A MODEL CODE on Education and Dignity

APPENDIX

APPENDIX III: Summary of Leadership Development Topics for School Staff

The following is a non-exhaustive list of topics for leadership development opportunities (including trainings, workshops, readings, etc.) that teachers and other school staff should engage in. States, districts and schools should make these types of leadership development opportunities available to school staff throughout the year.

- Effective teaching and pedagogy
  - Culturally responsive curriculum and teaching
    - Trainings should instruct teachers how to center and empower the students in their own cultures, and help teachers unlearn any ethnocentrist views they may have.
    - Training should be developed in consultation with youth and parents from the various identities and cultures reflected in the school community. When possible, youth and parents can also be involved in providing the trainings.
  - Training teachers to have diversified teaching methods in their classroom for students with different learning styles and at different readiness levels.
  - Culturally Responsive Classroom Management
- How to effectively participate in decision-making bodies and processes
- Culturally affirming social and emotional learning
- Positive approaches to school climate and discipline being used in the school or district
  - Restorative and Transformative Justice Practices
  - School-Wide Positive Behavioral Interventions and Supports (SWPBIS)
  - Any other positive approaches being used in the district
- Trauma-sensitive practice
  - Training administrators, teachers and support staff, including behavior specialists, to understand the sources of trauma, identify the signs of trauma, and be aware of the services and interventions most effective for responding to trauma.
  - Staff should understand that students who have experienced trauma may be particularly sensitive to changes in routines, general lack of structure, or other potentially overwhelming situations.
- Understanding and implementing the district and/or school Code of Conduct
- Child and adolescent development and psychology
- Comprehensive youth development practices and programming
- Conflict resolution and peer mediation
- De-escalation techniques
- Violence prevention and intervention
- Intergroup and interethnic conflict intervention and truce-building strategies
- Impacts of arrest, court, detention, incarceration and/or deportation on youth life chances
- Effective strategies for building safe schools without relying on suppression
- Bias-based and sexual harassment and violence
- Cultural competencies (including understanding and addressing racism, sexism, homophobia, transphobia, ableism, adultism/ageism, and other implicit and explicit biases)
- Impact of racism on education opportunities
  - Provide training and support to school staff that allows for real and honest dialogue that lead to changes in practices.

- o Trainings should include information on how both implicit and explicit bias may be contributing to school staff responses to students.
        - o School staff trainings should be an integral part of a school or district strategy to end racial disparities, but it cannot be the only step that is taken. Without ongoing follow up and support for staff, trainings are likely to be ineffective.
- Rights of immigrant and undocumented students
    - o Counselors and advisers specifically need training on working with immigrant and undocumented students to assist them in applying for school lunch, joining school clubs and organizations, applying to college, preparing for the SAT and ACT, and applying for scholarships and financial aid.
- Working with youth with disabilities or physical, emotional, or mental health conditions
- Working with LGBTQ+ and gender non-conforming youth, including creating an affirming and supportive environment
    - o General terminology, including a space to ask questions—LGBTQ+ students should not be in the position to have to educate school staff on their identities or the basics of the LGBTQ+ community.
    - o Information on the intersection of LQBTQ+ students and housing insecurity, ensuring that the school is complying with the Runaway and Homeless Youth Act and the McKinney-Vento Homeless Assistance Act (See Chapter 1 for information on removing barriers for homeless students to register for school).
    - o The physical and mental health issues specific to LGBTQ+ students and available resources.
- Data interpretation and use
    - o Data collection methods.
    - o Preparation of data for end-user usage.
    - o The use of data to identify trends or inspect visually for inconsistencies and discrepancies.
    - o The use of data to set attainable, measurable goals and work toward progressive outcomes.