

EXECUTIVE DIRECTOR, INTENSIVE SUPPORT AND INTERVENTION

DEFINITION

Directs, develops, implements, and supports essential components of the District's autonomy initiatives as well as other school improvement initiatives.

TYPICAL DUTIES

Directs, oversees, and supports various departments and programs related to school and student improvement such as the Zones of Choice, Network Partnerships, School Portfolio, Local Options Oversight Committee, Public School Choice, School Review, and the School Performance Framework.

Develops policies, procedures, and direction for system choice, autonomy, and school accountability initiatives.

Directs the development of school plans that ensure that all students are learning at high levels.

Coordinates and leads cross divisional work groups intended to support and accelerate school improvement and increase student achievement.

Prepares reports and oversees the development of communications related to the autonomy, choice, and accountability.

Observes the operations of the local reform plans, works with outside groups for evaluation of the plans, and advises schools of recommended improvements.

Assist schools in resolving issues, conflicts, and disputes relating to the design, adoption, implementation, and operation of the plans.

Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

The Executive Director, Intensive Support and Intervention directs, develops, implements, and supports essential components of the District's autonomy initiatives as well as other school improvement initiatives.

The Chief of Intensive Support and Intervention Schools manages, coordinates, and administers the activities related to improving student achievement through the restructuring of high priority schools.

SUPERVISION

The Executive Director, Intensive Support and Intervention reports to the Chief of Intensive Support and Intervention. Supervision is exercised over technical, professional, and clerical staff.

CLASS QUALIFICATIONS

Knowledge of:

Effective research- based strategies, theories, techniques concerning the implementation of autonomy models and other school improvement models
Theories, research techniques, and methodologies related to managing operations of a large, complex, urban organization in a culturally diverse community
Public administration
Modern management theory
Education Code, Board Rules, and District policies and procedures
Collective bargaining agreements in the District
Principles of public relations
Principles and theory of organizational development
Principles and practices of organization, management, personnel administration, budget preparation, expenditure control, supervision and training
Federal, state and local legislation as it applies to school improvement rules and regulations

Ability to:

Analyze problems, make decisions, and take responsibility for those decisions
Design, create, pilot, and manage large system implementation projects in a cross-functional environment
Monitor progress towards implementation of programs with clear deliverables
Conduct formal and informal project updates with federal, state and local officials
Develop and implement objectives, policies, procedures, work standards and internal controls
Identify opportunities for program extension and external resources
Determine strategies to achieve goals
Communicate effectively, both orally and in writing with staff and the community in a multiethnic educational environment
Exercise judgment and creativity in making decisions

ENTRANCE QUALIFICATIONS

Education:

Graduation from a recognized college or university with a degree in Business Administration, Public Administration, Education, Public Policy, Educational Leadership, Industrial or Organizational Psychology, or a related field.

Experience:

Five years of management level experience in organizational development, community engagement, data management, education statistics, performance management, or a closely related field. Executive level experience in the areas listed above is highly preferable.

Special:

A valid California Driver License
Use of an automobile

SPECIAL NOTE

1. Senior Management classification.
2. Management class, exempt from bargaining units.
3. An employee in this class may be subject to the reporting requirements of the District's Conflict of Interest Code.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Management retains the discretion to add or change typical duties of a position at any time.

New Class

07-17-13

PJO