

JOB DESCRIPTION
San Diego County Office of Education

SENIOR DIRECTOR, SYSTEM OF SUPPORTS

Purpose Statement

The job of Senior Director, System of Supports is responsible for directing and coordinating services in support of local educational agencies (LEAs) and their schools to meet the needs of students through transformative practices that improve outcomes through a whole child approach; provides oversight of technical assistance for the development and implementation of continuous improvement, including implementation of Multi-Tiered System of Supports (MTSS), Positive Behavior Intervention Strategies (PBIS), restorative practices, and social emotional learning, and integration of the community schools strategy.

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

- Leads the development of staff capacity to facilitate and support the local implementation of California's System of Support model by coordinating and participating in continuous improvement efforts (e.g., Differentiated Assistance).
- Provides professional development and consultation to increase prevention strategies using a multi-tiered systems of support framework available to district and schools that promote positive school culture and climate and student health and wellness.
- Guides the leadership required to implement California's Multi-Tiered System of Supports (MTSS) for LEAs, charters, and schools in aligning initiatives, such as positive school climate, restorative practices, and social emotional learning, to address the needs of all students.
- Develops professional learning opportunities within SDCOE and countywide for the purpose of building capacity of school staff and administrators, fostering alignment across various school-based initiatives, and elevating the importance of student-centered practices.
- Compiles and analyzes national, state and district level data, trends and policies related to education identifying and anticipating district and school needs and designing professional development and resources to support LEAs in their implementation of MTSS, PBIS, restorative practices, Social Emotional Learning and whole-child initiatives.
- Conducts research on current leadership and instructional practices for the purpose of supporting improvement in school climate and community transformation and anticipating future areas or trends needing to be addressed.
- Establishes and maintains relationships with educational and community partners across various sectors (e.g., institutions of higher education, nonprofits) to maximize collective impact to improve conditions needed for students to thrive.
- Serves on state, regional and district committees, work groups and advisory boards for the purpose of addressing whole-child and systemwide transformational practices; leads the work of assigned committees and work groups addressing SDCOE goals, objectives, and strategic plan.

- Performs personnel administrative functions for assigned staff (e.g. hiring, onboarding, training, supervising, evaluating, providing professional development opportunities, developing work schedules, etc.) maintaining adequate staffing, enhancing productivity of personnel and ensuring department/program outcomes are achieved.

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:

Multi-tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), whole child educational programs, and restorative justice frameworks and processes;
 Pertinent laws, codes, policies, and/or regulations;
 Personnel processes;
 Standard business practices, adult learning theory, approved curriculum and instruction materials;
 Concepts of grammar and punctuation;
 Community resources;
 Principles of negotiation/arbitration;
 Stages of child development.

ABILITY TO:

Promote a human-centered culture that elevates the strengths of others creating a sense of belongingness;
 Practice cultural competency while working collaboratively with diverse groups and individuals;
 Schedule a number of activities, meetings, and/or events;
 Practice cultural competency while working collaboratively with diverse groups and individuals;-
 Work with others in a wide variety of circumstances;
 Work with data of varied types and/or purposes;
 Problem solve to analyze issues and create action plans;
 Establish and maintain effective working relationships;
 Meet deadlines and schedules;
 Set priorities;
 Work with multiple projects, frequent interruptions, and changing work priorities;
 Work with detailed information/data and maintaining accurate records;
 Maintain confidentiality;
 Communicate with diverse groups;
 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:

Must be able to hear and speak to exchange information; see to perform assigned duties; sit or stand for extended periods of time; possess dexterity of hands and fingers to operate computer and other office equipment; kneel, bend at the waist, and reach overhead, above the shoulders and horizontally, to retrieve and store files; lift light objects. All requirements are subject to possible modification to

reasonably accommodate individuals with a disability.

Travels as required in conducting course of business statewide, regionally, and locally.

Education and Experience:

Experience: Five (5) years of experience as a district-level administrator, director at a site, district, or a county office leading MTSS, PBIS, or other whole-child initiatives is required; experience leading collaborative technical assistance teams and regional projects is preferred including supervisory experience of staff.

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

Equivalency A combination of education and experience equivalent a master's degree in education, educational administration, or closely related field and five (5) years of experience as a district-level administrator, director at a site, district, or a county office leading MTSS, PBIS, or other whole-child initiatives is required; experience leading collaborative technical assistance teams and regional projects is preferred including supervisory experience of staff.

Required Testing

N/A

Certificates, Licenses, Credentials

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

Continuing Educ./Training

N/A


Clearances

Criminal Justice Fingerprint/Background
Clearance
Physical exam including drug screen
Tuberculosis Clearance

FLSA Status: Exempt

Salary Grade: Certificated Management, Grade 050

Approval Date: February 2023

Approved by: 

Dr. Yolanda Rogers
Assistant Superintendent, Human Resources