

## **Director, Implementation, Improvement, and Impact**

### **Purpose Statement**

Under administrative direction the Director, Implementation, Improvement, and Impact is responsible in directing, coordinating services, supporting SDCOE, Local Educational Agencies (LEAs) and school districts in meeting student needs; manages and oversees ESSA Assistance Comprehensive Support and Improvement (CSI) Grant and in the development, implementation, and evaluation of continuous improvement networks, and services across the Learning and Leadership Services division.

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### **Diversity Statement:**

Because each person is born with inherent worth and dignity, and because equitable access and opportunity are essential to a just, educated society, SDCOE employee commitments include being respectful of differences and diverse perspectives, and being accountable for one's actions and the resulting impact.

### **Essential Functions**

- Directs, manages, and evaluates programs, services, and projects for the purpose of carrying out and achieving objectives within the area of responsibility.
- Administers and oversees the ESSA Assistance Comprehensive Support and Improvement (CSI) grant and related activities.
- Collaborates to develop, implement, and scale measurement, dashboards, and visualizations to achieve defined objectives by planning, evaluating, developing, implementing, and maintaining services in compliance with established guidelines.
- Facilitates, coordinates, and supports continuous improvement networks.
- Supports and coordinates efforts to build internal and external capacity to sustain improvement and implementation to effectively address disparities in opportunities and outcomes for all students.
- Facilitates and supports the implementation of Differentiated Assistance (DA) and Comprehensive Support and Improvement (CSI) by coordinating and participating in continuous improvement efforts for locally identified LEAs and charter schools.
- Provides expertise and support in developing measurement, assessment instruments, and dashboards for continuous improvement networks and efforts to determine impact and ROI.
- Develops and coordinates capability-building efforts for improvement and implementation.
- Facilitates professional learning opportunities for the purpose of identifying issues, developing best practice recommendations, and providing current, individualized information and guidance to school districts.
- Facilitates meetings and professional learning opportunities collaborating with SDCOE staff.
- Maintains current knowledge and interprets applicable rules, regulations, policies, procedures, contracts and following federal and state requirements.

- Works with Learning and Leadership Services and SDCOE staff to support districts in establishing areas for data inquiry and strategies for pursuing more difficult data to collect (e.g., course access and how to define it, parent involvement, and school climate.)
- Compiles data from a wide variety of sources (e.g., local and state data, needs assessments, annual update and LCAP development process, etc.) for analyzing issues, ensuring compliance with state policies and procedures, and/or monitoring program components.
- Serves on county, regional and state committees, as appropriate.
- Supervises and evaluates certificated and classified staff maintaining adequate staffing needs, enhancing productivity of personnel, and achieving department objectives.
- Supports the Senior Director in managing and achieving the departments operational goals.

### **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**

#### **Knowledge and Abilities**

##### KNOWLEDGE OF:

Pertinent laws, codes, policies, and/or regulations;

Program evaluation methodology;

Liberatory design;

Breakthrough success network strategies;

Specific-knowledge-based competencies include: problem analysis/systems-mapping, theory of improvement formulation, model for improvement, change-package development, PDSAs, measurement for improvement and implementation, staged-based implementation, and Equity mindsets and dispositions;

Standard business practices;

Adult learning theory;

Curriculum and instructional materials;

Concepts of grammar and punctuation;

Community resources;

Practices of personnel administration;

Stages of child development.

##### ABILITY TO:

Lead from a lens of equity, diversity, and inclusion;

Schedule a number of activities, meetings, and/or events;

Work effectively with a significant diversity of individuals and/or groups;

Independent problem solving is required to analyze issues and create action plans;

Meet deadlines and schedules;

Communicate clearly both orally and in writing;

Set priorities;

Communicate with diverse groups;

Supervise and evaluate the performance of assigned personnel;

Work as part of a team.

**Working Environment**

**ENVIRONMENT:**

Duties are typically performed in an office setting.

May be designated in an alternate work setting using computer-based equipment to perform duties.

**PHYSICAL ABILITIES:**

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 extended periods of time sitting, walking, and standing. The job is performed under minimal temperature variations. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

**Education and Experience**

Education: A Master’s degree in education, education administration, or related field; and

Experience: At least five (5) years of administrative experience in a site or district educational setting involving the improvement of educational programs and two (2) years as a district/site level administrator, director or equivalent with proven experience with evidence of turning around low performing schools/districts and developing the instructional leadership of site leaders; or

Equivalency: A combination of education and experience equivalent to a master’s degree in education, education administration, or related field and a least five (5) years of administrative experience in a site or district educational setting involving the improvement of educational programs and two (2) years as a district/site level administrator, director or equivalent with proven experience with evidence of turning around low performing schools/districts and developing the instructional leadership of site leaders.

Required Testing

N/A

Certificates

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

Continuing Educ./Training

N/A


Clearances

Fingerprint/Background Clearance  
Physical Exam including drug screen  
Tuberculosis Clearance

FLSA Status: Exempt

Salary Grade: Certificated Management, Grade 050

Approval Date: April 2022

Approved by:   
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Dr. Yolanda Rogers, assistant superintendent  
Human Resources Services