



JOB DESCRIPTION

Assistant Director of Education Services (Professional Development & BTSA) **225 Days- Range E/F Certificated Management Salary Schedule (ESD/HSD)**

DEFINITION: Under the direction and supervision of the Deputy Superintendent, directs the district's professional development plan and aligns all district coaches around the plan and district initiatives with a focus on Balanced Literacy and SEAL. The assistant director facilitates regularly scheduled meetings for coaches and builds capacity around best practices all coaches will support through the coaching cycles. The assistant director will design and implement professional development for coaches, teachers, and staff. He/she will work closely with the Director of Elementary Education to ensure the work of the coaches is tightly aligned to district initiatives.

DIRECTLY RESPONSIBLE TO: Deputy Superintendent, Education Services

EXAMPLES OF ESSENTIAL FUNCTIONS:

The statements below are intended to describe the general nature and scope of work being performed by this position. This is not a complete list of all responsibilities, duties, and/or skills required. Other duties may be assigned.

- Support coaches with implementing instructional coaching cycles with individuals and teams to support reflective teaching practices and the delivery of units of instruction with high impact teaching strategies
- Communicate regularly with Education Services regarding district coaching goals and implementation
- Coordinate professional development for coaches, teachers, and staff
- Facilitate regularly scheduled coaching meetings to align coaching goals to student needs and district initiatives
- Support coaches in understanding and conveying the relationship between the ELD and ELA frameworks
- Identify protocols for analyzing student work that coaches can use with teachers
- Help lead district-wide initiatives including Balanced Literacy and writing workshop, math professional development and SEAL
- Coordinate the Beginning Teacher Support and Assessment Program (BTSA) for the purpose of fostering staff growth and ensuring program compliance.
- Coordinate with other district personnel for the purpose of serving as a liaison and resource in identifying training needs and/or coordinating professional development services within the District.
- Collaboratively develop the year-long, K-8 professional development plan for the District
- Design services for the purpose of implementing professional development program activities that address training needs of the District.

- Facilitates school and district planning sessions as requested for the purpose of meeting district objectives and ensuring the availability of professional development programs.
- Participate in meetings, workshops, and seminars for the purpose of conveying and/or gathering information required to perform functions.
- Researches a variety of information for the purpose of developing new programs that meet staff training needs.
- Assists with the process of textbook evaluation, selection, and adoption, at the elementary level, in alignment with the elementary instructional program.
- Collaborate with school site leaders to maximize the impact of community partners
- Performs other duties as assigned.

EDUCATION/ TRAINING AND EXPERIENCE:

- Valid California Teaching Credential
- Bachelor's Degree required, Masters and/or Doctoral Degree (desired)
- Experience coordinating and working with adult learners
- Teaching and administrative experience preferred
- Two years of impactful instructional coaching
- Demonstrated teacher leadership ability
- Standard employment clearances, and valid California Driver's license
- Preferred experience in teaching and coaching Balanced Literacy practices including reading and writing workshop

PHYSICAL REQUIREMENTS:

The usual and customary methods of performing the job's functions require the following physical demands: some lifting (up to 20 pounds), carrying, pushing, and/or pulling; significant manual dexterity, ability to perform keyboarding tasks, sufficient hearing and speaking ability for normal voice level conversations, telephone conversations, and to hear and speak to be understood in indoor and outdoor settings. The job includes 40% sitting, 40% walking, and 20% standing. This job is performed in a school environment that includes indoor and outdoor duties.

Board Approval: