

**ALISAL UNION SCHOOL DISTRICT
PERSONNEL DIVISION
JOB DESCRIPTION**

DIRECTOR OF EDUCATIONAL EQUITY

PRIMARY FUNCTION: Provide leadership, coordination, expertise, and assistance in the development of district wide state and federal programs, including services to English Learners that support Equity, Multi-tiered System of Supports including Academic Achievement, Behavioral Support and Social Emotional Learning; Position is responsible for performing quality assurance functions in support of school improvement while closing the achievement gap. Prepare presentations, provide leadership and assistance to schools in planning, designing, monitoring and improving the instructional program, school plans for student achievement, and Local Control Accountability Plan. Plans, develops and coordinates all aspects of special support programs related to specialized English Learner Programs (newcomer, dual immersion), readiness to learn programs and school linked family support services, and parent engagement, including but not limited to: Supplemental Services under Title I, Title II, and Title III, and Summer School.

RESPONSIBLE TO: Assistant/Associate Superintendent of Educational Services

MAJOR DUTIES AND RESPONSIBILITIES:

State and Federal Programs

Provides oversight, and evaluates federally and state funded programs, including, but not limited to Title I, Title III, School Plan for Student Achievement (SPSA), Local Control Accountability Plan (LCAP), and Services to English Learners.

Ensure district and individual school compliance with categorical program requirements. Coordinate all federal compliance reviews. Provides training, oversight, and support to school site personnel in the utilization of categorically funding sources for the implementation of effective programs to support student achievement and reduce the achievement gap.

Provide results-oriented, strategic leadership in all programs supervised, including annual goals and plan development, staff and program monitoring and feedback, and lead implementation with short cycles of planned improvement.

Use educational research and local short and long term data to drive improvements in program design and implementation.

Develop and identify innovative practices that improve the quality of program implementation and results.

Identify and apply to new grant/agency funding sources that extend the breadth and depth of services provided to our students and families.

Establish and maintain collaborative working relationships with local, state, and federal agency partners/potential district partners, including acting as an official representative of the district in all partner settings.

Ensure completion of all reports related to programs and grants supervised, and review with Assistant Superintendent of Educational Services.

Create and implement effective leadership development professional growth programs. Coach site principals in strategic leadership skills resulting in improved staff and student performance.

Select, supervise, train and evaluate assigned credentialed, leadership and clerical staff.

MAJOR DUTIES AND RESPONSIBILITIES:

English Learner Programs

Work with site and district administrators in school districts and other agencies to help:

- Support/consult on EL-focused curriculum development, material selection and alignment with state ELA/ELD frameworks and standards.
- Plan, organize, and implement state and federal mandated activities necessary for meeting compliance.
- Improve English learners academic performance (including timely English acquisition,) assessment, and testing.

Act as an advocate for appropriate EL-relevant curricular changes and modifications.

Update, implement, and assist with the development of the English Learner Master Plan including English Language Development guidelines.

Monitor Bilingual programs, including Newcomers, implementation and the progress of language acquisition.

Examine state, county and district data on a continual basis to understand EL achievement trends and to determine and provide targeted professional learning.

Direct, conduct, and attend EL-related professional development workshops and conferences.

Provide leadership for all aspects concerning English learners instructional programs and professional development programs.

Oversees and Monitors the District English Learner Advisory Committee (DELAC) process.

Participate, coordinate, or conduct a variety of District English Learner Advisory Committee (DELAC) meetings, parent workshops, and/or parent conferences in order to present material and information concerning student programs, services, achievement, and activities.

Monitors the English Learner reclassification process in collaboration with the Director of Assessment and Accountability.

Represent the district at county, state and federal professional meetings.

Collaborate with professional and community committees, work groups, organizations, institutions, and other agencies at the local, state and national level to promote improved practices in EL education.

Develop, coordinate and administer district-wide activities which promote EL student academic interest and competence.

Perform other duties as assigned by the Assistant Superintendent of Educational Services.

MINIMUM QUALIFICATIONS:

Knowledge:

Knowledge and experience in district level program leadership, including concepts of program development, implementation, evaluation, and sound budgeting practices. Background in research and evaluation methodology, educational research in educational leadership, high performing-high poverty schools, effective pedagogy, professional development, English Learner practices, Particular experience in principal coaching to improve staff performance, student achievement and school climate.

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MINIMUM QUALIFICATIONS:

Experience:

Three years of successful teaching experience, preferably at the elementary level; Five years of successful management experience at the school or district level, preferably with three years as an elementary school principal Or comparable combination of relevant experience.

Education:

An earned master's degree or advanced degree of at least equivalent standard from a recognized college or university. The appropriate teaching and administrative credentials as required by the State of California.

Ability:

Provide leadership to administrators, supervisors, principals and teachers. Exercise a high degree of technical skill and interpersonal competence in program and instructional product development and educational research design. Use technology and computer applications appropriate to the work environment. Use statistical analysis software, spreadsheet, word processing and other appropriate software. Apply statistics and assessment results to perform program and curricular evaluations. Communicate effectively in English, both orally and in writing. Exercise poise, tact, good judgment and ability to work effectively with District personnel, community, parents, and students. Work cooperatively with staff and the public. Maintain confidentiality.

DESIRABLE QUALIFICATIONS:

Experience working in a multicultural community. Biliterate in English/Spanish desired.
Experience serving in primary and intermediate classrooms.
Experience as an instructional coach in an elementary setting.

PHYSICAL EFFORT/WORK ENVIRONMENT:

Physical strength to perform the tasks that may be required of a Director of Educational Services; these physical requirements include:

1. Physical and mental stamina to perform the duties and responsibilities of the position
2. Manual dexterity sufficient to write, use the telephone and business machines
3. Vision sufficient to read printed materials and computer screens
4. Hearing sufficient to communicate in person and hold telephone conversations
5. Speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distances on the telephone and addressing groups
6. Physical ability to push/pull, squat, twist, turn, bend and to reach overhead
7. Physical mobility sufficient to move about the work environment (office, district, school site to site), drive an automobile and to respond to emergency situations
8. Physical strength sufficient to lift 25 pounds
9. Ability to sit for prolonged periods of time
10. Mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments

THE BOARD OF EDUCATION DESIGNATES THIS POSITION AS MANAGEMENT

The work year for this position is 222 days.

BOARD APPROVED: 04/09/2014
REVISED: 04/28/2021