

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

**Professional Expert Description
Assistant Director, Data for Quality Improvement**

THE POSITION:

Under the direction of the Deputy Executive Director or designee, the Assistant Director will support the agency in providing technical assistance to eligible local educational agencies (LEA). When CCEE is identified to support a local educational agency, the Assistant Director will assist with designing and implementing direct technical assistance through data analysis, an understanding of data protocols to drive systems change, and work with LEA in supporting the development of data systems to improve pupil academic achievement. Based on the results of the consultation process, the Assistant Director will support and/or lead cycles of data-based inquiry; coordinate and facilitate the assistance provided to the LEA in collaboration with education partners to provide coherent support; develop and coordinate data learning networks based on needs of district in Direct Technical Assistance; develop and manage systems and processes; design and; build and foster positive working relationships; ensure effective dissemination of information and resources; and manage ongoing implementation, progress monitoring, and evaluation activities in the areas assigned. All of this work will center around data, data analysis, data protocols, and supporting LEAs with developing comprehensive data systems to improve student outcomes.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Any one position may not include all 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:

- Leads the development of data analysis and research to support direct technical assistance and the needs of districts receiving direct technical assistance
- Facilitates both internal (agency) and external (district and school) leadership teams in the use and analysis of data, implementation of cycles of data inquiry, and change practice based on the needs of the districts receiving direct technical assistance
- Research relevant LEA information (i.e., data, reports, leadership, and empathy interviews) and develop the plan for technical assistance and related activities, including immediate and long term, for providing support that is tailored to the needs of the local educational agency that will positively impact student achievement, close opportunity, and achievement gaps, foster instructional coherence, and create conditions in schools that accelerate teaching and learning
- Cultivate relationships and Engage with multiple partners across the state of California, including CCEE staff, California Department of Education (CDE), Fiscal Crisis and Management Assistance Team (FCMAT), and County Offices of Education (COEs) to determine and debrief support provided to LEA and review progress on performance indicators

- Utilize strong leadership and social-emotional skills that will foster solutions and buy-in within complex situations
- Understand performance on the state and local indicators, including the California School Dashboard, and develop resources that can support technical assistance delivery and contribute to the state system of support
- Support the development of the CCEE technical assistance process aligned to the legislative statute and CCEE vision and theory of action, including data analysis, writing quarterly and yearly reports on activities and performance indicators established
- 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).
- Develops and implements project management systems, structures, and processes that will be used to manage the work of the various projects, activities, and contractors involved in the agency's professional learning initiatives.
- Supervises, trains, and evaluates assigned personnel for the purpose of ensuring that standards are achieved, and performance is maximized.

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:

- Data analysis protocols, data decision making protocols, data representation and visualization to inform decision making for systems improvement
 - California policy context, including Local Control Funding Formula (LCF) policy, the Local Control Accountability Plan (LCAP) process, and California Education Code related to the California Collaborative for Educational Excellence and the Statewide System of Support
 - 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
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- 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 at the local level, 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 TO:

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
- Develop and monitor project 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.
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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 independently with little direction
- Work evenings and weekends as needed and perform job safely
- Meet the frequent 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
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