

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of February 11, 2025

ITEM: **JOB DESCRIPTION: EXECUTIVE DIRECTOR OF TEACHING AND LEARNING**

PREPARED BY: **MARINA GONZALEZ, CHIEF HUMAN RESOURCES OFFICER**

TYPE OF ITEM: **CONSENT**

PURPOSE:

The purpose of this item is for the Board of Trustees to approve the Executive Director of Teaching and Learning job description.

BACKGROUND INFORMATION:

As the District continues to advance its goals, job classifications are evaluated. In some cases, a new classification is recommended in order to help meet the District's goals and the needs of the students. The Executive Director of Teaching and Learning classification encompasses the duties necessitated by the Albany Unified School District.

DETAILS:

The job description is attached.

STRATEGIC GOALS ADDRESSED:



Objective #3: Communicate and Lead Together. **Goal:** All stakeholders will collaborate and communicate about decisions that guide the sites and district.

RECOMMENDATION: APPROVE THE JOB DESCRIPTION FOR EXECUTIVE DIRECTOR OF TEACHING AND LEARNING

DRAFT

ALBANY UNIFIED SCHOOLS JOB DESCRIPTION EXECUTIVE DIRECTOR OF TEACHING AND LEARNING

SALARY SCHEDULE: Certificated Management, Range 405

WORK YEAR: 225 days

POSITION DESCRIPTION: The Executive Director of Teaching and Learning leads the development, implementation, and improvement of instructional programs in Albany Unified School District. This role focuses on fostering academic excellence, equity, and innovation while ensuring students receive high-quality, culturally responsive education. Collaborating with district leadership, staff, families, and the community, the Executive Director builds systems that support student success in academics, social-emotional development, and career readiness. Reporting to the Superintendent, this position supervises staff and ensures instructional programs align with the district's mission and goals.

PERSONAL & PROFESSIONAL PROFILE:

1. Evidence of improving academic outcomes for students and eliminating disparities in achievement, opportunities and services for students;
2. Significant supervisory/administrative/management experience in school administration, including knowledge of academic assessment, preferably in an urban school;
3. Holds self and others accountable for helping all students reach high academic achievement;
4. Consistently addresses matters of equity, race, and bias in decision-making;
5. Understands and implements promising, innovative and effective instructional practices and models;
6. Demonstrates critical thinking skills and the ability to analyze data, identify trends, and diagnose root causes;
7. Demonstrates excellent project management skills, including balancing long-range goals with close attention to detail, and ability to manage multiple projects under tight deadlines.

REPRESENTATIVE DUTIES: E = Essential Duties The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position.

Instructional Leadership

1. Lead curriculum development, assessment, professional learning, and instructional programs to achieve district goals. E
2. Manage curriculum, assessments, and instructional strategies across content areas. E
3. Plan and implement professional development for teachers, librarians, interventionists, English Language Development (ELD) teachers, and the Instructional Leadership Team. E
4. Oversee curriculum inventory and replenishment (core and supplemental). E
5. Support implementation of Career and Technical Education (CTE), dual enrollment, and career pathways programs. E
6. Oversee and support Visual and Performing Arts (VAPA) programs. E

Multi-Tiered Systems of Support (MTSS)

7. Create, manage, and progress monitor data and assessment systems for MTSS. E
8. Lead interventionist and ELD teachers in a Community of Practice (CoP). E
9. Oversee technology and licenses for academic use. E

Student Support and Programs

10. Oversee district-wide field trips. E
11. Plan, oversee, and evaluate summer school programs. E
12. Build and support academic partnerships with student and family affinity groups. E
13. Plan and facilitate the Student Achievement Committee. E

Organizational Support

14. Provide direct support to schools, fostering informed decision-making and collaborative, results-oriented services. E
15. Collaborate with the Executive Team to create and oversee the Local Control Accountability Plan (LCAP). E
16. Advocate for a comprehensive, vertically aligned instructional program understood by staff, students, parents, and external partners. E

Executive Collaboration

17. Serve as a member of the Superintendent's Executive Cabinet, contributing to district-wide planning, operations, and decision-making. E

Special Projects

18. Manage special assignments as delegated by the Superintendent within and beyond the scope of the division. E

Curriculum and Instruction

19. Align instruction with curriculum using diagnostic, formative, benchmark, and summative assessments. E
20. Lead curriculum evaluation and continuous improvement efforts. E
21. Oversee alignment with State Content Standards and performance-based assessments. E
22. Provide curriculum guides, courses of study, and related documents to schools. E

Program Development and Evaluation

23. Develop, monitor, and evaluate intervention, retention, and federally mandated reform programs. E
24. Conduct cost-benefit analyses and recommend modifications or eliminations based on effectiveness. E
25. Establish criteria for selecting and adopting new programs and grants. E

Leadership and Supervision

26. Supervise, evaluate, and hold staff accountable for performance and professionalism. E
27. Provide coaching and actionable feedback to principals to enhance student success. E
28. Build systems to evaluate instructional programs and offer professional learning opportunities. E

Equity and Inclusion

29. Address and dismantle institutional biases tied to race, class, culture, language, gender, sexual orientation, disability, or special status. E
30. Promote research-based best practices to close achievement gaps and support underperforming subgroups. E

Data and Technology

31. Create systems to monitor the impact of educational reforms on student achievement. E
32. Assist with the design and integration of technology into instructional programs. E
33. Oversee data systems and infrastructure to support continuous improvement. E

Community and Stakeholder Engagement

34. Actively engage with social, professional, and community organizations. E
35. Facilitate understanding of categorical budgets among staff and community. E
36. Involve stakeholders in budgetary and planning processes. E

Collaboration and Planning

37. Coordinate with district leadership and the Superintendent to align policies, procedures, and strategic plans. E
38. Develop district plans (e.g., LCAP, Title III) in collaboration with the Superintendent. E
39. Present reports on instructional programs to the Board, district leadership, and community. E

Operational Oversight

40. Supervise, evaluate, and assist managers in daily operations. E
41. Coordinate planning for new schools and academic programs. E
42. Prepare departmental budgets aligned with the district's mission and vision. E
43. Other duties as assigned. E

PROFESSIONAL OBLIGATIONS

Stay informed on professional literature, research, and trends in education to enhance district programs.

KNOWLEDGE OF:

1. State-of-the-art and innovative theories, techniques, and methodologies of instruction and district operations
2. Organization, management, planning and evaluation strategies, techniques and procedures; research and development strategies, processes and techniques.
3. Expert knowledge of Common Core Standards and technology, current instructional programs, A-G graduation strategies, urban school innovations, and student needs in the area of instruction
4. Knowledge of and the ability to support the instructional needs of English Learners, Standard English Learners, socioeconomically disadvantage students, students with disabilities, students identified as gifted, adult learners, and other students of various languages and cultures
5. Programs, intervention and enrichment strategies for students
6. Current literature, trends, and development in the field of curriculum, assessment, instruction, and professional development
7. Effective "rollout" strategies for working with students who have low academic achievement
8. Interpersonal skills, public relations and facilitation, conflict resolution strategies and procedures and team management building methods and techniques.
9. Decision making based on sound judgment, honesty and integrity to work effectively with students, district personnel, and community representatives
10. Coach and mentor staff using a reflective approach for dialogue to reach collaborative learning
11. Instructional methodology, learning theory and practice
12. Funding sources for educational programs and the variety of related regulations, controls and reporting procedures.

ABILITY TO:

1. Identify potential challenges, collect, analyze and present complex data, evaluate alternative solutions, and prepare sound recommendations based on data.
2. Coach and mentor staff using a reflective approach for dialogue to reach collaborative learning
3. Effectively present information and respond to questions from a variety of school staff, parents and agencies
4. Manage conflict through equitable decision-making and effective problem solving methods
5. Interpret and work from a variety of instructions furnished in written, oral, electronic, diagram, or schedule form
6. Apply knowledge of current research, theory, and practices regarding curriculum, instruction and assessment
7. Gather, coordinate, analyze and reconcile input from diverse sources
8. Utilize data to make informed decisions
9. Analyze situations accurately and adopt an effective course of action
10. Function as a team member in a variety of settings and situations
11. Modify systems, procedures, and programs within area of responsibility
12. Use standard English to communicate orally and in writing with large and small audiences
13. Seek out necessary information, agencies and resources for specific situations
14. Establish and maintain cooperative and effective working relationships with a diverse community

15. Operate common office machines and software

QUALIFICATIONS/REQUIREMENTS

1. Must possess and maintain a valid California Administrative Credential
2. Must have five (5) years of successful teaching experience
3. Must have at least (3) years of successful site and/or district-level administrative experience
4. Master's degree in education or public administration or related field from an accredited university or college
5. Current, valid driver's license