

JOB DESCRIPTION
San Diego County Office of Education

Director, Equity Curriculum and Instruction

Purpose Statement

The job of Director, Equity (Curriculum and Instruction) is done for the purpose/s of directing services and supporting the Equity Department's team and LEAs to support academic achievement of historically underrepresented student groups; providing information, culturally responsive curriculum, and serving as a resource to others; developing professional learning opportunities to increase educational outcomes for historically underrepresented students; achieving defined objectives by planning, evaluating, developing, implementing and maintaining services in compliance with established guidelines.

Essential Functions

- Directs and oversees the development of culturally responsive curriculum modules for LEAs and school use for the purpose of strengthening curricular and instructional expertise to advance educational equity.

- Analyzes and utilizes student academic data (e.g. CA Dashboard, site level data, classroom formative assessment data) for the purpose of developing or co-developing appropriate curriculum and guiding instructional conversations.

- Serves as a resource to LEAs, classroom instructors, and community partners advocating for curriculum and pedagogy change and provides assistance to those that seek to adopt culturally responsive curriculum and effective pedagogical practices, for the purpose of advancing educational equity.

- Serves as a liaison to collaborate with partner organizations focused on equity, social justice and curriculum and instruction (e.g. universities, colleges, non-profit education organizations) for the purpose of leveraging relevant curricular and instructional resources.

- Understands and identifies barriers in classroom instructional practices that contribute to disproportionate outcomes for historically underrepresented youth for the purpose of providing recommendations and supports to LEAs, site administrators/instructional coaches, and classroom instructors.

- Researches topics required to maintain the integrity of the equity work (e.g. relevant policies, new federal and state statutes, financial resources, etc.) for the purpose of developing new programs/services, ensuring compliance with regulatory requirements, securing general information and/or responding to requests.

- Facilitates professional learning, workshops, seminars, etc. (e.g. effective practices for emergent bilinguals, prominent literacy practices for non-standard English-speaking students, culturally responsive teaching modules) for the purpose of sharing best practices, identifying issues, developing recommendations, disseminating curriculum, supporting staff, and serving as an LEA representative.

- Facilitates and supports the implementation of California’s System of Support including technical assistance, differentiated assistance and intensive instructional intervention (working alongside LEAs and their schools to identify equity challenges and opportunities in instruction); develops a systemic instructional approach tailored to locally identified needs and strengths of classroom instructors; and engages with local educators and communities as part of curriculum, instruction, and pedagogical decision making.
- Provides coaching to increase capacity of school and LEA personnel (e.g. teachers, instructional coaches, instructional leaders) for the purpose of leading instructional transformation to better meet the academic learning needs of historically underrepresented youth.
- Develops and makes available research briefs focused on educational equity for the purpose of making visible instructional practices and methodologies that support historically underrepresented student groups.
- Performs personnel functions (e.g. interviewing, evaluating, supervising, etc.) for the purpose of maintaining adequate staffing, enhancing productivity of personnel and achieving division objectives.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using a variety of software applications; planning and managing projects; preparing and maintaining accurate records; and training and supervising staff.

KNOWLEDGE to review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: pertinent laws, codes, policies, and/or regulations; personnel processes; standard business practices; program planning and development; proven leadership; exemplary applications of technology for curriculum, instruction and assessment; and comprehensive knowledge of California standards, assessment and accountability legislation, exemplary programs and related issues; designing culturally responsive curriculum and effective pedagogical approaches.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather and/or collate data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups and individuals; meeting deadlines and schedules; setting priorities; working as part of a team; problem-solving and decision-making abilities; providing direction and leadership; and working with detailed information/data; providing leadership, direction and supervision of staff.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; managing multiple departments; supervising the use of funds. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally, the job requires 80% sitting, 10% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

Experience: Five (5) years of professional experience in designing, coaching, delivering high-quality culturally responsive curriculum and instructional support to educators, administrators and/or principals in an educational setting, including working with diverse populations in equity, diversity, and cultural initiatives and/or programs and underrepresented student populations. Experience must include supervision of instructional or administrative staff; or two (2) years experience as a coordinator in Curriculum and Instruction.

Education: A Master's degree in education, education administration or other closely related field.

Equivalency: Education and experience equivalent to a Master's degree in education, education administration or other closely related field and five (5) years of professional experience in designing, coaching, delivering high-quality culturally responsive curriculum and instructional support to educators, administrators and/or principals in an educational setting, including working with diverse populations in equity, diversity, and cultural initiatives and/or programs and underrepresented student populations. Experience must include supervision of instructional or administrative staff; or two (2) years experience as a coordinator in Curriculum and Instruction.

Required Testing

N/A

Certificates

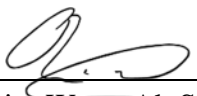
- Valid CA Administrative Services Credential
- Valid CA Teaching or Service Credential
- Valid California Driver's License

Continuing Educ./Training

Clearances

- Criminal Justice Fingerprint/Background Clearance
- Pre-placement physical exam including TB clearance

FLSA Status: Exempt
 Salary Grade: Certificated Management 050
 Established: 2/2019
 Revised: N/A

Approved by: 
 Dr. Olivier Wong Ah Sun, Assistant Superintendent, HR

About the Position:

The Equity Department is looking for an educational equity leader who is flexible, resourceful, and thrives in a fast-paced environment with experience designing culturally responsive curriculum, providing professional learning, and coaching techniques in supporting educators. Ability to demonstrate follow-up and have excellent detail-oriented skills in meeting deadlines and established goals. Excellent verbal and written communication skills are essential and must be able to articulate the connection between culturally responsive curriculum, pedagogy, and instruction.

- Knowledgeable in current researching, designing culturally responsive curriculum and instruction, coaching for equity, and understanding the complexities of educational equity
- Demonstrated skill and experience with utilizing culturally responsive curriculum and instruction and effective pedagogical approaches
- Demonstrated success leading adults through developing and implementing culturally responsive curriculum, instruction, and pedagogical practices geared toward underrepresented youth