

DIRECTOR OF SOCIAL EMOTIONAL LEARNING AND EQUITY

DEFINITION:

Under the general direction of the Superintendent, the Director of Social and Emotional Learning (SEL) and Equity will provide leadership, planning, coordination, and management to support the development of infrastructure that creates the conditions, culture and competencies to guide SEL and Equity District-wide. The Director of SEL and Equity will oversee, monitor and evaluate SEL and Equity programs in the District for Preschool- Adult Education, Special Education and Alternative Education students.

QUALIFICATIONS:

Experience: A minimum of five years of relevant professional experience, preferred experience in classroom teaching, evaluation, research, organizational structures and systems, strategic planning, change management, building capacity of adults, leadership development, and coaching; three years of experience in educational counseling, developing school culture and climate, and developing social emotional skills.

Education: Master's Degree in a related field

Possession of a California Administrative Credential

Possession of a valid California Teaching Credential or California Pupil Personnel Services Credential

Other: A valid California driver's license

DISTINGUISHING CHARACTERISTICS:

- Work with changing priorities, regulations, and deadlines
- Analyze situations accurately and recommend necessary actions
- Perform essential job functions and job task requirements
- Be an effective team member
- Implement District-wide programs and systems
- Demonstrate skills collaborating with teachers and administrators

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The incumbent will:

- Assess the current state of SEL and Equity in the District in order to develop an assets based multi-year systemic SEL and Equity plan that includes short term and long term goals, benchmarks, support, assessments, and monitoring for accountability and efficiency.
- Assists with creating a sustained focus on further developing cultural competency within the district to increase awareness and understanding of varying cultural identities, norms, and uniqueness among students and their families.
- Organizes the management of programs and a system of resource alignment to assist district in providing culturally relevant and responsive intervention, prevention, and student support which integrates special and general education services including but not limited to Social Emotional Learning (SEL), Positive Behavior and Intervention Systems (PBIS), Restorative Justice, Trauma Informed Practices, intervention, prevention, and student support services.
- Prepare reports and presentations reflecting the strengths and opportunities of the District's curriculum by area and grade and formulate recommendations for alterations or additions to the curriculum with specific focus on the impact SEL and Equity has on student achievement and graduation rates.
- Embed and promote SEL with the explicit goal of advancing equity across all education and youth development systems and structures, including but not limited to: vision statements, strategic plans, budgetary decisions, staffing, professional learning, school-wide policies, curricular adoption criteria, instructional practices, and instructional quality assessments.
- Collaborate with other District departments and other local and national SEL and Equity Directors to develop and achieve the goals and objectives of the District.
- Chair the SEL Equity Instructional Leads and the Equity Task Force to take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college/ career/ civic readiness.

DIRECTOR OF SOCIAL EMOTIONAL LEARNING AND EQUITY

- Regularly collect and analyze data on parent and student perception of safety and evaluate District-wide programs and policies related to student attendance, bullying, and student misconduct and use evidence to guide decision-making while aiming to enhance the quality of student SEL and Equity opportunities.
- Ensure all students have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.
- Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.
- Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships to advance SEL, Equity, and student well-being.
- Support the development and sustainment of a professional learning community (PLC) for SEL and Equity instructional leads.
- Consult with principals and staff concerning the needs of students and implementation of Positive Behavior Intervention System (PBIS) and Applied Behavior Analysis.
- Review disaggregated District-level minority student performance data to assist administrators and staff in setting measurable, outcome-focused goals and designing interventions to drive instructional decisions
- Collaborates with administrators, staff, and external agencies/organizations to coordinate activities and programs, resolve issues, exchange information, and participate in community events and activities as necessary.
- Attend Board meetings; prepare, and present reports to the Board as requested by the Superintendent; interpret the impact of proposals as necessary.
- Designs, develops, coordinates, and conducts district-wide trainings related to equity and culturally relevant strategies to for staff, parents, and community members and evaluates the effectiveness of trainings provided.
- Work with school climate facilitators to assist with developing a comprehensive approach to improve school climate, creating inclusive schools for diverse families, and fostering a district culture to support equity and social justice within the district and the surrounding community.
- Present SEL and Equity lessons to whole classes and small groups of students in accordance with curriculum identified by the District.
- Research and provide Equity and SEL, technical expertise, and trainings for staff, parents, and the community.
- Demonstrate cultural competence and sensitivity with diverse groups across lines of race, ethnicity, religion, gender, socio-economic group, sexual orientation, and other identifiers.
- Promote district participation in the design and development of a comprehensive system of transformational programs to meet student needs; develops and facilitates system-level learning and support as part of a continuous improvement process to ensure equity and access through the Local Control Accountability Plan (LCAP).
- Establish and maintain effective communications and working relationships among diverse groups of students, parents, District staff and departments (i.e. English Learner, Title I, Family and Community, Special Education, Student Services, etc.), the community, and multi-faceted public and private agencies.
- Develops partnerships and serve as a liaison with community and regional agencies and coordinates resources to support equity and vital district initiatives surrounding issues of diversity understanding and ensure compliance.
- Lead Administrator in development of the Local Control Accountability Plan (LCAP).
- Administer grants, budgetary procedures and systems of purchasing supplies and equipment.
- Supervise and evaluate the performance of assigned staff.

KNOWLEDGE:

- California's SEL Guiding Principles
- SEL research, evaluation, strategies, theories, techniques, and methods of instruction
- Education Code, District policies, District goals, District procedures, and state and federal regulations related to special education including the ability to interpret and apply rules, regulations, and standards to public school leadership and communication styles to address and meet the needs of various school and community stakeholders
- Personnel practices and interpersonal relations

DIRECTOR OF SOCIAL EMOTIONAL LEARNING AND EQUITY

ABILITIES AND SKILLS:

- Effective staff and public relations skills
- Verbal and written communication skills
- Planning and organizational techniques

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with District staff and the public.