

DIRECTOR OF EDUCATIONAL SERVICES

DEFINITION:

Under general direction of the Assistant Superintendent and Executive Director of Educational Services, the Director of Educational Services oversees the operations and academic performance of all district schools. The Director will manage district staff, focusing on student achievement, allocating the budget, and ensuring compliance with district and state regulations and programs. The Director collaborates with site leadership and school guiding coalitions to drive changes in school culture, curriculum, pedagogy, and policies, fostering a positive, inclusive learning environment for a diverse student population. Additionally, the Director provides strategic planning and support, offers vision for professional development programs, and supervises coordinators, lead teachers, and other certificated and classified staff as assigned.

QUALIFICATIONS:

Experience:

- A minimum of five years of credentialed teaching experience and five years of administrative experience

Education:

- Master's Degree or equivalent (10 years or more of experience) preferably in Curriculum and Instruction or Education Administration
- Possession of a California Administrative Credential
- Possession of a valid California teaching or other related services credential

Other:

- A valid California driver's license

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Assistant Superintendent and Executive Director of Educational Services or designee, incumbent will:

- Collaboratively work with district and site leadership toward implementation of District-wide performance and process targets, programs, systems, and initiatives.
- Support and guide site leadership in implementing professional learning communities (PLCs) while assisting administrators in monitoring and evaluating the effectiveness of curriculum, PLC initiatives.
- Provide coaching and guidance to principals and assistant principals to build instructional leadership.
- Support sites in implementing best practices, enhancing teaching effectiveness, and improving student outcomes through ongoing professional development and mentorship.
- Collaborate with directors, lead teachers, and principals to implement best instructional practices, monitor student achievement, and differentiate instruction.
- Supervise the development of curriculum and textbook guides, courses of study and course descriptions.
- Collaborate with stakeholder groups to review and update Board Policies/Administrative Regulations related to curriculum and instructional best practices.
- Collaborate with the LCAP team to contribute to the annual update and goal setting process.
- Regularly collaborate with the Assistant Superintendent, directors, and coordinators of the Special Education Department to support student achievement, curriculum development, and professional development for teachers and staff serving students with disabilities.
- Regularly collaborate with the Director of Categorical Programs to support student achievement, curriculum development, and professional development for teachers and staff serving EL and LTEL students.
- Analyze district-wide assessment data to identify trends, inform instructional planning, and develop targeted programs that improve student outcomes, close achievement gaps, and meet the diverse needs of all students.
- Collaborate with site guiding coalitions to analyze site-level assessment data, identify trends, and implement targeted instructional practices, linked to the District Model of Instruction, to improve student outcomes and meet the diverse needs of all students.
- Lead the implementation and monitoring of a district-wide MTSS framework that coordinates academic and behavioral interventions across all tiers to ensure students receive the appropriate support.

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- Coordinate any summer programs, inter-sessions or other district-led academic and/or behavioral support programs.
- Provide administrative leadership to ensure compliance with legal mandates related to curriculum (e.g., Williams mandates), including updates on legislative changes, while overseeing district curriculum, state frameworks, content standards, and the facilitation of the Curriculum Advisory Committee.
- Direct the preparation and maintenance of a variety of narrative and statistical reports related to assigned duties, evaluate certificated and classified personnel, and assume responsibility for the department budget.
- Attend Board meetings when required; prepare, and present reports to the Board as requested by the Superintendent; interpret the impact of proposals, as necessary.
- Perform essential job functions, job task requirements and other duties as assigned.

KNOWLEDGE:

- Strong background in coaching
- Extensive background in curriculum and instructional best practices, including special populations
- Knowledge of Education Code, District policies, District goals, District procedures, and state and federal regulations related to curriculum and instruction for both general and special education including the ability to interpret and apply rules, regulations, and standards to public school leadership.
- Communication styles to address and meet the needs of various school and community stakeholders.

ABILITIES AND SKILLS:

- Research-based implementation of curriculum and instructional strategies, best practices, professional development and technological applications.
- Effective management of school operations & technology applications relative to education, and budget development.
- Ability to provide direct support to site principals and administrators
- Experience explaining and using data for decision making
- Highly organized and able to consistently meet predetermined deadlines
- Effective staff and public relations skills
- Verbal and written communication skills
- Planning and organizational techniques
- Large group and meeting facilitation skills

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.