

JOB DESCRIPTION
San Diego County Office of Education

District Advisor, Curriculum & Instruction

Purpose Statement

The District Advisor, Curriculum & Instruction advises and supports curricular leaders and stakeholders regarding programs and services to improve academic achievement in assigned subject areas.

This position description is intended to describe the general nature and level of work being performed by the employee assigned to the position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with the position. Incumbents may be required to perform any combination of these duties. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Essential Functions

- Communicates with districts and schools, and serves as a liaison and resource to support the implementation of plans in assigned subject areas; identifies needs and/or develops and provides customized services or technical assistance for school districts.
- Collaborates with district curricular leadership, school level administrators, and other educational institutions and organizations to develop and coordinate activities and programs, resolve complex problems, exchange information, provide follow-up supports, and develop policies and procedures to encourage effective and efficient curricular and instructional programs in assigned subject areas.
- Compiles and analyzes data from a variety of sources (e.g. program, local, state, data, district, etc.) to improve programs, systems, services, and student outcomes, prepare narrative and statistical reports for annual review and evaluation, measure the impact of curricular and instructional services and revise services as needed, especially noting challenges to equity in assigned subject areas.
- Develops and sustains robust partnerships with districts and Institutes of Higher Education to support the alignment and coherence of TK-12 instruction and the articulation to college and career.
- Interprets and explains district, state, and federal guidance and regulations to advise district/site curricular leadership on the responsibilities of managing a school site or district program and serving as the instructional leader.
- Monitors existing budgets and pursues potential new sources of funding for the purpose of aligning expenditures to unit and division goals.
- Represents the SDCOE, serves on local, state, regional, and district committees, work groups, and advisory boards, and contributes to local and state initiatives for the purpose of supporting the implementation of school and district plans to improve student opportunities and academic achievement, and increase coherence and quality instruction; leads the work of committees and work groups as assigned and in a manner that is consistent with SDCOE and state goals, objectives, and the strategic plan.
- Researches relevant policies, new federal and state statutes, staffing requirements, financial resources, etc. to develop new programs and services in assigned subject areas to comply with regulatory requirements, secure general information, and/or respond to requests.
- Performs personnel administrative functions for assigned staff (hiring, onboarding, training, supervising, evaluating, providing professional development opportunities, developing work schedules,

etc.) for the purpose of maintaining adequate staffing, reviewing and approving HCM requisitions, enhancing productivity of personnel, and ensuring department/program outcomes are achieved.

- Supports, monitors activities, mentors, and evaluates staff as assigned by the Senior Director.
- Fulfills the duties and responsibilities of a Coordinator in the assigned subject area, including but not limited to:
 - Collaborates with others (e.g. district personnel, other district personnel, community organizations, etc.) to implement and maintain quality services and/or programs.
 - Coordinates and oversees the development of written reports, guidance, tools, and curriculum resources to convey information required to support quality instruction for all students.
 - Coordinates program components and support activities (e.g. negotiating contracts with vendors, reserving space, etc.) to meet district and/or grant/program guidelines.
 - Maintains a variety of manual and electronic files and/or records (e.g. budgetary, professional learning, grants, guides and resources, etc.) to provide up-to-date reference and demographic information and to comply with regulatory requirements and established guidelines.
 - Monitors fund balances of assigned programs and related financial activity to ensure that expenses are within budget limits and/or fiscal practices are followed.
 - Prepares a variety of program-mandated reports to provide students with access to core instruction in assigned subject areas in compliance with district and/or grant/program requirements.
 - Presents information to school districts and SDCOE (e.g. program offerings, funding status, participation levels, etc.) to promote programs, gain feedback, and comply with established internal controls.
 - Researches, writes, and presents grant information to secure alternative funding and engage in innovative instructional practices and learning opportunities.

Other Functions

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

Job Requirements: Minimum Qualifications

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 utilizing pertinent software applications; planning and managing projects and programs; overseeing program financial activities; developing effective working relationships; preparing and maintaining accurate records; administering personnel policies and procedures; and program evaluation and assessment techniques.

KNOWLEDGE is required to perform algebra and/or geometry; 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: research-based strategies for effective instructional leadership; coherent systems reflected in high achieving districts and schools that support improvement; coaching strategies; processes that support adult learning theory; personnel processes; successful programs and strategies for English learners and students with disabilities; impact data collection and analysis; college and career counseling; CA state standards; and standards for educational teachers/leaders/administrators.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but

different processes; and operate equipment using standardized methods. Ability is also required to work effectively with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: communicating effectively orally and in writing; establishing and maintaining effective working relationships; meeting deadlines and schedules; setting priorities; working with multiple projects, frequent interruptions, and changing work priorities; working with detailed information/data and maintaining accurate records; maintaining confidentiality; facilitating communication between persons with frequently divergent positions; and working extended hours.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; tracking budget expenditures. Utilization of resources from other work units is sometimes required to perform the job's functions. There is some opportunity to 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. The job generally requires 70% sitting, 20% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

Experience: At least four (4) years of experience as a coordinator/director in an educational setting designing and delivering high-quality, professional learning that resulted in improved outcomes for students. Experience working with diverse student and adult learner populations is desirable.

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

Equivalency: A combination of education and experience equivalent to a Master's degree in education, education administration, or other closely related field, and at least four (4) years of experience as a coordinator/director in an educational setting designing and delivering high-quality, professional learning that resulted in improved outcomes for students.

Required Testing

N/A

Certificates

Valid CA Administrative Services Credential

Valid CA Teaching Credential in assigned

content area (Note: Some content areas may have additional credential requirements)

Valid CA Driver's License

Continuing Educ./Training

As needed to maintain required certificates and/or licenses

Clearances

Criminal Justice Fingerprint/Background Clearance

Proof of physical examination including TB Clearance

Salary Range: Certificated Management Grade 052

Established: 6/2018

Revised: N/A

Approved by Executive Director, HR: