**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**
**Position Description**

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| **TITLE:** | Director, Professional Learning, Culture, Climate & SEL | **CLASSIFICATION:** | Non-Represented Management, Certificated |
| **SERIES:** | Director III | **FLSA:** | Exempt |
| **JOB CLASS CODE:** | 9836 | **WORK YEAR:** | 12 Months |
| **DEPARTMENT:** | Student Support and Health Services | **SALARY:** | Range 19<br>Salary Schedule A |
| **REPORTS TO:** | Assistant Superintendent, Curriculum & Instruction | **HR APPROVAL:**<br>**CABINET APPROVAL:** | 5-19-2022<br>4-15-2022 |

**BASIC FUNCTION:**

The Director III, Professional Learning, Culture, Climate & Social Emotional Learning (SEL), is responsible for clarifying, articulating and operationalizing the District's instructional vision and framework by building teacher and leader capacity in the area of District and school culture, climate, SEL, and related practices. Accountable for improving student achievement, working to eliminate inequitable practices and outcomes, and collaborating with Academic Office colleagues and site leaders, the Director will design and implement the District's professional learning plan with purpose of building the capacity of classified, certificated and management staff to equitably serve students. Focused on the areas of high quality instruction, multi-tiered systems of support, data-based problem solving, improvement science, culturally responsive teaching and learning, school design, and other District-defined instructional initiatives. The Director will collaborate with District and site leaders to tailor professional learning opportunities that align with the District's Culturally Responsive Education Service Delivery Model to identify and meet the diverse needs of students through multi-tiered systems of support model. The development and implementation of high quality professional learning opportunities for all District employees will be in consultation with District- and site-based staff, and to that end, the Director will use a collaborative approach to draw upon and maximize the expertise of others. The Director will monitor, assess, and evaluate the quality and effectiveness of all District professional learning.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)**

Lead a comprehensive vision for teaching and learning, modeling and teaching best practices within the District and the development, implementation and monitoring of District- and school-based culture and climate, anti-bias/anti-racist, and culturally responsive practices within the District's multi-tiered systems of support framework. **E**

Collaborate with colleagues and District and site staff to clarify, articulate and operationalize the District's instructional vision, framework, priorities, and desired outcomes and ensure that strategies, tools, practices and clear communication of expectations and implementation timelines are aligned with a focus on District-wide practices in the areas of Culturally Responsive Teaching & Learning (CRTL), Social Emotional Learning, Positive Behavior Intervention Systems (PBIS) and Restorative Practices, Anti-Bias/Anti-Racist Education, Trauma-Informed Care Practices, and efforts to resolve Significant Disproportionality. **E**

Align Culturally Responsive Teaching & Learning Practices with Ethnic Studies tK-12 and next History/Social-Studies curriculum adoption. **E**

Direct, support, coordinate and monitor Restorative Practices to support adults and students; use and model compassionate dialogue as both a preventive, proactive tool for identifying and addressing bias and racist practices and as a responsive tool for managing and resolving conflict; monitor and measure the effectiveness of these approaches on student outcomes. **E**

Direct, assign and supervise assigned personnel to assure equitable access to programs and resources, and collaborate with other C&I Department Members to build capacity of coaches and site leaders through professional learning, coaching and mentorship. **E**

Work with District and school site staff to identify institutional bias, including implicit or unintentional biases and prejudices, that affect student achievement and their overall well-being, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations. **E**

Recommend actions to proactively identify class and cultural biases as well as institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access and inclusion to opportunities for all students. **E**

Direct, manage, and organize District-wide support and resource allocation in the areas of Culturally Responsive Teaching & Learning (CRTL), Social Emotional Learning, Positive Behavior Intervention Systems (PBIS) and Restorative Practices, Anti-Bias/Anti-Racist Education, Trauma-Informed Care Practices, and efforts to resolve Significant Disproportionality. **E**

Collaborate with other departments, school sites, county, state, and national organizations to promote Culture & Climate priorities. **E**

Collaborate with the Communications Department to regularly update SEL, Antiracist and Equity resources; expand online resources for staff, students and parents. **E**

Provide leadership and guidance on the integration of positive culture, climate and SEL practices into District priorities, including but not limited to Academics, English Learner Master Plan, Graduate Profile and Seal of Civic Engagement. **E**

Assist in the development, implementation and monitoring of school climate data, including but not limited to the Annual School Climate survey and the Kelvin data dashboard to inform continuous improvement. **E**

Design and implement a written, comprehensive multi-year professional learning and coaching plan with clear expectations for implementation and monitoring based on best practices for improving effective instruction, with a specific focus on the areas of high quality instruction, multi-tiered systems of support, data-based problem solving, improvement science, culturally responsive teaching and learning, school design, and other district-defined instructional initiatives. **E**

Engage school-based committees to build a common language and common understanding of the instructional vision and their critical role in supporting the attainment of the vision. **E**

Identify and establish the key strategies and practices for providing effective and continuously improving teaching and learning (including, but not limited to Universal Design for Learning, MTSS, ant-bias/anti-racist practices, culturally responsive teaching and learning, etc.). **E**

Provide site administrators with professional learning and coaching opportunities to enhance their knowledge and skills to fulfill their roles and responsibilities as instructional leaders. **E**

Develop and implement a walk-through tool to systematically monitor and support site leadership and classroom instruction and interventions. **E**

Provide support and structure for central office staff and site leaders to increase their knowledge and skills on creating a culture of data to monitor continuous improvement at the school and classroom levels to increase accountability for teaching and learning goals; engage principals in cycles of inquiry and implementation science to develop skill, understanding, confidence and trust. **E**

Develop and implement user-friendly tools, expectations, timelines, and strategies to support site leaders' and teachers' consistent use of quantitative and qualitative data to assess rates of growth for academic, behavioral, and social-emotional learning for all students. **E**

Research and train school sites where student equity data reflects the highest priority and provide school leaders the opportunity to strengthen their ability to mobilize others, model inquiry and reflection, and data-based decision-making. **E**

Develop structure and process for collecting data on and monitoring the effectiveness of District and site professional learning; assess the success of the overall professional learning program and individual sessions, conduct follow-up studies, prepare related reports and suggest improvements. **E**

Support District LCAP and site SPSA development to ensure strategic plans for improvement are grounded in data-based decision making, directed at implementing and improving multi-tiered systems of supports, and aligned with District instructional framework and priorities. **E**

Mentor, support and serve as a resource for District, department and site leaders in the development of professional learning plans and strategies to ensure they are aligned with identified student needs and District priorities and that resources are properly allocated to improve student learning outcomes; support leaders in determining appropriate instructional methods, utilizing knowledge of data-based problem solving, MTSS, UDL, and best practices for adult learning to meet identified District and school targets. **E**

Visit other District departments, school sites and classrooms on a regular basis to identify instructional best practices and ensure effective implementation of professional learning practices to meet the needs of all students and staff. **E**

Meet regularly with District and site leaders to gather formative assessment data on professional learning efforts, and discuss dynamics of implementation and best practices for evaluating teaching and learning. **E**

Schedule professional learning sessions, develop registration and accountability procedures, ensure facilities are identified, communicate with employees and provide proper notification, and coordinate other practical elements involved with planning professional learning activities. **E**

Oversee the maintenance of records of professional learning initiatives, opportunities, feedback and effectiveness; evaluate the department's programs and services. **E**

Serve as a resource to teachers, leaders and other staff to identify and access professional literature and professional learning materials and opportunities. **E**

Develop, interpret and administer policies and procedures as they relate to professional learning. **E**

Coach, support, supervise and evaluate the performance of assigned personnel on a regular basis and provide clear, constructive feedback to improve staff effectiveness; interview and select highly qualified employees and recommend transfers, reassignment, termination and disciplinary actions; plan, coordinate, and arrange for appropriate training of assigned staff. **E**

Direct and prepare a variety of narrative and statistical reports, records, and files; attend and/or conduct a variety of meetings, prepare agendas and maintain minutes and notes; prepare a variety of correspondence; present to key stakeholders, including but not limited to the Board of Trustees, community groups and organizations, and other governing bodies on progress of key priorities. **E**

Ensure compliance with various laws and regulations. **E**

Develop and maintain the annual budget for professional learning; analyze and review budgetary and financial data; and monitor and authorize expenditures in accordance with established guidelines. **E**

Provide a positive climate of interaction and communication; resolve issues and conflicts and exchange information using compassionate dialogue tenets; communicate clearly; model non-discriminatory practices and the District's standards of ethics and professionalism in all activities. **E**

Value risk taking and innovation in support of performance improvements throughout the District. **E**

Perform related duties consistent with the scope and intent of the position. **E**

**TRAINING, EDUCATION, AND EXPERIENCE:**

Bachelor or master's degree with specialization in social work, counseling, psychology, health or education. Any combination equivalent to: Minimum five years' increasingly responsible supervisory, certificated, and management experience in school improvement, instructional leadership, multi-tiered systems of support, and the development of professional learning programs. Minimum five years' experience leading Culture, Climate and Social Emotional efforts for either or both elementary and secondary segments, with communities that represent SCUSD's diverse student body, and including evidence of data-based school improvement outcomes.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California's Driver's License; provide personal automobile and proof of insurance. Hold a current Administrative Services Credential; and a Pupil Personnel Services or valid Teaching Credential issued by the California Commission on Teacher Credentialing. Preferred candidates with health, social services, and education experience. May hold a credential in school social work, counseling, nursing, and/or teaching within a special education program.

**KNOWLEDGE AND ABILITIES:**

KNOWLEDGE OF:

- Data-Based Problem Solving.
- Multi-Tiered Systems of Support.
- Universal Design for Learning.
- Full Inclusion Practices.
- Anti-Bias/Anti-Racist Practices.
- Culturally Responsive Teaching and Learning Practices.
- Positive Behavior Intervention Systems.
- Trauma-Informed Care Practices.
- Restorative Practices.
- Adult SEL Competencies needed to engage adults and children with cultural competency to forward equity, access, social justice and anti-bias/anti-racist education.

- Social and Emotional Learning research, evaluation, strategies, theories, techniques, and methods of instruction to support student agency, identity and belonging.
- Five Social and Emotional Learning Core Competencies.
- Curriculum development and training, specifically how to integrate Culture, Climate and SEL practices as foundational to improving student outcomes.
- Planning and conducting meetings; and facilitation and training methodologies.
- Staff development presentation techniques.
- Culturally Responsive pedagogy/teaching and understanding of the Culture, life styles, and educational and social needs underrepresented and underserved student populations, including but not limited to of ethnic minority students, and children of poverty, newcomer students, LGBTQ+ students, and others.
- Budget preparation and control.
- Grant proposals, writing and progress monitoring and reporting.
- California Education Code, Board Policies and Regulations, and Administrative Regulations.
- Current and applicable laws, codes, regulations, policies, and procedures.
- School District organization, operations, policies, and objectives.
- Interpersonal skills using tact, patience, and courtesy.
- Effective oral and written communication skills.
- Principles and practices of management, supervision, and training.
- Operation of a computer and related software.

ABILITY TO:

- Plan, model, organize, control, direct, and provide administrative leadership focused on Culture, Climate and Social and Emotional Learning.
- Develop and provided social and emotional learning education and training programs for parents and community.
- Establish and maintain effective working relationships with staff, parents, and the public.
- Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities.
- Disaggregate and synthesize data from multiple sources.
- Communicate effectively, both orally and in writing.
- Network and collaborate effectively with District departments and local, county, state and national agencies.
- Communicate effectively, both orally and in writing.
- Interpret, analyze, apply, and explain rules, regulations, policies, and procedures.
- Accurately and effectively analyze crisis situations, and adopt effective courses of action.
- Ability to organize work projects, establish priorities and meet deadlines in a timely manner.
- Establish and maintain effective working relationships with a diverse array of individuals and organizations.
- Prepare comprehensive narrative and statistical report.
- Operate a computer and related software.
- Supervise and evaluate the performance of assigned staff.
- Meet State and District standards of professional conduct as outlined in the Board Policy and Professional Code of Conduct.

**WORKING CONDITIONS:**

SAMPLE ENVIRONMENT:
Office and school site environment; drive a vehicle to conduct work.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to exchange information and make presentations; dexterity of hands and fingers to generate reports, grand proposals, and correspondence utilizing a computer; see to monitor activities, read documents, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reaching overhead, above the shoulders, and horizontally to retrieve and store files and other items; and lift light objects.

**HEALTH BENEFITS:** District pays a portion of the employee's health benefits with District-offered plans.