

SANTA CLARA COUNTY OFFICE OF EDUCATION

**CLASS TITLE: ASSISTANT DIRECTOR-SCHOOL CLIMATE, LEADERSHIP, AND INSTRUCTIONAL SERVICES
(SCLIS)**

BASIC FUNCTION:

Under the direction of the Director III-School climate, Leadership, and Instructional Services, provides leadership and support in the planning, oversight, budget, and evaluation of assigned programs, assists programs to develop work plans, allocates resources, writes grants, and achieves the mission of the SCCOE; coaches and/or evaluates assigned

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Oversees all functions of the Positive Behavioral Interventions & Supports (PBIS) program and other programs assigned by the Director.

Works closely with SCCOE internal programs for delivery of SCLIS Department services.

Provides oversight and coaching of SCCOE MTSS Scaling Up Multi-Tiered System of Support Statewide (SUMS) Partner Entity grant program and designated staff.

Provides oversight and coaching of SCCOE Learning Communities for School Success Program (LCSSP) program and designated staff.

Collaborates with district and school administration to establish needs and facilitates professional learning planning in the area of PBIS and MTSS.

Assesses needs in the educational environment and recommends, develops, plans, and coordinates strategies and deliverables for self, department, and collaborative teams.

Collaborates, coordinates, plans, and implements countywide professional learning opportunities and special projects.

Supports the design and facilitation of networks and communities of practice throughout the department.

Stays current on California One System Serving the Whole Child, California Social and Emotional (SEL) Guiding Principles and Multi-Tiered System of Support (MTSS) Framework; supports districts and department teams in these areas.

Works closely with the California PBIS Coalition, California Department of Education, and other regional and statewide organizations to support and promote equitable student outcomes in State Priorities 5 Student Engagement and 6 School Climate.

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

Collaborates with other SCCOE departments/divisions to promote ongoing communication to support internal and district needs and to identify, design, and carry through strategic initiatives, projects, and events relevant to the educational community.

Trains and engages with teams to develop processes and implements department/division plans.

Supports the hiring process, onboarding, and the coaching evaluation process for assigned program staff.

Participates in meetings for the purpose of gathering and conveying information regarding a variety of subjects required to carry out administrative responsibilities.

Completes special projects as assigned.

Oversees grant coordination and monitoring of assigned programs.

OTHER DUTIES:

Performs other duties as assigned.

KNOWLEDGE, ABILITIES AND COMPETENCIES:

KNOWLEDGE OF:

California Social and Emotional (SEL) Guiding Principles;
 Positive Behavior Interventions and Supports (PBIS) framework;
 Multi-Tiered System of Support (MTSS) framework;
 Adult learning theory and its application to educational professional learning;
 County health and human services;
 Core concepts of equity, diversity, and inclusion and how to implement systemwide;
 Principles and practices of prevention programs related to school climate and student engagement;
 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;
 Current trends and issues in California public education, including accountability systems and systems of support;
 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;
 Program planning, instructional techniques, adult learning and group facilitation dynamics;
 Collecting and assembling data and navigating software systems;
 Applicable laws, codes, regulations, policies, and procedures;
 Oral and written communication skills.

ABILITY TO:

Direct and oversee multiple programs;
 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;
 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, public administration, social work or related field and a minimum of five (5) years of school site and/or district level administration 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 or Pupil Personnel Services 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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Approved: Larry Oshodi Date
Assistant Superintendent-Personnel Services

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Mary Ann Dewan
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Authorized: Mary Ann Dewan, Ph.D. Date
County Superintendent of Schools