

COORDINATOR DISTRICT IMPROVEMENT AND SUPPORT

DEFINITION

Under general direction, support the planning, organization, coordination, and implementation of the SMCOE strategic planning including the Local Control Accountability Plan (LCAP) yearly planning and approval process. Provide Differentiated Assistance to districts related to the development and analysis of actions and services designed by school districts to improve outcomes for students in the LCAP. Use improvement science principles and practices to develop and monitor the implementation of school districts' goals and actions. Support and monitor state, federal, and local program implementation. Collaborate with SMCOE team members across divisions.

SUPERVISION RECEIVED AND EXERCISED

Receives general direction from Executive Director, District Improvement and Support. Exercises direct supervision over professional, technical, and/or administrative staff.

CLASS CHARACTERISTICS

This classification is responsible for planning, organizing, and managing the operations of the assigned program. Incumbents are responsible for performing diverse, specialized, and complex work involving significant accountability and decision-making responsibilities in overseeing the day-to-day operations of the program. Employees serve as a specialist, liaison, and advocate for the program, with regular contact and interactions with Office senior management positions, other public agencies, public and private community organizations, regulatory and governmental agencies, and members of the public.

EXAMPLES OF TYPICAL JOB FUNCTIONS (Illustrative Only)

Management reserves the right to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job.

- Provide consultation and technical assistance to school districts, faculty, administrators, staff, and others concerning LCAP, State and Federal Programs, the California School Dashboard, Common Core State Standards and Smarter Balanced Assessments.
- Serve as a resource to help districts use student achievement data for continuous improvement including monitoring implementation.
- Deliver high quality program evaluation, Data Literacy Modules, and ongoing grant development.
- Plan, organize, coordinate and implement the training activities, instructional resources and support functions for local school districts to enhance student learning and achievement, with a particular emphasis on Students with Disabilities, English Learners, Foster Youth and Low Income students.
- Monitor, evaluate and adjust activities in response to the instructional needs of local school districts and students. Work in collaboration with SMCOE staff to develop and disseminate training modules on the LCAP, California School Dashboard, Smarter Balanced Assessments (SBAC), Improvement

Science, Data Literacy.

- Team across SMCOE divisions including Budget, Student Services, SELPA, and HR in service of county school districts.
- Support the successful oversight of County Office grants and program evaluation.
- Provide project management for assigned projects including maintaining budgets and supervising staff, as required. Supervise and evaluate personnel. Assign duties and review work for accuracy, completeness and compliance with established standards and procedures.
- Work cooperatively with County Office of Education and district staff on interagency projects.
- Develop and maintain collaborative relationships with colleagues at state, regional and local agencies.
- Facilitate a wide variety of meetings and group processes in high stakes areas including having facility with a range of facilitation models and experience and expertise in facilitating reluctant and resistant groups.
- Maintain current knowledge of educational methods, practices and standards related to effective schools and related laws, codes, regulations, policies and procedures, with a particular emphasis on understanding the needs of the “unduplicated pupils”, as named in the LCAP.
- Assist in the development and preparation of annual preliminary budgets for assigned projects and programs. Attend and participate in a variety of meetings, task forces, seminars, in-services and conferences.
- Performs related duties as required.

QUALIFICATIONS

Education and Experience:

Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:

- Equivalent to a master’s degree from an accredited college or university with major coursework in education or a closely related field applicable to the position; and
- Three (3) years of progressively responsible experience in administrative leadership.
- Understanding and experience with best practices for Students with Disabilities.
- Experience in writing LCAPs, School Plans for Student Achievement (SPSAs), data analysis and program evaluation.
- Experience in program design and implementation for Students with Disabilities, English Learners, Low Income and Foster Youth.
- Experience with Multi-tiered System of support (MTSS), Positive Behaviors Interventions and Supports (PBIS), and Universal Design for Learning (UDL).

Licenses and Certifications:

- Valid Administrative Services Credential.

Knowledge of:

- Components of LCAPs, approval criteria, and the process of continuous improvement.
- State and Federal programs.
- Best practices for stakeholder engagement.
- Implementation and improvement science.
- Use of data for continuous improvement at the district and site level.

- Best practices in culture and climate including PBIS.
- Applications of Multi-tiered System of Support (MTSS) and UDL.
- Components of program evaluation, with a particular emphasis on programs serving English Learners, foster youth and low income students.
- Principles, theories, standards, practices, strategies and use of standards-based materials, intervention programs and best practices in accelerating student learning and achievement, especially for students of color, English learners, foster youth, students with disabilities and students living in poverty.
- Have a deep understanding of the achievement gap, role of equity in schools and districts, the impact of institutional racism and what effective schools do to counteract the negative effects of same.
- Practices, procedures, and techniques involved in the development and implementation of effective professional development activities, with particular emphasis on professional learning communities.
- Current research and best practices on instructional techniques and strategies related to Common Core State Standards, Smarter Balanced Assessments (SBAC), and other components of the CA Dashboard.
- Policies and objectives of assigned programs and activities.
- Basic budget preparation and control.
- Applicable laws, codes, regulations, policies, and procedures.
- Public speaking techniques.

Ability to:

- Instruct educators and administrators on the effective use of data at the classroom/district level for the purpose of continuous improvement.
- Develop and implement strategies and training activities to enhance educational effectiveness and student learning in local school districts.
- Design, develop, implement, and conduct effective training and professional development activities for faculty, staff and administrators.
- Work effectively as part of a team with individuals and groups from diverse ethnic, racial, linguistic, and social backgrounds.
- Facilitate group processes and conversations in a variety of settings, including meetings with reluctant participants and highly charged situations.
- Communicate effectively both orally and in writing. Prepare and deliver effective written and oral presentations.
- Conduct oneself in a professional manner using tact, patience, and courtesy.
- Analyze situations accurately and adopt an effective course of action.
- Resolve conflicts effectively with positive results in a timely manner.
- Meet schedules and timelines.
- Work independently with little direction.
- Effectively use computer systems, software applications relevant to work performed, and modern business equipment to perform a variety of work tasks.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. This is primarily a sedentary office classification although standing in work areas and walking between work areas may be required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information.

ENVIRONMENTAL CONDITIONS

Employees work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees may interact with upset staff and/or public and private representatives in interpreting and enforcing divisional policies and procedures.