

**Executive Leadership Coach, Multilingual Education and Global Achievement  
(MEGA)**

**Purpose Statement**

The job of Executive Leadership Coach, MEGA 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.

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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.

**Representative Duties**

This position description is intended to describe the general nature and level of work being performed by the employee assigned to the position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with the position. Incumbents may be required to perform any combination of these duties.

**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 serving multilingual learners in a wide variety of programs (including but not limited to Structured English Immersion, Bilingual Education Programs such as Dual Language and World Languages).
- 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 on research-based pedagogies to serve multilingual learners through SDCOE leadership institutes and administrator credentialing programs in support of school and district improvement.
- Collects data on multilingual learners 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, English Learner Master Plan, 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 with a strong focus on

multilingual learners 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 for multilingual learners.
- Compiles and analyzes data from a variety of sources (e.g., program, local, state, data, district, etc.) for the purpose of reviewing programs for multilingual learners 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 multilingual 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 with a strong emphasis on multilingual learners.
- 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 multilingual students' 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 multilingual 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:**

**Knowledge and Abilities**

**KNOWLEDGE OF:**

Strategies for effective instructional leadership;  
 Coherent systems reflected in high achieving districts and schools that support improvement;  
 Coaching strategies;  
 Adult learning theory;  
 Successful programs and strategies for Multilingual Learners and students with disabilities (including dually identified students);  
 Impact data collection and analysis;  
 College and career counseling;  
 CA State Standards (including World Languages Standards);  
 Standards for educational leaders/administrators (CAPEs & CPSELs).

**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 significant number of activities, meetings, and/or events;  
 Analyze data utilizing different processes;  
 Work with a significant diversity of individuals and/or groups;  
 Work with data of varied types and/or purposes;  
 Utilize job-related equipment;  
 Create action plans;  
 Communicate effectively orally and in writing;  
 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 maintain accurate records;  
 Maintain confidentiality.

**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 sitting, walking, and standing. This job is performed in a generally clean and healthy environment. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

**Education and Experience**

**Education:** A Master’s degree from a regionally accredited institution of higher education in education, educational administration, or closely related area, including coursework in instructional leadership and/or organizational change; and

**Experience:** Four (4) years of increasingly responsible administrative leadership experience in a TK-12 educational setting, including proven success as a school-site principal. Experience must include effective instructional leadership that resulted in the improvement of culturally and linguistically responsive teaching and learning; analyzing multilingual 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 (including Bilingual Programs), particularly in high poverty, high performing schools; and effective coaching of TK-12 teachers and/or administrators; Bilingual is preferred; or

**Equivalency:** A combination of education and experience equivalent to a master’s degree from a regionally accredited institution of higher education in education, educational administration, or closely related area, including coursework in instructional leadership and/or organizational change, and four (4) years of increasingly responsible administrative leadership experience in a TK-12 educational setting, including proven success as a school-site principal. Experience must include effective instructional leadership that resulted in the improvement of culturally and linguistically responsive teaching and learning; analyzing multilingual student achievement data and identifying patterns and trends to improve culturally and linguistically responsive teaching and learning; the development, implementation, and delivery of a high quality professional development; teaching and leadership in a variety of educational settings (including Bilingual Programs), particularly in high poverty, high performing schools; and effective coaching of TK-12 teachers and/or administrators.

**Required Testing**

N/A

**Certificates, Licenses, Credentials**

Valid CA Administrative Services Credential  
Valid CA Teaching Credential  
Valid English Learner Authorization\  
(CLAD/BCLAD/EL/ELA/SDAIE)  
Valid CA Driver’s License

**Continuing Educ./Training**

Maintains Certificates and/or Licenses

**Clearances**

Criminal Justice Fingerprint/Background Clearance


Physical Exam including drug screen

Tuberculosis Clearance

FLSA Status: Exempt

Salary Grade: Certificated Management, Grade 052

Approval Date: June 2023

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

Revised: N/A