

**Marin County Office of Education (Marin COE)  
as Administrative Agent for the  
California Collaborative for Educational Excellence (CCEE)**

**Professional Expert Description  
Assistant Director, Teaching, Learning & Leading**

**THE POSITION:** Under the direction of the Deputy Executive Director, the Assistant Director will provide technical assistance and support in developing a statewide professional learning infrastructure focused on evidence based accelerated learning strategies in literacy, mathematics, and language development as outlined in Section 152 of Assembly Bill 130. The Assistant Director will assist with designing and implementing systems that provide coherence across the accelerated learning grants, Direct Technical Assistance cycles, and other professional learning efforts led by CCEE.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

*Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks, which may be found in positions within this class. Job descriptions are written as a representative list of the ADA (Americans with Disabilities Act) essential duties performed by the entire job classification. Typical tasks include any duties and responsibilities assigned to the Assistant Director job family, and:*

- Research relevant effective professional learning delivery models and evidence based accelerated learning strategies in literacy, mathematics, and language development to support the implementation and coordination of the Accelerated Learning Grants as outlined in Section 152 of Assembly Bill 130.
- Engage with multiple partners across the state of California, including CCEE staff, California Department of Education (CDE), institutes of higher education, and County Offices of Education (COEs) to support an effective professional learning infrastructure centered on evidence based accelerated learning strategies in literacy, mathematics, and language development.
- Manage and coordinate the development of the CCEE technical assistance as it pertains to Section 152 of Assembly Bill 130.
- Manage and direct the work of Part-Time Professional Experts that can provide technical assistance that is and tailored to the need of the professional learning providers as it relates to the Accelerated Learning Grants.
- Understand performance on the state and local indicators, including the California School Dashboard, and develop resources that can support technical assistance for professional learning and contribute to the state system of support.
- Collaboratively work with CCEE leadership to strategize and execute instructional (CCEE) resources, professional learning, and training activities that support local educational agency personnel's

capacity development to improve pupil outcomes on the priorities reflected in the Local Control and Accountability Plan (LCAP).

- Engage in professional outreach to continue building the network of support providers and broadening CCEEs resources in teaching, learning, and leading (i.e., best practices, exemplar school/district sites, utilizing innovation)
- Utilize strong leadership and social-emotional skills that will foster solutions and buy-in within complex situations.
- Direct/supervise other personnel to support them in the completion of their work activities
- Perform other duties as assigned, requiring essentially the same effort, skill, and responsibilities when work requirements are changed or modified.

**MINIMUM QUALIFICATIONS:**

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**EDUCATION:**

Master's degree in an education-related field from an accredited college/university is required.

**EXPERIENCE:**

Four years of recent successful administrative experience at a school district, county office of education, or other commensurate educational context is required.

**KNOWLEDGE OF:**

- Current and effective instructional strategies, curriculum, practices, and research to support student academic success, particularly targeting historically underserved and underperforming student groups.
- Improvement Science Methodologies and associated theory (e.g., organizational psychology, Deming's System of Profound Knowledge, Carnegie's Six Principles, Total Quality Management).
- Applying continuous improvement cycles utilizing data, and coaching strategies (i.e., gradual release and empathy exercises), with teachers, principals, and other district leaders.
- Multi-tiered systems of support in the area of academics and social-emotional (e.g., RTI and PBIS)
- Developing and monitoring accountability measures, such as state performance indicators and key performance indicators, and data dialogues
- Implementing systems and structures that allow for executing an instructional vision and strategic direction of curriculum, instruction, intervention, acceleration, and assessment to achieve rigorous learning and improvement initiatives
- Providing leadership, professional development in instructional practices, and coaching regarding supports for culturally and linguistically diverse learners, English learners, and students with disabilities
- Evaluating and developing reports for demonstrating the progress of implementing instructional best practice and supporting data/artifacts that leads to higher student achievement and acceleration of student
- Organizing and leading large-scale professional development and learning activities

- Organizational operation including school districts, COEs, charter schools, advocacy groups, civil rights groups, philanthropic groups, and the media
- Regulations and laws that pertain to the position
- Basic budgetary practices
- High-level public relations skills
- Principles of supervision

## **SKILLS AND ABILITY IN:**

### **PROJECT MANAGEMENT**

- Learn and apply CCEE's administrative regulations, policies and procedures, Board Policies, and California Education Code related to the CCEE
- Schedule, coordinate, and monitor a wide range of activities, tasks, and projects across multiple internal and external teams
- Effectively plan, develop, administer, implement, and evaluate activities and programs related to assignment
- Manage multiple projects, including establishing and meeting project deadlines and ensuring that external teams successfully complete projects and activities
- Monitor program budgets
- Analyze issues, create plans of actions, and reach appropriate and effective solutions
- Create and maintain project documentation for internal and external purpose.

### **FACILITATION**

- Develop and implement engaging agendas, meeting/activity facilitation guides, and presentations aimed at a variety of audiences
- Facilitate large, cross-agency meetings with a variety of partners, including but not limited to statewide agencies, lead agencies, LEAs, technical assistance providers, researchers, and member associations
- Coordinate, schedule, and manage in-person and virtual meetings and learning opportunities.

### **STAKEHOLDER ENGAGEMENT AND SUPPORT**

- Develop systems and processes for establishing and maintaining effective communications both internally and with external partners using a variety of channels and media
- Establish and maintain effective working relationships with staff, statewide agency partners, lead agency representatives, school district and county officer personnel, and other agency personnel.

### **OTHER**

- Perform professional level tasks with a need to frequently upgrade skills to meet changing job conditions
- Communicate effectively, both orally and in writing
- Work evenings and weekends as needed and perform job safely

- Meet any travel requirements of the position.

**PHYSICAL DEMANDS:**

*The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions:*

- Hearing and speaking to exchange information and make presentations
- Dexterity of hands and fingers to operate a computer keyboard
- Driving a vehicle to conduct work
- Seeing to conduct inspection of data
- Occasional lifting or carrying up to 15 lbs.
- Occasional climbing, balancing, pushing, pulling, stooping, kneeling, and crouching
- Significant fine-finger dexterity
- Generally, the job requires 70% sitting, 15% walking, and 15% standing.

**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. While performing the duties of this job, the employee:*

- Regularly works in inside environmental conditions with:
  - minimal temperature variations
  - a generally hazard-free environment
  - a clean atmosphere
- Frequently works with a video display terminal for prolonged periods
- The noise level is typical of an open office work environment with background noise of telephones and conversations
- Works under stressful conditions with interruptions and shifting demands.

**CERTIFICATES/CREDENTIALS/LICENSES:**

- Valid California Driver's License required