



Manhattan Beach
Unified School District

ASSISTANT SUPERINTENDENT—EDUCATIONAL SERVICES

Department/Division	Educational Services
Reports To:	Superintendent
Provides Direction To:	Educational Services Certificated and Classified Staff/TOSAs/Site Administrators, All Administrators
FLSA Exemption Status:	Certificated Management
Date Prepared:	May 11, 2016
Date Adopted by Board:	May 18, 2016

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

DEFINITION

Under the direction of the Superintendent, the Assistant Superintendent of Educational Services provides leadership and supervision of the TK-12 curriculum and instruction program; and assumes responsibility for the overall planning, direction, and coordination of the District’s educational and instructional programs, specified categorical programs, professional development, and other programs as required. The Assistant Superintendent of Educational Services provides information, curricular resources and training to certificated staff, administrators, classified staff and parents; ensures compliance with policies, practices, and procedures; evaluates the performance of assigned personnel; and performs other related duties as assigned.

DISTINGUISHING CHARACTERISTICS

The Assistant Superintendent of Educational Services serves as a member of the Superintendent’s Cabinet, is directly responsible to the Superintendent and is accountable for the management of the Educational Services Department. Under the direction of the Superintendent, the Assistant Superintendent of Educational Services provides support to both the site-based and the District instructional/educational program needs of students and staff. This leader will provide instructional leadership and support, teacher training, and/or curriculum development directed toward advancing 21st Century standards, assessments, curriculum, instruction, professional development, and learning environments aligned to produce 21st Century outcomes for all District students. Directly related administrative and leadership experience is necessary to manage the duties and responsibilities of this position. The job requires the ability to analyze, develop and offer alternative solutions to a variety of complex issues and concerns. Decisions are made by the Assistant Superintendent of Educational Services that have a critical impact on the District goals

ESSENTIAL DUTIES AND RESPONSIBILITIES

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 class.

- Directs the administration and supervision of the personnel and activities assigned to the Educational Services Division
- Administers the budget for Educational Services including special programs, projects, and grants
- Participates in professional growth activities
- Supervises designated categorical and other special programs such as Title I, Title II, English Learner (EL), Title IV, Title V, Gifted and Talented Education (GATE), Physical Education, Music and Art Specialist Programs, Substance Abuse Prevention, Guaranteed Guidance, and Class Size Reduction
- Supervises the administration of Adult Education, Southern California Regional Occupational Center (SoCalROC), and Career Technical Education
- Supervises the District's Beginning Teacher Support and Assessment (BTSA) Program
- Coordinates District articulation activities
- Monitors coursework credits and graduation requirements at the high school level
- Monitors the Western Association of Schools and Colleges (WASC) process
- Reviews curricular innovations, disseminates research and descriptive materials, and conducts field testing and pilot programs
- Coordinates appropriate committees in planning, development, and revision of curriculum guides, course outlines, and instructional materials
- Disseminates information and coordinates changes in the instructional program
- Supervises the reporting system to parents for student progress
- Coordinates, directs, and facilitates the adoption and dissemination of textbooks and other instructional materials
- Prepares recommendations for educational, instructional, and curricular policies, programs, and materials

- Interprets curriculum to district staff and to the community
- Coordinates, directs and facilitates grant writing for special projects
- Prepares communication for the District, the public, and the media regarding curriculum and instruction
- Acts as liaison with the Los Angeles County Superintendent of Schools and the State Department of Education in matters relating to curriculum, research, testing and student competency
- Prepares reports as required and/or requested
- Writes and recommends new and updated board Policies and Administrative Regulations related to Educational Services
- Supervises educational programs in accordance with legislative mandates and adopted policies of the district
- Assists in planning and conducting Management Team Council (MTC) workshop programs
- Services as a liaison between the Manhattan Beach Unified School District and other school districts
- Meets with and establishes objectives for GATE, Music Arts, Reading, Library Personnel, and Science Specialist personnel on the basis of selected appropriate data
- Serves as a member of the Superintendent's Cabinet, Management Team council, and such other District committees as may be assigned by the Superintendent.
- Provides visible leadership for planning, coordinating and strengthening the District educational/ instructional program by identifying student and staff needs, determining long range and short term goals and objectives, evaluating the effectiveness of the educational/instructional programs and related services and materials, and advising the Board.
- Plans, organizes, and schedules staff development programs, curriculum and instruction projects, and technical assistance efforts that are (a) responsive to the needs of District, schools, site administrators, and teachers and (b) reflect research, "best practices," and relevant federal and state policies, laws, and 21st Century initiatives.
- Drafts program proposals and plans, and related budgets or cost analyses, for review by the Deputy Superintendent and /or the other District and site administrators.
- Directs professional development and school curriculum and instruction practices and services including monitoring and adjusting services.

- Recruits appropriate presenters, consultants, technical reviewers, and/or product developers and manages independent services and extra duty contracts.
- Analyzes and uses assessment data to identify program needs and to evaluate, improve, and report on program effectiveness.
- Uses knowledge of state standards and SBAC standards-based assessments, scoring, and reporting methods to assist in the design of staff development and site curriculum and instruction programs.
- Communicates clearly and effectively with other staff members, school District colleagues, and parents.
- Uses a variety of pedagogical methods, including web-based strategies, to support professional development.
- Responds constructively and in a timely manner to requests, questions, suggestions, and concerns from administration, staff, parents and community.
- Works collaboratively with staff members and representatives from other agencies.
- Responsible for organizing, directing and reporting on District and state testing programs; works with District staff to interpret the data with the site administrators and faculty; implements intervention strategies based on the data.
- Coordinates and oversees programs, professional development and curriculum for general education and special education students aligned with California Common Core State Standards, 21st Century Teaching and Learning, State Curriculum Frameworks, and instructional practices including intervention techniques and Response to Intervention (RTI).
- Attends Board meetings and prepares Board agenda items; presents reports and provides technical counsel to the Board as requested by the Superintendent; reviews and presents Board items affecting educational services; updates the Board in closed sessions regarding educational services matters; updates Board policies.
- Maintains regular contact with the Administrative Services Office, Student Services, site principals, other directors, supervisors and staff to coordinate educational/instructional programs and related services with District needs.
- Directs the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities; ensures submission of required reports at the District, state, and federal levels.
- Serves as liaison between the District and educational partners, including state, county city, businesses, colleges, universities, and parents.
- Performs other duties as assigned.

QUALIFICATIONS

Knowledge of:

- Common Core SBAC assessments
- Student Information Systems
- CALPADS
- Current tools and techniques utilized throughout the state to assess student performance, including standards-based student accountability systems
- Laws, regulations, policies and procedures related to student assessment, including alternative assessment, categorical programs
- Mathematical concepts such as probability and statistical inference
- National, state and local reporting requirements and timelines in the area of student assessments
- Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of students and adults
- Educational trends and research findings pertaining to education as it relates to systemic change, professional learning communities, student achievement, assessment, and instructional technology
- Database management, assessment systems, SIS systems, Windows Operating systems, MAC
- Managerial, organizational, fiscal, political, educational and legal aspects affecting the District
- Comprehensive knowledge of applicable state and federal laws, regulations, Education Codes, and compliance requirements
- Principles, methods and strategies of effective supervision
- Learning theory and techniques of instruction to support effective implementation of Common Core State Standards for all students
- Budget management
- Oral and written communication skills in English; writing skills to develop professional correspondence; effective oral communication to conduct meetings

- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques

Ability to:

- Perform all essential duties of the position
- Operate a computer, iPad, and other office equipment to conduct day-to-day work
- Communicate effectively and openly with staff, students, community and employee organizations in English in oral and written form
- Build consensus and commitment for educational improvement
- Analyze operational problems, develop alternative solutions and strategies for instructional/educational decision making; plan, organize and coordinate site and District-wide educational/instructional programs and related services.
- Establish and maintain cooperative organizational, educational and community relationships, achieving results through positive human relationships
- Plan, organize and conduct comprehensive professional development programs for all certificated staff, administrators, paraprofessionals, specialists, and parents
- Plan, organize and direct a comprehensive educational services department
- Organize and delegate authority commensurate with responsibility
- Prepare and maintain confidential records and files
- Apply technological and statistical concepts to educational situations
- Organize a District-wide testing schedule
- Effectively present information and respond to questions from groups of administrators, certificated and classified employees, parents, and the community
- Access and manipulate data using various computer programs
- Use computer software (including spreadsheets, database and presentation programs) to analyze and present complex data in a manner easily understood by all stakeholder groups.
- Maintain an effective, collaborative working climate at the District office and the schools with administrators, students and staff

- Communicate openly and work productively with a community of diverse opinions and ideas
- Read, interpret, apply, communicate, and enforce rules, regulations, policies, procedures, laws and codes
- Analyze problems and issues and develop appropriate solutions
- Prioritize, plan, and coordinate work to meet deadlines
- Drive a vehicle; travel to all school sites and other locations

EDUCATION/TRAINING/EXPERIENCE

Master's degree or above in educational administration or closely related field from an accredited institution; doctorate, desirable. A minimum of five years of successful administrative experience at the site or district level is required. Experience as a K-12 site principal is preferred. Successful teaching and administrative experience in elementary and/or secondary education. A minimum of two years of successful administrative experience in district-level curriculum planning, development, and implementation is desirable.

Licenses/Certificates/Special Requirements:

Valid California Administrative Services Credential

Valid K-12 teaching credential and English Learner authorization

English Language Learner authorization

Valid California Class C driver's license and the ability to maintain insurability under the District's vehicle insurance policy.

Certificate from ACSA Curriculum and Instructional Leaders Academy or willingness to attend ACSA Curriculum and Instructional Leaders Academy

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this class, the employee is regularly required to sit for extended periods of time; hear and speak to exchange information in a proficient manner, in person and by telephone; use hands and fingers to touch, handle, feel, grasp or operate standard office equipment including technology; and reach overhead, above the shoulders and horizontally. The

employee may frequently be required to stand and walk, bend, stoop, and kneel. The employee must occasionally grasp, lift and move records and documents typically weighing as much as 20 pounds or more. The employee must be able to operate a motor vehicle and drive from place to place.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus. The employee must have hand-eye coordination, and be able to read printed material and computer or other technology screens.

Mental Demands

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; interact with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work; demonstrate judgment and professionalism when interacting with supervisors, co-workers, staff, students and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment; learn quickly and follow verbal procedures and standards to accomplish assigned duties and to apply new skills. The employee must be able to work independently and follow a schedule. The employee may deal with dissatisfied or quarrelsome individuals, including District employees, students and parents. Some stress may be encountered while performing the duties of this position.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities.

The employee will work under typical office conditions with a usually quiet or moderately quiet noise level. The employee frequently drives to District sites, training facilities, community meetings and other locations as needed. The employee is subject to constant interruptions.

OTHER CONDITIONS OF CONTINUED EMPLOYMENT

Participate in employer mandated training and re-training programs.