SRSD school-wide. The Facilitator will become an "SRSD expert" and work collaboratively with teachers to support their SRSD professional learning and implementation. The DCC will coordinate data collection efforts related to the research study. The leadership team will work directly with the Scaling SRSD project to tailor the professional learning and research data collection to their school's context.

SCALING SRSD RESEARCH STUDY

BUILDING ADMINISTRATOR ROLE

Building Administrators for participating schools will fulfill the following responsibilities associated with the school-wide SRSD implementation.

ATTEND SCALING SRSD ADMINISTRATION MEETINGS

Each Building Administrator will attend quarterly meetings across the two-year project to plan the professional learning calendar, learn about school-wide approaches to systems change (formative data use, curriculum integration, and supported learning cycles for teachers), and discuss successes, challenges, and solutions to phasing in and sustaining SRSD implementation.

PROVIDE TEACHER PROFESSIONAL LEARNING TIME

The Building Administrator will provide professional learning time for teachers in implementation grade bands (K-2 or 3-5) to (a) complete SRSD Writing to Learn™ course modules (8-10 hours) and (b) participate in SRSD Online Partners webinars (~6 fall, ~6 winter/spring).

COMMUNICATE INSTRUCTIONAL EXPECTATIONS

The Building Administrator will ensure that the instructional schedule in implementation grade-bands includes time for teachers to deliver writing instruction using the SRSD approach in the classroom. All teachers will begin SRSD implementation in the fall with an opinion genre unit and continue with informational and narrative genres. Writing approaches can be practiced across disciplines.

ASSIGN A SRSD FACILITATOR

The Building Administrator will assign a school-based Facilitator who will support the SRSD implementation and be the main point of contact in each school for SRSD Online Partners. Details of the Facilitator role are outlined below. Administrators will be asked to verify in writing the Facilitator's time contributed to the project, which will be used as evidence of matching funds for a federal U.S. Department of Education EIR grant cost share.

ASSIGN A DATA COLLECTION COORDINATOR

The DCC will organize and oversee data collection efforts related to the research study. They will work directly with AIR, the evaluation partner on the project, to ensure district policies are followed, and all research data is collected in a timely manner.

SCHOOL-WIDE IMPLEMENTATION

The Building Administrator will put structures in place to facilitate the systematic and sustainable implementation of SRSD school-wide (e.g., regular meeting times for SRSD Facilitator and teachers to review data and instruction; discussion with the district regarding curriculum integration/alignment and scaling to other grades/schools; regular communication with Scaling SRSD project team about successes, challenges, and brainstorm solutions).

SCALING SRSD RESEARCH STUDY

FACILITATOR ROLE

Each participating school will designate an instructional/literacy coach or teacher leader to serve as the Facilitator. A Facilitator is an instructional leader who can collaborate with teachers to support SRSD implementation (e.g., modeling lessons, integrating SRSD into literacy instruction, analyzing writing data, goal setting and instructional differentiation, coaching). They will work with the other SRSD leaders in their school/district and the Scaling SRSD project to plan for and support implementation.

Facilitators will receive free professional learning and ongoing mentoring for two years as they support the phased implementation of SRSD in their schools.

NOTE:

It is recommended that one Facilitator be assigned for at most 15 teachers receiving professional learning. In the first year, the Facilitator will work directly with teachers in the grades receiving professional learning. It is recommended that Facilitators can teach or co-teach SRSD approaches as they learn. If the SRSD Facilitator is a classroom teacher, s/he will need time built into their weekly schedule to be out of the classroom to support other teachers. An additional Facilitator may be added in year 2 to support the new grade bands of teachers receiving training.

The SRSD Facilitator will fulfill all responsibilities associated with the implementation of the SRSD as listed below:

> Complete SRSD Writing to Learn™ self-paced teacher modules (~8 hours) before the teachers-- during Summer 2024.

ATTEND VIRTUAL FACILITATOR MENTORING WEBINARS

During SY 2024-25, Facilitators will participate in nine one-hour mentoring sessions led by SRSD Online Partners. During SY 2025-2026, Facilitators will participate in additional mentoring sessions based on their needs/experience with SRSD.

LEAD PROFESSIONAL LEARNING DISCUSSIONS

With the support of your SRSD Online mentor, you will lead PLC/grade-level discussions in your school to engage with the self-paced module content and resources, score writing samples, integrate SRSD lessons into the curriculum, and differentiate practices to support all learners.

SUPPORT CLASSROOM IMPLEMENTATION

The Facilitator will also provide individual coaching to participating teachers. Facilitators are expected to work weekly with grade-level teachers to support the planning and modeling of writing instruction and observe and offer teachers feedback on their writing instruction practice using the SRSD lesson fidelity checklist.

TOTAL FACILITATOR TIME

Facilitators will support teachers in each school during the 2024-26 school year. It is expected that a Facilitator will need three to four hours a week to complete activities: supporting instruction and data analysis, attending SRSD Online Partners webinars, and providing professional learning. These hours include planning for, documenting and following up on coaching conversations with the Scaling SRSD project.

SCALING SRSD RESEARCH STUDY

DATA COLLECTION COORDINATOR (DCC) ROLE

The DCC will coordinate data collection efforts related to the research study. This will include student writing samples, teacher surveys, classroom observations, and student demographic and achievement data.

We are asking that a (DCC) be assigned to each school to work collaboratively with The American Institutes for Research (AIR) to coordinate data collection. The DCC will provide critical on-site support to help ensure each data collection component is a success.

The DCC will oversee and provide support for the following data collection activities in their school:

ACTIVITY	TIMEFRAME	WHO WILL YOU SUPPORT
Update the staff rosters sent to the SRSD research team.	Summer 2024	AIR
Upload student rosters to the SRSD study portal and ensure these are updated for spring data collection.	Fall 2024 and Spring 2025	AIR
Distribute caregiver consent forms to all caregivers and collect signed consent forms.	Fall 2024	School
Help teachers administer a writing assignment in all classrooms.	Fall 2024 and Spring 2025	Teachers
Help teachers administer a student survey in all classrooms.	Fall 2024 and Spring 2025	Teachers
Coordinate video-recorded observations of randomly selected classrooms.	Fall 2024 and Spring 2025	Teachers
Remind teachers to fill out the Teacher Survey.	Fall 2024, Spring 2025, Spring 2026	Teachers
Help identify the key contact for requesting district student data.	Fall 2025	AIR

DCC's will be provided with a one-time $1,100 incentive in the form of a check at the conclusion of the school year for completing the tasks outlined above.

CONTACT US:

AIR is here to help you navigate the responsibilities of the DCC role.

✉ **SRSDresearch@air.org**

📞 **844-849-5251**