

ASSISTANT SUPERINTENDENT OF TEACHING AND LEARNING

Purpose Statement

The job of Assistant Superintendent of Teaching and Learning is done for the purpose/s of planning, organizing, monitoring and administering the District's instructional goals; overseeing and supervising the instructional program, curriculum development and alignment, library services, federal programs and special projects, and professional development; establishing and monitoring deployment and implementation of the operational and instructional vision and focused plans for improving student achievement, while narrowing the disparities between the highest and lowest performing students; supervising and supporting professional educators and administrators in providing academic teaching and learning services.

Essential Functions

- Reviews organizational structures as they relate to providing educational services to the student population; develops efficient models which combine best practices with administrative goals; involves school leadership in the development of models and deployment of strategies designed to support educational mission of the district; effectively support diverse student, teacher and community stakeholder populations.
- Lead evaluation and improvement of assigned programs and activities which provide access and support to rigorous instruction for all students.
- Provides direction for the development and implementation of an instructional program consistent with the districts strategic plan.
- Oversees and supervises curriculum development and alignment, selection of instructional materials, implementation of formative and summative assessments and appropriate professional development.
- Oversees and supervises professional development to ensure research-based best practice are aligned to district strategic objectives and goals.
- Serves as a liaison between educational programs and the Superintendent, Cabinet, community partners and other district stakeholders.
- Promotes a positive, safe and caring climate for learning; communicates effectively with students, staff and parents.
- Collaborates with district leaders in the development and support of District initiatives and priorities aligned with implementing a rigorous curriculum to prepare students to be successful.
- Work with district and school leadership to develop measurable goals for student growth; reviews baseline and progression data to identify and implement strategies for improvement; confers with school site and district leaders to identify implementation activities and regularly review progress; presents information to community and Board of Trustees.
- Ensure leadership team actively engages and advocates for underrepresented families, including those whose first language may not be English, as essential partners in their student's education, school planning and decision-making.

- 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.
- 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.
- Communicates and works with feeder districts and community college district to ensure alignment of curriculum; student outcomes and matriculation.
- Facilitates communication and coordination among instructional staff (e.g. districtwide in-service, courses for teachers, curriculum related questions/concerns, etc.) for the purpose of meeting curriculum guidelines and ensuring that state mandates are achieved.
- Manages curriculum content for the purpose of conveying information and/or recommendations regarding district curriculum.
- 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 maintaining 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 divers 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. Significant experience in improving academic performance of students and closing the achievement gap 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