

ASSISTANT SUPERINTENDENT OF EQUITY, CULTURE & SUPPORT SERVICES

Purpose Statement

The job of Assistant Superintendent of Equity, Culture & Support Services is done for the purpose/s of partnering with stakeholders to create instructional environments that support academic rigor, access, cultural relevance, and relationships that ignite the potential of each and every student as the norm; works to build the capacity of leaders to create inclusive environments that honor every student's ability, race, ethnicity, gender, socioeconomic status, language, and sexual orientation, thus ensuring every student is skilled and able to be globally competitive in a culturally rich society and macro economy; develops and implements Districtwide education, outreach and training initiatives to promote and sustain a climate of diversity, inclusion, equity and respect; monitors and reviews policies and procedures as implemented by the Board of Trustees for equity relative to the District's students, parents/guardians, facility, staff and community.

Essential Functions

- Implements solutions in the classrooms, for teachers, and across education communities in order to provide the opportunity of a quality education for each and every student; transforms our culture, behaviors, and practices to empower all students to learn, achieve, and succeed in our global society; serves our diverse student body by ensuring the creation and promotion of a more inclusive culture in which differences are valued and celebrated.
- Directs activities that support principals, teachers, professional learning communities, and other district staff and community groups that build capacity and understanding for creating a college and career readiness culture for students; and supports students' academic needs.
- Creates instructional environments that support academic rigor, access, cultural relevance, and relationships that ignite the potential of each and every student.
- Work collaboratively with AVID, Advanced Placement, International Baccalaureate, and the Gifted and Talented Education (GATE) Programs by providing professional and technical support to new and existing AVID sites; enhance current AVID programs and access and determine AVID program needs.
- Provides cultural training to all stakeholders; provides staff with appropriate strategies/interventions to meet the needs of all students; administers instructional professional development programs for improving teacher quality.
- Responds to issues and inquiries from school district administrators, parents and educators regarding curriculum requirements, educational reform, school improvement efforts and providing English Language Learners and special education for students with disabilities for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issue.
- Plan and implement standards, assessments and accountability for English Language Learner Programs; monitor and follow program requirements and provide guidance; and collect/research/study data for the purpose of reporting and monitoring programs' and students' assessments.

- Researches a variety of information (e.g. current practices, instructional materials, methods, curriculum guidelines, student information systems, etc.) for the purpose of developing new programs and/or master plans.
- Collaboratively develops long and short range plans/programs (e.g. Needs Assessments, District Plan, LEA Plan, School Plans for Professional Development, BTSA, etc.) for the purpose of ensuring that district objectives are realized.
- Prepares a wide variety of often complex materials (e.g. plans, budgets, funding requests, reports, analyses, recommendations, procedures, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and/or providing supporting materials for requested actions.
- Compile data from a wide variety of sources (e.g. staff, public agencies, government reports, trade periodicals, etc.) for the purpose of analyzing issues, ensuring compliance with mandated requirements, and monitoring program components.
- Anticipates significant educational changes, trends, regulations related to school improvement, educational reform and special services for the purpose of communicating curriculum, instruction and assessment changes to district administration and Board of Trustees.
- Develops proposals, new programs and grants for the purpose of meeting district and state educational objectives.
- Presents information on a variety of topics (e.g. current practices, methods, curriculum guidelines, board objectives, etc.) for the purpose of conveying information and/or recommendations regarding district curriculum.
- Perform personnel functions (e.g. interviewing, evaluating, training, supervising, etc.) for the purpose of maintain adequate staffing, enhancing productivity of personnel and achieving objectives within budget.
- Attends meetings as assigned (e.g. Board meetings, trainings, hearings, etc.) for the purpose of conveying and/or gathering information regarding the district's education objectives.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring an efficient and effective work environment.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: leadership; developing effective working relationships; operating standard office equipment including utilizing pertinent software applications; planning and managing projects and programs; overseeing program activities; preparing and maintaining accurate records; and conveying policies and procedures.

KNOWLEDGE is required to compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes: age appropriate activities; adult learning theory, curriculum and instructional materials, concepts of grammar and

punctuation; program assessment and reporting methodologies, employer-employee relations; contract administration; pertinent federal, state and local laws, codes and regulations; applicable sections of California Education Code and other applicable codes, laws, rules, and regulations related to assigned activities; programs and issues that affect district schools; public education systems and county and community resources and agencies; programs and issues that affect district schools; effective staff development programs; standard business practices; basic budgeting; and contract administration and communications systems.

ABILITY is required to organize a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstance; analyze data utilizing a variety of complex 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 data of widely varied types and/or purposes; and utilize a variety of types of job-related equipment. In working with others, independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is moderate. Specific abilities required to satisfactorily perform the functions of the job include; adapting to changing working priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; and working with detailed information/data.

Responsibility

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; managing a department; and supervising the use of funds. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is continual opportunity to significantly impact the Organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 50% sitting, 25% walking, and 25% standing. The job is performed under a generally hazard free environment.

Physical Requirements

Hearing and speaking to exchange information and make presentations; seeing to perform assigned duties; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects.

Education and Experience

A master's degree in educational leadership or related field is required. Ten years of progressive experience in educational administration and/or experience in educational settings. Experience and knowledge in instructional programs, educational assessment and accountability, program evaluation and data analysis is desirable.

Required Testing

None Specified

Certificates Required

California Teaching Credential
California Administrative Services Credential
Valid Driver’s License

Continuing Educ./Training

None Specified

Clearances

Pre-placement Physical Exam; TB Clearance; and
Criminal Justice Fingerprint/Background Clearance

Sweetwater Union High School District programs and activities shall be free from discrimination based on age, gender, gender identity or expression, or genetic information, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation; the perception of one or more of such characteristics; or association with a person group with one or more of these actual or perceived characteristics.” *SUHSD Board Policy 0410*

*Management Job Description
Adopted by BOT 07/13/15*

Salary Range 1B