

SANTA CLARA COUNTY OFFICE OF EDUCATION

CLASS TITLE: ASSISTANT DIRECTOR – CALIFORNIA COLLABORATIVE FOR INCLUSIVE PRACTICES (CCIP) GRANT

BASIC FUNCTION:

Under the direction of an assigned supervisor, provides leadership and support in the planning, implementation, oversight, budget, and evaluation of the California Collaborative for Inclusive Practices (CCIP) grant project; coordinates with Special Education Local Plan Area (SELPA) partners; achieves the mission of the Santa Clara County Office of Education; and coaches and/or evaluates assigned staff. The CCIP grant is one of seven grantees for the Special Education Resource Leads for the Capacity Builder Resource Lead pursuant to Education Code sections (EC) 52073 and 52073.2, to improve pupil outcomes as part of the Statewide System of Support.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

Provides leadership, vision, inspiration, and coaches the team to meet outcomes of the California Collaborative for Inclusive Practices (CCIP) grant in alignment with the mandates outlined in Individuals with Disabilities Education Act (IDEA).

Oversees all functions of the California Collaborative for Inclusive Practices (CCIP) grant and is a liaison to the California Department of Education (CDE).

Builds an infrastructure of a statewide collaborative called “California Collaborative for Inclusive Practices” (CCLA) with Special Education Local Plan Areas (SELPAs) and statewide system of support providers for delivering evidence-based professional learning in TK-12 grades on these evidence-based inclusive practice frameworks: Social-Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), and Universal Design for Learning (UDL) through data-informed decision making to improve outcomes for students with disabilities (SWDs).

Develop, deliver and/or curate effective, meaningful professional development and resources to County Offices of Education (COEs), SELPAs, districts, and charter schools.

Assists local educational agencies teams from COEs, SELPAs, districts, schools, and charter schools to create a systemic infrastructure that implements these evidence-based inclusive practice frameworks: Social-Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), and Universal Design for Learning (UDL) through data-informed decision making to improve outcomes for students with disabilities (SWDs).

Oversees the design and creation of evidence-based professional learning systems, coaching for SELPA partners and resources based on the Multi-Tiered System of Support (MTSS) Framework in TK-12 settings, improvement science and implementation science to improve outcomes for SWDs.

Supports LEAs in the development of aligned LCAPs, Compliance Improvement Monitoring (CIM) improvement planning, the future special education addendum related to the elements of the LCAP, and any other related improvement activities to support one single coherent system of education for all students, including LEAs identified by the CDE as needing assistance.

Leads CCIP partners, COE, district and school teams to implement systems and culture change to ensure that general education and special education systems are co-designed and aligned, including data integration and data governance, utilizing a continuous improvement mindset.

Promote LEAs’ understanding of alignment between the LCFF state priorities and IDEA federal indicators.

Supports LEAs in addressing the intersectionality between student groups in all improvement activities.

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

Provides oversight of programmatic, project evaluation, and fiscal compliance with applicable laws and regulations in all aspects of the CCIP grant.

Oversees, performs, and supports the research, data collection, evaluation, report writing and mandated activities of the CCIP grant.

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

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

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 CCIP project leadership team and partners across the state.

Develop, support, and participate in a robust communication network amongst all entities in the Statewide System of Support, including the state agencies and other leads.

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 SELPA partners, COEs and district and school administration, and statewide system of support providers, California Collaborative for Education Excellence to implement system-wide changes and improve outcomes for SWDs;

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

Trains and engages with CCIA teams and partners to develop processes and implement the CCIP 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;

Data-based decision making to assist LEAs to engage in continuous improvement process and develop improvement plans;

Compliance Improvement Monitoring;

Individual with Disabilities Education Act (IDEA) federal indicators;

Disproportionality, accessibility, /inclusion/Least Restrictive Environment, transition, and implementation of evidence-based practices for students with disabilities;

Creating systems and structures for general education and special education to co-design instruction;

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, 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:

Master’s degree in Special Education, Education, Psychology, 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 grant management experience preferred. Knowledge of, or experience in equity, diversity and inclusive school setting is preferred.

LICENSES AND OTHER REQUIREMENTS:

Valid Administrative Services Credential
Valid Teaching Credential in Special Education or related field
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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Approved:	Larry Oshodi Assistant Superintendent-Personnel Services	Date

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