

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: ADMINISTRATOR – STATE AND REGIONAL PROJECTS

BASIC FUNCTION:

Under the direction of an assigned supervisor, the administrator supports the planning, organization, project management, and implementation of the compliance and improvement efforts of the team. The scope of the work includes but is not limited to; technical support, training and consultation with districts, charter schools, schools, educational partners, Bay Area Geographic Lead partners including county offices of education, and cross-divisional collaboration to improve outcomes for students as related to the Local Control Accountability Plan (LCAP), Differentiated Assistance (DA), Multi-Tiered System of Support (MTSS), Comprehensive Support and Improvement (CSI) and Additional Targeted Support & Improvement (ATSI).

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Establishes and maintains partnerships with a wide variety of internal Santa Clara County Office of Education (SCCOE) departments, Local Educational Agencies (school districts, charter schools authorized by district and county boards of education, and county offices of education) located in the Bay Area Geographic Lead Region to support the goals of the Geographic Lead Agency grant.

Provides consultation and technical assistance to school districts, charter schools, faculty, administrators, staff, and others concerning the Local Control Accountability Plan (LCAP), the California School Dashboard, Differentiated Assistance (DA), California Assessment Student Performance and Progress (CAASPP) Assessments.

Provides leadership, coordination, and oversight of projects within the Local Control Accountability Plan (LCAP), Differentiated Assistance (DA), Comprehensive Support and Improvement (CSI), Multi-Tiered Systems of Support (MTSS) and other system improvement efforts within the statewide system of support.

Provides technical support and training on the implementation of Continuous Improvement Science, and designs for learning, to support administrators and teaching staff.

Provides leadership, technical support, training and coach to districts and charter schools, and teaches on the implementation of Multi-Tiered Systems of Support (MTSS).

Stays abreast of recent research, evidence-based practices, and legislative updates/requirements

to support school districts and charter schools in addressing the eight state priorities.

Serves as a resource to help districts and charter schools use student achievement data for continuous improvement.

Plans, organizes, coordinates, and implements the training activities, instructional resources and support functions for local school districts and charter schools to enhance student learning and achievement, with a particular emphasis on student groups experiencing gaps in achievement based on the California School Dashboard.

Supports the work of the Continuous Improvement and Accountability team to provide Differentiated Assistance for districts that need additional support; provides coaching and Differentiated Assistance support that are grounded in improvement science.

Collects evidence and data to measure Geographic Lead Agency grant outcomes and coordinates continuous improvement efforts based on formative and outcome data.

Monitors, evaluates, and adjusts activities in response to the instructional needs of school districts, charter schools, and students in the Bay Area Geographic Lead Region.

Maintains 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 Local Control Accountability Plan (LCAP).

Develops and maintains collaborative relationships with colleagues at state, regional and local agencies; facilitates a wide variety of meetings and group processes in high-stakes areas including facilitating meetings with reluctant and resistant groups.

Establishes and maintains working relationships between local school district partners, charter schools and other Santa Clara County Office of Education (SCCOE) departments.

Closely collaborates with teammates to design, coordinate and implement workshops, training, networks (and related materials) to support districts and charter schools' improvement efforts.

Documents and prepares summary reports demonstrating that local educational agencies have completed differentiated assistance as required by statute.

Supervises and evaluates personnel; assigns duties and reviews work for accuracy, completeness and compliance with established standards and procedures; works cooperatively with county offices of education, district, and charter school staff on interagency projects.

Utilizes technology, graphic software and online platforms, designs and implements online courses utilizing to support improvement efforts.

Operates a computer and assigned software programs; research new technology and innovative tools to support inclusive education; operates other office equipment as assigned.

Supports the collection, maintenance of feedback related to technical support provided through ongoing evaluations; monitors, analyzes and shares data collected for continuous improvement.

Facilitates meetings (both in person and via video conferencing platform), creates agendas and keeps meeting minutes.

OTHER DUTIES:

Performs other duties as assigned.

KNOWLEDGE, ABILITIES AND COMPETENCES:**KNOWLEDGE OF:**

Local Control and Accountability Plan (LCAP), Differentiated Assistance (DA) requirements;

Familiar with the statewide Systems of Supports;

Training and experience in Improvement Science and similar designs for continuous improvement;

Components of Local Control and Accountability Plan (LCAPs), approval criteria, and the process of continuous improvement;

Implementation of Improvement Science;

California System of Support;

Use of data for continuous improvement at the district and site level;

Components of program evaluation, with a particular emphasis on programs serving English Learners, homeless youth, 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;

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 the 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 and Smarter Balanced Assessments;

Policies and objectives of assigned programs and activities;

Applicable laws, codes, regulations, policies, and procedures;

Public speaking techniques;

Oral and written communication skills.

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 and charter schools;

Design, develop, implement, and conduct effective training and professional development activities for faculty, staff, and administrators;
Coach site and district teams, and educational leaders in continuous improvement processes and implementation of improvement tools;
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 and produce high-quality work;
Interpret, apply, and explain laws, codes, regulations, policies, and procedures;
Prepare and maintain various records, reports, and files;
Operate a variety of office equipment including advanced use of computers and assigned software, copiers, fax machines, projectors, and audio-visual equipment;
Serve as technical resource regarding Local Control and Accountability Plan (LCAP), Differentiated Assistance (DA), Multi-Tiered System of Support (MTSS);
Effectively give and receive feedback to elevate professional practices.

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:

Minimum of three (3) years of administrative experience (school site and district office preferred); Experience in writing Local Control and Accountability Plan (LCAPs), data analysis and program evaluations; program design and implementation for English Learners, Low Income and Foster Youth; Improvement Science or other continuous improvement models; and implementing and monitoring the effectiveness of a Multi-Tiered System of Support (MTSS).

LICENSES AND OTHER REQUIREMENTS:

Valid California Administrative Services Credential
Master's degree in education or related field

Valid California driver's license

WORKING CONDITIONS:

ENVIRONMENT:

Office environment

Driving a vehicle to conduct work

PHYSICAL DEMANDS:

Hearing and speaking to exchange information;

Seeing to read a variety of materials;

Walking, bending, reaching, standing, and stooping;

Sitting for extended periods of time;

May require occasional lifting/lowering, pushing, carrying, or pulling up to 20lbs;

Dexterity of hands and fingers to operate a computer keyboard;

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Approved:	Larry Oshodi Assistant Superintendent-Personnel Services	Date

	DocuSigned by: <i>Mary Ann Dewan</i> 72890FED1E52493	12/20/2023 6:32 PM PST
Authorized:	Mary Ann Dewan, Ph.D. County Superintendent of Schools	Date