

## **DIRECTOR, SCHOOL AND DISTRICT SUPPORT**

### **Basic function**

Under the direction of the Associate Superintendent, Curriculum and Instruction, plan, organize, implement, evaluate, and improve services to districts and schools, including differentiated and technical assistance, grounded in equity and continuous improvement. Work as part of a collaborative team with district leaders to develop and implement district and site plans, including the Local Control and Accountability Plans (LCAPs). Provide leadership in the areas of research, development, data, policy, planning, technical assistance, training and stakeholder engagement. Facilitate data analysis and planning. Coach, collaborate, and consult with district leadership and stakeholders.

### **Supervision**

Directly responsible to the Associate Superintendent, Curriculum and Instruction.

### **Representative duties**

- Design, deliver and evaluate high quality, engaging professional development sessions for site and district administrators and teacher leaders. Provide coaching, technical assistance and support to districts and schools. Support districts in developing comprehensive professional development programs, improvement plans, and LCAPs. Provide leadership in the areas of data, accountability, and school improvement.
- As a member of the County LCAP review and support team, provide ongoing training and support to district leadership personnel and LCAP development teams. Work with department and fiscal staff to review and evaluate district LCAPs and provide coaching, support, and technical assistance for identified districts.
- Provide leadership and vision to plan, organize, and implement high quality Differentiated Assistance, meeting standards of quality and effectiveness and the needs of local districts and schools. Monitor and evaluate program supports for implementation, effectiveness, policy alignment, and reflection of research-affirmed practice.
- As a member of the School and District Support team, develop and present data displays and data visualizations for all districts. Provide training, technical assistance and support for various stakeholder groups to clarify and make meaning of available data.
- Lead humanistic, multifaceted research and inquiry in identified districts to understand systems, structures, culture, initiatives, programs, student data, perceptions, practices, and outcomes. Initiate relationships with district leaders and stakeholders to build the trust and understanding necessary for partnership and collaboration.
- Maintain and expand knowledge of Improvement Science, Implementation Science, Adaptive Schools, Compassionate Systems, Adaptive Schools, Liberatory Design, Design Thinking, and various coaching structures as they relate to collaborative school improvement. Intentionally and thoughtfully embed the knowledge and structures from these frameworks across all Differentiated Assistance work.
- Regularly review and analyze student data from the CA Dashboard, state databases, and district datafiles, when available. Aggregate, disaggregate, and triangulate data to understand and illustrate district strengths and challenges. Create customized data inquiries and visualizations based on local factors, inquiry questions, and findings. Plan and facilitate data-driven dialogue with various stakeholder groups. Support districts in developing a data-use culture.

## DIRECTOR, SCHOOL AND DISTRICT SUPPORT

- Collaborate to plan and facilitate customized support and improvement efforts for identified schools and districts. Implement cycles of continuous improvement to provide technical assistance to schools and districts based on need.
- Monitor, analyze, and summarize pending and new legislation as it relates to changes in Education Code and policy for districts and schools. Inform Associate Superintendent and Superintendent about impact of legislation and engage in advocacy efforts on behalf of our districts.
- Maintain and expand knowledge of California Curriculum Frameworks, state guidance documents, and research compendia. Continue to develop expertise and evaluate the available resources to serve as team lead in two or more areas of district need (e.g., Students with Disability, Inclusion, Universal Design for Learning, Multi-tiered Systems of Support, Mathematics, English Language Development, Secondary Literacy, Assessment, Career Technical Education, Family Engagement and Partnerships, Student Voice, Technology, Master Schedule).
- Examine research on high performing schools and districts. Continuously connect research, policy, curriculum, practice, data, and program design. Demonstrate a commitment to equity, understanding of adult learning theory, and culturally – responsive practice in all programs and professional development. Remain current with innovations, research, trends and publications to inform high quality programs.
- Serve on state and regional committees, advisory boards, and work groups. Attend all statewide LCAP training and calibration session. Participate in monthly Geo-Region/System of Support meetings. Develop and maintain partnerships with local school districts and regional county offices of education.
- Collaborate with other department and division managers to support programs, initiatives and professional development across SBCEO.
- Attend meetings; prepare and present reports as requested. Initiate, collect and analyze relevant data to serve our schools and districts.
- Perform other duties as assigned.

### Qualifications

Knowledge of:

Applicable sections of State Education Code and other applicable codes, laws, rules and regulations related to assigned activities.

Federal, State, local, and Board policies.

Policies and objectives of assigned programs, services, and activities.

Principles and practices of administration, supervision, and professional learning. Public speaking and presentation techniques.

Interpersonal skills using tact, patience and courtesy.

Organization of instructional programs, theories, practices of instruction, including adult learning theories. Budget preparation and control.

Innovative vision balanced with a deep understanding of the realities of school and district leadership.

A variety of coaching stances.

Assessment, data analysis and accountability.

Ability to:

Plan, organize, implement, support and evaluate a variety of assigned programs and services including professional development, accountability support to districts and schools and leadership development.

## **DIRECTOR, SCHOOL AND DISTRICT SUPPORT**

Direct and participate in the development of policies, procedures and programmatic decisions. Interpret and apply provisions of State Education Code.  
Provide direct assistance and technical expertise and information to administrators and personnel, local school districts, and associated organizations.  
Assemble and analyze complex data and situations accurately, facilitate decision-making, make appropriate recommendations in narrative or statistical formats and adopt an effective course of action.  
Plan, prepare and implement innovative actions.  
Prepare and deliver oral and written presentations.  
Interpret, develop, apply and explain complex rules, regulations, policies and procedures.  
Maintain current knowledge of program rules, regulations, requirements and restrictions. Design curriculum for adult learners.  
Lead group meetings and collaborative decision processes.

### **Education and Experience**

Five years successful teaching experience and, at least, five years successful site/district/county administrative experience. Administrative experience in at least two contexts (school site, district office, county office) desired. Master's degree or equivalent research experience required.

### **Licenses and Certificates**

Valid California Administrative Services Credential  
Valid California driver's license

### **Working Conditions**

Office environment  
Driving a vehicle to conduct work  
Minimal exposure to unpleasant and/or hazardous working conditions

### **Physical Demands**

Ordinary ambulatory skills to travel to outside offices and locations.  
Sufficient visual acuity to recognize words and numbers.  
Near-visual acuity to read written materials and computer screens.  
Sufficient auditory and oral skills to carry on conversations in person and over the phone.  
Ability to project voice to a large audience.  
Sufficient hand-arm-eye coordination and finger dexterity to write and use a computer keyboard, mouse or other pointing device.