

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Director, Professional Learning, Literacy, ELA & Humanities	CLASSIFICATION:	Non-Represented Management, Certificated
SERIES:	Director III	FLSA:	Exempt
JOB CLASS CODE:	9837	WORK YEAR:	12 Months
DEPARTMENT:	Curriculum & Instruction	SALARY:	19 Salary Schedule A
REPORTS TO:	Assistant Superintendent, Curriculum & Instruction	HR APPROVAL:	5-19-2022
		CABINET APPROVAL:	04-28-2022

BASIC FUNCTION:

The Director III, Professional Learning, Literacy, ELA (English Language Arts) & Humanities 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 literacy, English Language Arts and the humanities in collaboration with the Curriculum & Instruction and Multilingual Departments. 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 a 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, learning, and modeling best practices within the District, and the development, implementation and monitoring of literacy, English Language Arts and the humanities standards and best practices within the District’s multi-tiered systems of support framework and in collaboration with Curriculum & Instruction and Multilingual Departments. **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 literacy, English Language Arts and the humanities. **E**

Direct, manage, and organize District-wide support and resource allocation in the areas of literacy, English Language Arts, and the humanities, and in support of C&I and Multilingual efforts. **E**

Develop, coordinate and supervise activities outlined in the SCUSD CCSS-ELA implementation plan to include, but not limited to, leadership capacity building, teacher capacity building, instructional materials/pedagogy, assessment for learning, and stakeholder engagement/communications. **E**

Model exemplary assessment practices in English Language Arts and literacy plus use the data-inquiry methodology to assess and improve the instructional environment, student learning, and teacher practice. **E**

Coordinate the development of the English Language Arts and literacy curriculum aligned with state standards and District expectations to support increased achievement of students; identify supplemental instructional materials and resources for schools. **E**

Develop and implement partnerships that support the teaching and learning of English Language Arts and literacy. **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, anti-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 in structured literacy. **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 towards literacy benchmarks; 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 structured literacy 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 research based 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 structured literacy, ELA and humanities 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 centered on structured literacy, ELA and the humanities. **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.

TRAINING, EDUCATION, AND EXPERIENCE:

Bachelor's Degree and 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 Literacy and English Language Arts 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 driver's license; provide personal automobile and proof of insurance. Possession of a valid California Teaching Credential and Administrative Services Credential are required.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- The Science of Reading.
- CA ELA/ELD Framework.
- CA Dyslexia Guidelines.
- Science of Learning Reading.
- Structured Literacy Models.
- 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.
- Common Core State Standards for English Language Arts (College-ready Descriptors, Content Standards, & Instructional Shifts).
- Deep understanding of the teaching and learning of English Language Arts and literacy.
- Constructivist teaching and learning.
- District organization, operation, policies, and procedures.
- Applicable sections of the State Education Code and other applicable rules, regulations, and laws.

- Budget preparation and control.
- Interpersonal skills using tact, patience, and courtesy.
- Effective oral and written communication skills.
- Principles and practices of management, supervision, and training.
- Evaluation approaches, strategies, and techniques.

ABILITY TO:

- Plan, organize, and coordinate Common Core State Standards for English Language Arts activities.
- Utilize interpersonal skills using tact, patience, and courtesy.
- 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.
- Establish and maintain effective working relationships with staff, parents, and the public.
- Communicate effectively, both orally and in writing.
- Interpret, apply, and explain rules, regulations, policies, and procedures.
- Analyze situations accurately, and adopt an effective course of action.
- Plan and organize work to meet schedules and deadlines.
- Prepare comprehensive narrative and statistical reports.
- Supervise and evaluate the performance of assigned staff.
- Operate a computer and related software.
- Meet state and District standards of professional conduct as outlined in Board Policy.

WORKING CONDITIONS:**SAMPLE ENVIRONMENT:**

Office environment; drive a vehicle to conduct work; constant interruptions.

SAMPLE PHYSICAL ABILITIES:

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read, prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally to retrieve and store files; lift light objects.

SAMPLE HAZARDS:

Contact with frustrated or abusive individuals.

HEALTH BENEFITS: Management employees purchase their own health benefits with District-offered plans.

NOTE: This is a grant-funded position.