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| Department/Division: | Educational Services |
| Reports To: | Superintendent |
| Provides Direction To: | Educational Services and Technology Certificated and Classified Staff, Site Administrators |
| FLSA Exemption Status: | Certificated Management |
| Date Prepared: | July 25, 2019 |
| Date Adopted by Board: | August 14, 2019 |
| Salary Schedule: | Certificated Management |

LARKSPUR-CORTE MADERA SCHOOL DISTRICT

DEFINITION

Under the direction of the Superintendent, the Senior Director of Educational Services and Technology provides leadership and supervision of the TK-8 curriculum and instruction program; and assumes responsibility for the overall planning, direction, and coordination of the District’s educational and instructional programs, specified categorical programs, professional development, and other programs as required. The Senior Director of Educational Services provides information, curricular resources and training to certificated staff, administrators, classified staff and parents; ensures compliance with policies, practices, and procedures; evaluates the performance of assigned personnel; and performs other related duties as assigned.

The Senior Director of Educational Services and Technology performs highly responsible managerial work in organizing, planning, and supervising the operations of the Information Technology Department, including the work of staff, contractors, and vendors; evaluates information technology needs and District specifications and requirements; establishes work plans and priorities in concert with Cabinet, Board, and school representatives; and performs other related duties as required.

DISTINGUISHING CHARACTERISTICS

The Senior Director of Educational Services and Technology serves as a member of the Superintendent’s Cabinet, is directly responsible to the Superintendent and is accountable for the management of the Educational Services and Information Technology Departments. Under the direction of the Superintendent, the Senior Director of Educational Services provides support to both the site-based and the District instructional, educational, and technology program needs of students and staff. This leader will provide instructional leadership and support, teacher training, and/or curriculum development directed toward advancing 21st Century standards, assessments, curriculum, instruction, professional development, technology, and learning environments aligned to produce 21st Century outcomes for all District students. Directly related administrative and leadership experience is necessary to manage the duties and responsibilities of this position. The job requires the ability to analyze, develop and offer alternative solutions to a variety of complex issues and concerns. Decisions are made by the Senior Director of Educational Services that have a critical impact on the District goals.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the class.

- Serves as Acting Superintendent in the absence of the Superintendent.
- Advises and assists the Superintendent in the formulation of general policies and rules and regulations of the District and assists in the administration, organization, and supervision of the operations of the District.
- Assists in the direction, operation, and administration of the District and each of its schools.
- Interprets the policies and regulations of the Board of Trustees and administrative directives of the Superintendent.
- Directs the administration and supervision of the personnel and activities assigned to the Educational Services Department.
- Administers the budget for Educational Services including special programs, projects, and grants.
- Participates in professional growth activities.
- Supervises designated categorical and other special programs such as Title I, Title II, Title III, English Learner (EL), Title IV, Title V, physical education, music and art specialist programs, substance abuse prevention, counseling services, and class size reduction.
- Supervises the District's Beginning Teacher Support and Assessment (BTSA) Program.
- Coordinates District articulation activities.
- Reviews curricular innovations, disseminates research and descriptive materials, and conducts field testing and pilot programs.
- Coordinates appropriate committees in planning, development, and revision of curriculum guides, course outlines, and instructional materials.
- Disseminates information and coordinates changes in the instructional program.
- Supervises the reporting system to parents for student progress.
- Coordinates, directs, and facilitates the adoption and dissemination of textbooks and other instructional materials.
- Prepares recommendations for educational, instructional, and curricular policies, programs, and materials.
- Interprets curriculum to district staff and to the community.
- Coordinates, directs and facilitates grant writing for special projects.

- Prepares communication for the District, the public, and the media regarding curriculum and instruction.
- Acts as liaison with the Marin County Superintendent of Schools and the State Department of Education in matters relating to curriculum, research, testing and student competency.
- Prepares reports as required and/or requested.
- Writes and recommends new and updated board policies and administrative regulations related to Educational Services.
- Supervises educational programs in accordance with legislative mandates and adopted policies of the district.
- Assists in planning and conducting Administrative Leadership Team (ALT) meetings and professional development.
- Services as a liaison between the Larkspur-Corte Madera School District and other school districts.
- Meets with and establishes objectives for music, art, reading, library, counseling, TOSA, and physical education personnel on the basis of selected appropriate data.
- Serves as a member of the Superintendent's Cabinet, Administrative Leadership Team (ALT), and such other District committees as may be assigned by the Superintendent.
- Provides visible leadership for planning, coordinating and strengthening the District educational/ instructional program by identifying student and staff needs, determining long range and short-term goals and objectives, evaluating the effectiveness of the educational/instructional programs and related services and materials, and advising the Board.
- Plans, organizes, and schedules staff development programs, District committees, curriculum and instruction projects, and technical assistance efforts that are (a) responsive to the needs of District, schools, site administrators, and teachers and (b) reflect research, "best practices," and relevant federal and state policies, laws, and 21st Century initiatives.
- Drafts program proposals and plans, and related budgets or cost analyses, for review by the Superintendent and /or the other District and site administrators.
- Directs professional development and school curriculum and instruction practices and services including monitoring and adjusting services.
- Recruits appropriate presenters, consultants, technical reviewers, and/or product developers and manages independent services and extra duty contracts.
- Analyzes and uses assessment data to identify program needs and to evaluate, improve, and report on program effectiveness.

- Uses knowledge of state standards and CAASPP standards-based assessments, scoring, and reporting methods to assist in the design of staff development and site curriculum and instruction programs.
- Communicates clearly and effectively with other staff members, school District colleagues, and parents.
- Uses a variety of pedagogical methods, including web-based strategies, to support professional development.
- Responds constructively and in a timely manner to requests, questions, suggestions, and concerns from administration, staff, parents and community.
- Works collaboratively with staff members and representatives from other agencies.
- Responsible for organizing, directing and reporting on District and state testing programs; works with District staff to interpret the data with the site administrators and faculty; implements intervention strategies based on the data.
- Coordinates and oversees programs, professional development and curriculum for general education and special education students aligned with California Common Core State Standards, 21st Century Teaching and Learning, State Curriculum Frameworks, and instructional practices including intervention techniques and Multi-Tiered System of Supports (MTSS).
- Attends Board meetings and prepares Board agenda items; presents reports and provides technical counsel to the Board as requested by the Superintendent; reviews and presents Board items affecting educational services; updates the Board in closed sessions regarding educational services matters; updates Board policies.
- Maintains regular contact with the site principals, other directors, supervisors and staff to coordinate educational/instructional programs and related services with District needs.
- Directs the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities; ensures submission of required reports at the District, state, and federal levels.
- Oversees and provides direction to district-wide counseling and wellness services.
- Serves as the homeless and foster youth liaison.
- Administers, coordinates, and supervises all child welfare, student discipline and attendance operations.
- Provides leadership for maintaining and improving attendance and disciplinary procedures in the individual schools of the District.
- Oversees and provides direction for Student Study Teams (SST), 504 plans, and student attendance and welfare services, including Student Attendance Review Board (SARB) District plans and implementation.
- Serves as liaison between the District and educational partners, including state, county city, businesses, colleges, universities, and parents.

- Oversees and maintains accuracy in CALPADS, the student information system, and the data warehouse.
- Meet with educational representatives, advisors, and vendors to discuss various information technology related projects, upgrades, and system enhancements, and potential impacts upon existing databases, servers, networks, and storage devices.
- Analyze bid specifications associated with information technology applications and hardware and software upgrades.
- Lead and maintain the development and effective implementation of the District's Information Technology Plan in accordance with effective asset management practices.
- Evaluate and maintain the effectiveness of operating systems, hardware, software, telecommunications systems, and work processes; plan long-term system upgrades and account for the level of integration and costs associated with existing resources.
- Establish information technology goals, objectives, and policies to address District infrastructure needs and user requirements by working directly with Cabinet and school site management, staff, committee representatives, faculty, and educational and business advisors.
- Performs other duties as assigned.

QUALIFICATIONS

Knowledge of:

- Common Core and CAASPP assessments
- Student Information Systems
- CALPADS
- Current tools and techniques utilized throughout the state to assess student performance, including standards-based student accountability systems
- Laws, regulations, policies and procedures related to student assessment, including alternative assessment, categorical programs
- Mathematical concepts such as probability and statistical inference
- National, state and local reporting requirements and timelines in the area of student assessments
- Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of students and adults
- Educational trends and research findings pertaining to education as it relates to systemic change, professional learning communities, student achievement, assessment, and instructional technology
- Database management, network infrastructure, assessment systems, Windows Operating systems, Mac iOS
- Managerial, organizational, fiscal, political, educational and legal aspects affecting the District
- Comprehensive knowledge of applicable state and federal laws, regulations, Education Codes, and compliance requirements
- Principles, methods and strategies of effective supervision
- Learning theory and techniques of instruction to support effective implementation of Common Core State Standards for all students
- Budget management

- Oral and written communication skills in English; writing skills to develop professional correspondence; effective oral communication to conduct meetings
- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques

Ability to:

- Perform all essential duties of the position
- Operate a computer, iPad, and other office equipment to conduct day-to-day work
- Communicate effectively and openly with staff, students, community and employee organizations in English in oral and written form
- Build consensus and commitment for educational improvement
- Analyze operational problems, develop alternative solutions and strategies for instructional/educational decision making; plan, organize and coordinate site and District-wide educational/instructional programs and related services
- Establish and maintain cooperative organizational, educational and community relationships, achieving results through positive human relationships
- Plan, organize and conduct comprehensive professional development programs for all certificated staff, administrators, paraprofessionals, specialists, and parents
- Plan, organize and direct a comprehensive educational services department
- Organize and delegate authority commensurate with responsibility
- Prepare and maintain confidential records and files
- Apply technological and statistical concepts to educational situations
- Organize a District-wide testing schedule
- Effectively present information and respond to questions from groups of administrators, certificated and classified employees, parents, and the community
- Access and manipulate data using various computer programs
- Use computer software (including spreadsheets, database and presentation programs) to analyze and present complex data in a manner easily understood by all stakeholder groups.
- Maintain an effective, collaborative working climate at the District office and the schools with administrators, students and staff
- Communicate openly and work productively with a community of diverse opinions and ideas
- Read, interpret, apply, communicate, and enforce rules, regulations, policies, procedures, laws and codes
- Analyze problems and issues and develop appropriate solutions
- Prioritize, plan, and coordinate work to meet deadlines
- Drive a vehicle; travel to all school sites and other locations
- Ability to work independently using judgment and initiative
- Ability to represent the District to the public in a positive manner

EDUCATION/TRAINING/EXPERIENCE

Master's degree or above in educational administration or closely related field from an accredited institution; doctorate, desirable. A minimum of five years of successful administrative experience at the site or district level is required. Experience as a K-12 site principal is preferred. Successful teaching and administrative experience in elementary and/or secondary education. A minimum of two years of successful administrative experience in district-level curriculum planning, development, and implementation is desirable.

LICENSES/CERTIFICATES/SPECIAL REQUIREMENTS

Valid California Administrative Services Credential
 Valid K-12 teaching credential and English Learner authorization
 English Language Learner authorization

Valid California Class C driver's license and the ability to maintain insurability under the District's vehicle insurance policy.

Certificate from ACSA Curriculum and Instructional Leaders Academy or willingness to attend ACSA Curriculum and Instructional Leaders Academy

PHYSICAL ABILITIES AND WORKING CONDITIONS OF CONTINUED EMPLOYMENT

The physical abilities and other conditions of continued employment and the associated tasks listed in this section are representative of, but are not intended to provide an exhaustive list of physical abilities and other conditions of continued employment and associated tasks which may be required of positions in this class. Larkspur-Corte Madera School District encourages persons with disabilities who are interested in employment in this class and need reasonable accommodation of those disabilities to contact the Human Resources Department for further information.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit for extended periods of time; talk or hear, in person and by telephone; use hands and fingers to touch, handle, feel or operate standard office equipment including technology, computer, 10-key calculator; and reach with hands and arms. The employee may be frequently required to stand and walk, bend and stoop, and to grasp, lift and move records and documents typically weighing less than 20 pounds. The employee is regularly required to hear and speak to exchange information in a proficient manner.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination.

Mental Demands

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills in English; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use advanced math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; demonstrate judgment and professionalism when interacting with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment. The employee must be able to work independently. The employee occasionally may deal with dissatisfied or quarrelsome individuals.

WORK ENVIRONMENT

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

The employee will work under typical office conditions with a usually quiet or moderately quiet noise level. The employee is subject to constant interruptions.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training and re-training programs.