

Southern Kern Unified School District

Position Description

Position Title: **Director Educational Support Programs**
Department: Educational Services
Reports To: Associate Superintendent, Educational Services
Prepared: By Staff March 9, 2015
Board Approved:

SUMMARY: Under the supervision of the Associate Superintendent, Educational Services, the Director, Educational Support Programs will perform administrative duties and provide leadership with primary responsibility for the research, planning, development, implementation, and evaluation of the curriculum and instruction functions for the District's education support programs. Additionally, provides leadership in the ongoing development and improvement of curriculum in the district; works collaboratively with other managers to develop processes and products that successfully support education programs. Also, is responsible for the promotion and operation of the District's G.A.T.E. Program; to promote activities which enhance the learning experience for identified G.A.T.E. students; and shall serve as a community liaison for G.A.T.E. activities. Provide leadership, coordination, and support for the AVID program to raise the achievement level of participating students and to increase the students' personal benefit from the learning experience.

ESSENTIAL DUTIES AND RESPONSIBILITIES *Other duties may be assigned.*

- Responsible for the curriculum development and evaluation of the District's educational support programs.
- The K-12 curriculum and instruction program goals and objectives will be capably supervised and monitored.
- District compliance with State standards will be effectively accomplished.
- Is a member of the Curriculum Committee
- Coordinates the District G.A.T.E. program
- Coordinates the District AVID program
- Plays a leadership role in the District's Professional Learning Communities

SUPERVISORY RESPONSIBILITIES:

- Responsible for the curriculum development and evaluation of the District's educational support programs.
- The K-12 curriculum and instruction program goals and objectives will be capably supervised and monitored.
- District compliance with State standards will be effectively accomplished.
- Facilitates the development of the content of K-12 multiple assessments to align with District scope and sequence of support programs.
- Assistance in the development of course guides, teacher guides, courses of study, and other instructional materials will be effectively provided.
- Assesses and sets goals for staff development at the K-12 level, and is responsible for communicating those goals to the professional development department.
- Keeps informed of current research and legislation in the area of curriculum and ensures that all site administrators are presented with this information in a timely manner.
- Assistance will be effectively provided to principals for the improvement of staff competencies.
- Maintenance of liaison duties between the County Office of Education and other agencies on matters pertaining to K-12 education will be capably rendered.
- Annual division report will be properly prepared summarizing the evaluation of the support programs in the district, progress made to date, and future areas of focus.
- Effectively coordinates and communicates efforts of the district, parents and community concerning educational and social needs of students and the availability of community resources.

- Board of Education agenda items relating to the Director's areas of responsibilities will be capably developed and submitted in a timely and appropriate manner to the supervisor for final review.
- Assigned certificated and classified personnel will be properly supervised and evaluated.
- The district will be professionally represented in community affairs and activities.
- Significant annual goals, objectives, and indicators of job attainment deemed appropriate by the supervisor will be effectively established.
- Data in support of the status of annual goals, objectives and indicators of attainment will be gathered in a competent and timely manner.
- All educational studies conducted by outside agencies will be capably coordinated and approved.
- School sites will be visited on a regular basis to ensure effective communication.
- Ensures that schools are adhering to Education Code, new state mandates, and Board policy.
- Regular meetings with the supervisor will be attended to discuss important issues.
- Manages and controls the examination, evaluation, adoption, purchase and utilization of instructional resources, while directing the instructional materials department;
- Establishes lines of communication with staff and community regarding curriculum and instruction, including: promoting and developing community based partnerships to further the mission of the District and provide additional opportunities for students, and developing and disseminating public information regarding the District's instructional program;
- Plans and implements professional development activities for certificated and classified employees, including research-based instructional practices, and assisting site administrators and teachers in planning staff development activities at the school level; for specific educational programs.

G.A.T.E.

- Identify all new G.A.T.E. students;
- Plan activities for all G.A.T.E. students.
- Serve as a resource person for classroom teachers who have G.A.T.E. students and advance placement classes;

AVID

- Have primary responsibility for the development, coordination, monitoring, and evaluation of the AVID program at the district level.
- Coordinate the recruitment and selection of students for the AVID program.
- Assist teachers and administrators in placing students in rigorous curriculum.
- Help to create a college-going atmosphere throughout the school district.
- Collect and analyze data (grades, SOL test scores, attendance, and referrals) to monitor the progress and success of each AVID student.
- Assist in facilitating AVID events (college visits, cultural events, opening of school activities and events, and parent nights).
- Supervise AVID tutor recruitment and training.
- Attends regularly scheduled meetings throughout the year and provides assistance.
- Will collaborate in completing annual AVID certification requirements and submit reports to the Division Director of AVID and to the national AVID Center in a timely manner.
- Assist in the ongoing professional development that informs staff about Elementary and Secondary AVID Essentials, AVID strategies such as WICOR, and college preparedness initiatives.
- Provide ongoing evaluation of the AVID program and recommend changes, improvements, and additions as needed.
- Facilitate communication between upper elementary, middle and high school AVID programs.

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Character, personality, and proper social capability to relate effectively with racially and ethnically diverse staff, students, and community. Demonstrated ability to work with a wide variety of community groups and organizations.*

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: analyzing data; effective listening; facilitating meetings; monitoring activities; planning; problem solving; record keeping; training; and office practices.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: age appropriate activities/behaviors; codes/laws/rules/regulations/policies; community resources; English grammar/punctuation/ spelling/vocabulary; and treatment modalities and assessment.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to work with others in a variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; confidentiality; decision making; detail oriented; leadership and direction; meeting schedules/deadlines; organizing; and teamwork.

EDUCATION and/or EXPERIENCE:

- M.A. or M.S., site or program administrative experience.
- Administrative Services Credential
- Three or more years of successful experience in teaching at the elementary or secondary level; administrative experience, site or program; demonstrated experience in the development of curriculum.

CERTIFICATES, LICENSES, REGISTRATIONS:

- Valid California Teaching Credential, Pupil Personnel Services Credential and Administrative Services Credential

LANGUAGE SKILLS:

- Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations
- Ability to write reports, business correspondence, and procedure manuals
- Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public

MATHEMATICAL SKILLS:

- Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume
- Ability to apply concepts of basic algebra and geometry

REASONING ABILITY:

- Ability to define problems, collect data, establish facts, and draw valid conclusions
- Ability to interpret an extensive variety of technical instructions in mathematical and diagram form and deal with several abstract and concrete variables

OTHER SKILLS and ABILITIES:

- Must be able to transport between school buildings, districts and cities
- Ability to apply knowledge of current research and theory in specific field

- Demonstrated leadership ability and general knowledge of issues and problems in all disability areas of special education
- Ability to establish and maintain effective working relationships with students, staff and the community
- Ability to communicate clearly and concisely both in oral and written form
- Ability to perform duties with awareness of all district requirements and Board of Education policies

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is frequently required to sit and occasionally walk or stand. The employee is occasionally required to talk and hear. Specific vision abilities required by this job include close vision, and the ability to adjust focus. The position requires meeting deadlines with severe time constraints, interacting with the public and staff, irregular or extended work hours. The employee is responsible for safety, well-being, and work output of others.

WORK ENVIRONMENT: *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is usually loud. When visiting a building, the noise level will be loud, in the office quiet and at meetings moderate.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.