

Executive Leadership Coach, Equity

Purpose Statement

The job of Executive Leadership Coach, Equity is done for the purpose/s of creating, developing, implementing, assisting and supporting county-wide instructional and transformational leadership services within district systems, SDCOE leadership institutes, and school leadership coaching for equity; coordinating and providing school improvement services; and responding to the changing needs of the districts served by SDCOE.

Essential Functions

- Assists in the assessment and development of instructional and transformational leadership needs for the purpose of evaluating and recommending the selection of professional books, textbooks, electronic materials and other instructional materials in support of developing and/or providing leadership service for districts and schools.
- Collects data from a variety of sources for the purpose of analyzing system issues, identifying equity challenges, monitoring system components in support of school and district improvement, and reporting for school, district and our county purposes.
- Communicates with LEAs (e.g. LCAP revision of the LEA Plan, Single Plan for Student Achievement SPSA, etc.) for the purpose of serving as a liaison and resource, supporting the implementation of Equity Action Plans; identifying needs and/or developing and providing customized services or technical assistance.
- Communicates with senior district/charter leadership, school level administrators, and outside organizations for the purpose of developing and coordinating activities and programs, resolving complex problems, exchanging information, providing follow-up supports, and developing policies and procedures to encourage effective and efficient systems leadership.
- Develops and sustains robust partnerships with districts, community colleges and universities for the purpose of supporting the alignment and coherence of TK-12 students learning experiences.
- Facilitates analyses of school and district data that addresses beliefs and practices for the purpose of determining the degree to which all students are provided equitable access in successfully preparing for college and career with an emphasis on underrepresented student groups and assisting district in designing action plans to address findings.
- Monitors existing budgets and potential new sources of funding for the purpose of aligning expenditures to unit and division goals.
- Provides professional learning opportunities throughout the state of California for school and district staff to lead for equity for the purpose of accelerating student achievement.
- Represents the County Office and services on local, state, regional and district committees, work groups and advisory boards for the purpose of supporting the implementation of school and district plans to improve academic achievement and leading the work of committees and work groups as assigned consistent with SDCOE goals, objectives and strategic plan.
- Researches the most current leadership and instructional practices and pending legislation for the purpose of supporting improved student achievement in all curriculum areas, anticipating future areas or trends needing to be addressed, and making recommendations to ensure quality

of compliance implementation.

- Facilitates professional learning courses through a blended learning format (face to face and online) for the purpose of supporting the development of site leadership and aspiring leaders.
- Utilizes learning management systems, web-based tools and other resources for the purpose of creating and teaching online professional learning modules and obtaining Leading Edge, Coaching for Equity, and administrative coaching certification.

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 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; 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 leaders/administrators (CAPEs & CPSELs).

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 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; 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 often 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. Generally the job requires 70% sitting, 20% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

Education and Experience

Experience: Four (4) years of increasingly responsible administrative leadership experience in a K-12 educational setting, including school-site principal experience. Experience must include effective instructional leadership that resulted in the improvement of teaching and learning; analyzing student achievement data and identifying patterns and trends to improve teaching and learning; the development, implementation, and delivery of a high quality professional development; teaching and leadership in a variety of educational settings, particularly in high poverty, high performing schools; and effective coaching of K-12 teachers and/or administrators.

Education: A Master’s degree in education, educational administration, or closely related area, including coursework in instructional leadership and/or organizational change.

Equivalency: A Master’s degree in job-related in education, educational administration, or closely related area, including coursework in instructional leadership and/or organizational change; four (4) years of increasingly responsible administrative leadership experience in a K-12 educational setting, including school-site principal experience. Experience must include effective instructional leadership that resulted in the improvement of teaching and learning; analyzing student achievement data and identifying patterns and trends to improve teaching and learning; the development, implementation, and delivery of a high quality professional development; teaching and leadership in a variety of educational settings, particularly in high poverty, high performing schools; and effective coaching of K-12 teachers and/or administrators.

Additional experience requirement for Executive Leadership Coach, Equity:

Experience coaching leaders and educators to identify and interrupt behaviors and practices that harm historically underrepresented students and communities; and experience creating safe and culturally responsive learning environments required.

Required Testing

N/A

Certificates

Valid CA Administrative Services Credential
Valid CA Teaching Credential
Valid CA Driver’s License

Continuing Educ./Training

Maintains Certificates and/or Licenses

Clearances

Criminal Justice Fingerprint/Background Clearance
Proof of physical examination including TB Clearance

FLSA Status: Exempt

Salary Grade: Certificated Management Salary Schedule Grade M52

Established: 1/2019

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 and who understands equity, systems thinking, and school transformation. This person demonstrates a learning mindset and ability to receive feedback, self-reflect, adapt, and gracefully coach education leaders to make transformational change.

- Experience creating safe spaces for adult learning that honor both cognition and emotion
- Evidence of supporting coachees/leaders to face their fears and history around systemic oppression and inequity
- Experience maintaining positive relationships with coachees/leaders
- Demonstrates stances and practices that model hope, faith in people, and the possibility of transformation
- Experience coaching leaders to identify and interrupt reproductive behaviors and patterns that maintain status quo and harm historically underrepresented students and communities