

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: DIRECTOR I - DISTRICT AND SCHOOL SUPPORT TEAMS

BASIC FUNCTION:

Under the direction of the Director III-District & School Support Services, coordinates and provides administrative, technical and functional supervision of the Elementary and Secondary Education Act (ESEA) and support the Integrated Behavior and Learning Support Technical Assistance Center; plans, organizes and provides technical assistance and administrative services in the implementation and monitoring of ESEA programs and Corrective Actions under the ESEA Act to schools and districts in Santa Clara County; plans, organizes and provides technical assistance and administrative services in the implementation and monitoring of leadership development; provides direction, monitoring and assistance in the implementation of Program Improvement (PI) Local Education Agency (LEA) Plan to assure compliance with federal requirements; provides information, consultation and training as needed; publishes documentation and materials related to ESEA, Response to Instruction and Intervention, and leadership development; supervises and evaluates the performance of assigned personnel.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Coordinates and provides administrative, technical and functional supervision of the ESEA support and the Integrated Behavior and Learning Support Technical Assistance Center; plans, organizes and provides technical assistance and administrative services in the implementation and monitoring of ESEA programs and Corrective Actions under the ESEA to schools and districts in Santa Clara County; plans, organizes and provides technical assistance and administrative services in the implementation and monitoring of the Integrated Behavior and Learning Support Technical Assistance Center of Northern California; plans, organizes and provides technical assistance and administrative services in the implementation and monitoring of leadership development; plans, organizes and develops operational policies, guidelines and procedures.

Provides direction, monitoring and assistance in the implementation of PI Local Education Agency Plan to assure compliance with federal requirements; assures the LEA addendum's aims, goals and objectives are accomplished within prescribed requirements, priorities, timelines and funding; recruits and assembles teams of DAIT member consultants working to support PI year 3 districts; communicates with staff to outline project plans; delegates areas of responsibility; plans, organizes and coordinates the development and negotiation of service contracts and subcontracts.

Provides information, consultation and training as needed; provides leadership in the interpretation and application of State and federal laws and regulations, and County Office policies, rules and regulations as related to the ESEA, Response to Instruction and Intervention, and leadership development.

Collaborates with local, county, State and federal agencies in the development and implementation of LEA plans for PI 1, 2 and 3 districts to implement ESEA requirements and Corrective Actions, Response to Instruction and Intervention, and leadership development; plans, organizes, directs, brokers and monitors implementation of staff development and in-service training programs for PI districts and schools, Response to Instruction and Intervention, and leadership development; analyzes, assesses and interprets needs assessment and evaluation data in determining LEA Plan addendum development and/or revisions; provides direction and instruction related to the design and development of policies and procedures in the implementation of project/program functions and activities.

Provides direction and support to programs serving English language learning children, students with disabilities and adults.

Directs and evaluates the performance of assigned staff; interviews and selects employees and recommends transfers, reassignments, terminations and disciplinary actions; plans, organizes and coordinates the functions and activities of the district and school liaisons; directs and coordinates professional staff in the development of professional preparation and functional improvement programs.

Provides technical expertise, information and assistance to the Chief Academic Officer regarding assigned activities; assists in the formulation and development of policies, procedures and programs; recommends proper organization structure for assigned programs and functions.

Participates in planning, organizing and implementing long and short-term programs and activities designed to develop programs and services.

Directs the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities; publishes documentation and materials related to ESEA; plans, organizes and develops regular data reports to communicate special project milestones and accomplishments.

Communicates with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information.

Assists in the development of project budget proposals, recommendations and alternatives; provides for project budget monitoring assistance and expenditure control in the program; develops, monitors, and negotiates service contracts with outside professionals and technical staff.

Operates a computer and assigned software programs; operates other office equipment as assigned; drives a vehicle to conduct work as assigned.

Attends and conducts a variety of meetings, workshops and conferences as assigned.

OTHER DUTIES:

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Planning, organization and direction of ESEA and PI support activities.
Planning, organization and direction of Response to Instruction and Intervention, including Positive Behavior Interventions and Supports (PBIS).
Planning, organization and direction of leadership development.
Elementary and Secondary Education Act (ESEA) of 2001 including Title I of ESEA.
IDEA reauthorization of 2004.
Program Improvement and Corrective Action requirements under ESEA.
District assistance and intervention team context in ESEA and related education codes.
Response to Instruction and Intervention components as set forth by CDE.
Evaluation techniques for determining project services.
Jurisdictional parameters, effective project coordination, and supervision strategies.
Human relations and conflict resolution strategies.
Leadership development principles and techniques.
Team building principles and techniques.
Budget preparation and control.
Oral and written communication skills.
Principles and practices of administration, supervision and training.
Applicable laws, codes, regulations, policies and procedures.
Interpersonal skills using tact, patience and courtesy.
Operation of a computer and assigned software.

ABILITY TO:

Direct, coordinate and provide administrative, technical and functional supervision of the Integrated Behavior and Learning Support Technical Assistance Center.
Coordinate and provide administrative, technical and functional supervision of the ESEA support.
Coordinate and provide administrative, technical and functional supervision of leadership development.
Plan, organize and provide technical assistance and administrative services in the implementation and monitoring of ESEA programs and Corrective Actions under the ESEA to schools and districts in Santa Clara County.
Plan, organize and provide technical assistance and administrative services in the implementation and monitoring of Response to Instruction and Intervention programs, including PBIS to schools and districts throughout Northern California.
Plan, organize and provide technical assistance and administrative services in the implementation and monitoring of leadership development to schools and districts in Santa Clara County.
Provide direction, monitoring and assistance in the implementation of PI LEA Plan to assure compliance with federal requirements.
Provide information, consultation and training as needed.
Disaggregate and interpret school and district data as required under the ESEA legislation.

Plan, organize and direct a variety of school and district support services and instruction programs.

Analyze, assess, and interpret statistical and programmatic data and apply gained insight into PI/DAIT program development.

Direct and evaluate the performance of assigned staff.

Communicate effectively both orally and in writing.

Interpret, apply and explain rules, regulations, policies and procedures.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and assigned office equipment.

Analyze situations accurately and adopt an effective course of action.

Meet schedules and timelines.

Work independently with little direction.

Plan and organize work.

Prepare comprehensive narrative and statistical reports.

Direct the maintenance of a variety of reports, records and files related to assigned activities.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: master's degree in education or related field and three (3) years increasingly responsible experience in the administration of professional staff development, instructional leadership and curriculum development at a site or district level.

LICENSES AND OTHER REQUIREMENTS:

Valid California Elementary or Secondary Teaching Credential

Valid California Administrative Services Credential

Valid California driver's license

WORKING CONDITIONS:

ENVIRONMENT:

Office environment

Driving a vehicle to conduct work

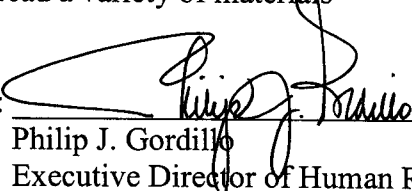
PHYSICAL DEMANDS:

Hearing and speaking to exchange information and make presentations

Dexterity of hands and fingers to operate a computer keyboard

Seeing to read a variety of materials

Approved: _____


Philip J. Gordillo
Executive Director of Human Resources

7/01/2011
Date