

LOMPOC UNIFIED SCHOOL DISTRICT

POSITION TITLE: DIRECTOR, COMMON CORE AND INNOVATION

BASIC FUNCTION:

Under general direction of the Assistant Superintendent of Education Services, provides support in the initiation and implementation of the Common Core State Standards (CCSS) and technology integration for elementary, middle and senior high schools in the District; provides leadership and focus for the development of professional learning innovation; provides recommendations for the development and implementation of policies, programs, and strategic plans designed to ensure that all students achieve high academic standards; supervises the performance of assigned personnel.

ESSENTIAL FUNCTIONS:

Works directly with the Assistant Superintendent of Education Services to provide transformative leadership of the culture change in order to implement the Common Core Standards-based instructional approaches that integrate technology across all content areas.

Leads the development and implementation of professional development for Common Core implementation and technology integration throughout the District.

Models the use of creativity, innovation, design, and technology integration in professional development.

Works collaboratively with all District staff to plan for and implement the Common Core State Standards (CCSS) with access strategies to support all students including English learners, Standard English learners, students with disabilities, socioeconomically disadvantaged students, and gifted and talented education students.

Collaborates with Instructional Coaches to provide ongoing support to teachers in the learning and application of instructional practices related to the Common Core.

Assists with the training and development of instructional staff to ensure the necessary skill sets are obtained to create new assessments and report cards aligned to Smarter Balanced Assessment Consortium assessments and other state and national assessment initiatives.

Provides direction and actively supports the planning, implementation, and evaluation of the Common Core transition.

Supports the District's overall transition to an assessment system, which includes the use of the new CCSS-aligned periodic assessments as well as the Smarter Balanced assessments.

Creates and communicates reports, proposals, demonstrations, and presentations on professional learning goals, outcomes and evaluation for a variety of audiences and purposes.

Provides recommendations for changes in district policies and procedures related to curriculum, professional learning, innovation, and instructional quality.

Supports all aspects of the Common Core technology implementation in collaboration with the Director of Information Services/Common Core Implementation.

Assumes responsibility for, and guides the preparation, operation, and evaluation of department budget, grant proposals, and work with consultants and researchers.

Directs the development and implementation of departmental goals, objectives, policy priorities, standards, and procedures to align to state frameworks, curriculum guides, and content standards.

Trains, supervises and evaluates the performance of assigned staff.

Performs related duties, as assigned.

DEMONSTRATED KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Knowledge of and experience in implementing the Common Core State Standards (CCSS) and standards-based instruction for all core subjects in an elementary or secondary school.

English Language Arts Standards.

Policies and objectives of assigned program and activities.

Curriculum development and review process for programs and instructional materials.

Knowledge of and experience in utilizing instructional technology to engage students in learning.

Knowledge of research-based instructional strategies for core curriculum.

Knowledge and experience in the use and analysis of assessment data to inform instruction.

District Office organization, operations, policies and objectives.

Operation of a computer and assigned software.

Modern office practices, procedures and equipment.

Basic budgeting practices regarding monitoring and control.

Principles and practices of administration, supervision and training.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

ABILITY TO:

Demonstration and evidence of the ability to improve student learning and achievement.

Implementation of theory and practice in school reform, instruction, curriculum, and assessment.

Knowledge of school-based performance assessment systems including competency based demonstration of learning mastery.

Knowledge of effective implementation of curriculum development, instructional strategies, professional development and technology applications resulting in improved student learning.

Knowledge of current trends in educational research and effective, train, supervise and evaluate assigned staff.

Establish, coordinate and maintain communication with community and parent groups; analyze situations accurately and adopt an effective course of action as required by each situation.

Ability to build consensus with instructional staff and develop collegial relationships with staff.

Complete work with many interruptions.

Read, interpret, apply and explain rules, regulations, policies and procedures.

Prepare and deliver oral presentations.

Maintain consistent, punctual and regular attendance.

EDUCATION AND EXPERIENCE REQUIRED:

Master's Degree from an accredited institution of higher learning, preferably in administration or a closely related field; valid administrative credential authorizing service. Site administrative experience highly desirable.

At least five (5) years of successful full-time public school service in a certificated position(s), no fewer than three (3) years experience in the role of a Principal, Director, Coordinator, or similar position with increasing responsibility and proven success rate of managing department, people, and programs with measurable outcomes; successful experience as an instructional leader; leadership experience in planning, organizing, and implementing professional development which aligns school plans with District priorities.

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying.

LICENSES AND OTHER REQUIREMENTS:

Valid California Class C Driver's License.

WORKING CONDITIONS:

ENVIRONMENT:

Office, outdoor and classroom environment.

Constant interruptions.

Driving a vehicle to conduct work

PHYSICAL DEMANDS:

Exerting up to 25 pounds of force occasionally to lift, carry, push, pull, or otherwise move objects.

Sitting, walking or standing for extended periods.

Perceiving the nature of sound, near and far vision, depth perception, providing oral information, the manual dexterity to operate equipment, and handling and working with various material objects providing written or electronic information.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.