

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: ASSISTANT DIRECTOR – LEARNING ACCELERATION

BASIC FUNCTION:

Under the direction of the Associate Superintendent of Professional Learning and Instructional Support, or other assigned supervisor, serves as the Project Director and provides leadership and support in the planning, implementation, oversight, budget, and evaluation of the California Collaborative for Learning Acceleration (CCLA) grant project; coordinates the seven regional hubs; oversees the creation of evidence-based professional learning and resources that address learning acceleration; achieves the mission of the Santa Clara County Office of Education; and coaches and/or evaluates assigned staff.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Serves as Project director and oversees all functions of the California Collaborative for Learning Acceleration (CCLA) grant and is a liaison to the California Collaborative for Educational Excellence (CCEE).

Provides leadership, vision, inspiration, and coaches the team to meeting outcomes of the California Collaborative for Learning Acceleration (CCLA) grant.

Builds an infrastructure of a statewide collaborative called “California Collaborative for Learning Acceleration” (CCLA) with partner county offices of education across the state as “hubs” for delivering evidence-based professional learning in TK-12 grade on learning acceleration in mathematics, literacy and language development and technical assistance throughout the state.

Creates a statewide system of support that builds educator capacity and self-efficacy in mathematics, literacy, and language development that results in sustained improvement and implementation for positive student outcomes.

Oversees the creation of evidence-based professional learning and resources that address learning acceleration for English learners, students with disabilities, and low-income students to access grade-level content.

Leads a team to design, create and deliver evidence-based professional learning within the Multi-Tiered System of Support (MTSS) Framework in TK-12 settings that reaches educators throughout the state.

Oversees the design and implementation of professional learning based on implementation science and improvement science.

Monitors and communicates the progress of the grant to CCEE and partners.

Provides oversight of programmatic and fiscal compliance with applicable laws and regulations in all aspects of the CCLA grant.

Performs and supports the research, evaluation, report writing and mandated activities of the CCLA grant.

Leads and manages the planning, implementation, and continuous improvement of the CCLA grant.

Leads, designs and facilitates statewide learning communities and/or communities of practice.

Establishes and maintains partnerships with a wide variety of public and private agencies to support learning acceleration, coordinate activities and programs, exchanges information and maintains positive communication between stakeholders.

Coordinates the development of the annual preliminary budget; analyzes and reviews budgetary and financial data; controls and authorizes expenditures in accordance with established limitations.

Collaborates with members of the project leadership team and partners across the state.

Coordinates ongoing Consortium meetings to discuss updates and progress monitoring.

Researches and analyzes data, internal and external reports, trends, and statewide characteristics to support continuous improvement, program strategy, and inform program deliverables; presents data, information, and analysis; composes narrative and statistical reports based on findings in support of continuous improvement.

Collaborates with district and school administration to establish needs and facilitate professional learning planning.

Develops and supports systems to measure professional learning outcomes and coordinates continuous improvement efforts based on formative and outcome data.

Trains and engages with CCLA teams and regional hubs to develop processes and implement the CCLA plans; supports the hiring process, onboarding, and the coaching/evaluation process for assigned program staff.

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

Completes special projects as assigned.

OTHER DUTIES:

Performs other duties as assigned.

KNOWLEDGE, ABILITIES AND COMPETENCIES:

KNOWLEDGE OF:

Current trends and issues in California public education, including accountability systems and systems of support;

Multi-Tiered System of Support (MTSS) Framework;

Adult learning theory and its application to educational professional learning;

Core concepts of equity, diversity and inclusion and how to implement system wide;

Relationship of equity to teachers', schools' and districts' current curriculum and instructional practices;
 Pedagogy of equity for students and historical knowledge of educational practices;
 Reflective practice and its implication on continuous improvement; K-12 public-school environments;
 Anti-bias and culturally sustaining theories and pedagogies;
 Diverse academic, cultural, disability, and ethnic backgrounds of students;
 Approach to the needs of students, staff, and stakeholders within diverse populations with cultural humility;
 Collecting and assembling data to generate reports;
 Grant writing techniques and identifying deliverables;
 Budget preparation and control;
 Program management and implementation guidelines;
 Program planning, instructional techniques, adult learning and group facilitation dynamics;
 Applicable laws, codes, regulations, policies and procedures;
 Oral and written communication skills.

ABILITY TO:

Plan, organize, direct and oversee the development and implementation of large grant programs;
 Analyze data and evaluate program needs;
 Coach and evaluate leadership team members;
 Work collaboratively as a member of a team;
 Apply strong pedagogical, andragogical, and coaching abilities;
 Apply superior communication skills including listening, demonstrating respect from differing opinions, clarity of expression and supporting reflective practices;
 Research, develop, coordinate and assess staff development and planning;
 Provide technical, specialized, consultative, advisory and planning services;
 Provide direction and leadership to interpret data in the development and implementation of equity, diversity and inclusion supports;
 Research and organize information;
 Implement continuous improvement process;
 Serve as a resource to SCCOE staff and partners;
 Prepare comprehensive narrative and statistical reports;
 Operate a computer and assigned office equipment;
 Meet schedules and timelines;
 Work independently with little direction;
 Maintain records and files;
 Apply interpersonal skills using tact, patience and courtesy.

LEADERSHIP TEAM COMPETENCIES:

Develops and fosters effective individuals and teams;
 Operationalizes the organizational vision, mission, goals, shared values, and guiding principles;
 Demonstrates emotional intelligence;
 Models inclusive, effective, and authentic communication;
 Applies knowledge of the intersectionality of race, equity, and inclusion;
 Builds and sustains positive, trusting relationships;
 Conducts SCCOE operations with the highest moral, legal, and ethical principles.

EDUCATION AND EXPERIENCE:

Any combination equivalent to a master’s degree in education, experience in project management, planning, developing, facilitating, delivering, and implementing professional learning programs for educators, and a minimum of five (5) years of school site and/or district level administration experience, or coaching experience and a minimum of three (3) years of large scale grant management experience is required. Knowledge of, or experience in equity, diversity and inclusive school setting is preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid California Administrative Services Credential
Valid California Teaching Credential
Valid California driver’s license

WORKING CONDITIONS:

ENVIRONMENT:

Office environment
Driving a vehicle to conduct work
Evening or variable hours to attend meetings or conferences
Travel as needed

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
Sitting or standing for extended periods of time

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Larry Oshodi
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8/4/2022 | 7:37 AM PDT

Approved:

Larry Oshodi
Assistant Superintendent-Personnel Services

Date

Revised 6/9/22: Title change from Director III to Assistant Director
Revised 8/3/22: Title change from Assistant Director – CCLA Grant to Assistant Director-Learning Acceleration.