

JOB DESCRIPTION
San Diego County Office of Education

Executive Leadership Coach

Purpose Statement

The job of Executive Leadership Coach (ELC) is done for the purpose/s of creating, developing, implementing, assisting and supporting county-wide instructional leadership services within district systems, SDCOE leadership institutes and administrator credentialing programs, and school leadership coaching; coordinating and providing school improvement services across county and Region 9; and responding to the changing needs of the districts served by SDCOE.

Essential Functions

- Assists in the assessment and development of instructional 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 instructional leadership service for districts and schools.
- Collaborates with ELCs within and across the division and serves as a member of the Learning and Leadership Services team for the purpose of providing coaching and countywide leadership to district and schools through SDCOE leadership institutes and administrator credentialing programs in support of school and district improvement.
- Collects data from a variety of sources for the purpose of analyzing system issues, monitoring system components in support of school and district improvement, and reporting for school, district and our county purposes.
- Communicates with districts and schools (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 plans; identifying needs and/or developing and providing customized services or technical assistance for school districts.
- Communicates with senior district 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.
- Compiles and analyzes data from a variety of sources (e.g. program, local, state, data, district, etc.) for the purpose of reviewing program and reporting to the CA Commission on Teacher Credentialing, preparing narrative and statistical reports for annual review and evaluation, measuring the impact of leadership services and revising services as needed.
- 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 under represented student groups and assisting district in designing action plans to address findings.
- Interprets and explains district, state and federal regulations for the purpose of advising administrators/future administrators on the responsibilities of managing a school site and serving as the instructional leader.

- 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 for the purpose of building collective efficacy of staff that leads to an increase of overall 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.
- Teaches professional development 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 development modules and obtaining Leading Edge 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 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; 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; 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 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.

Experience: Job related experience within a specialized field with increasing levels of responsibility is required.

Education: Masters degree in job-related area.

Equivalency: Minimum qualifications include: possession of an advanced degree in education, possession of a California Teaching and Administrative Services Credentials, and at least four years of increasingly responsible administrative experience in an educational setting, including site principal experience.

Education and Experience:

Required experience includes:

Proven success as a principal; effective instructional leadership that resulted in the improvement of teaching and learning; experience analyzing student achievement data and identifying patterns and trend 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; effective coaching of teachers and/or administrators.

Required Testing

Certificates

CA Teaching & Administrative Services Credentials

Continuing Educ./Training

Maintains Certificates and/or Licenses

Clearances

FLSA Status: Exempt

Salary Range: Certificated Management Salary Schedule Grade M52

SLT Approval Date: April 4, 2017