



# RIALTO UNIFIED SCHOOL DISTRICT

## AGENT: EQUITY, EXCELLENCE, AND ACCESS Management Job Description

### **DEFINITION**

Under the direction and supervision of the Lead Innovation Agent, the Agent: Equity, Excellence, and Access, is responsible for creating, developing, and monitoring equity initiatives, programs, and professional learning opportunities, related to all students. As well as analyzing and consolidating pre-existing, equity-related efforts, that align with the District's strategic goals and Board Resolution: Declaring Racism is a Public Health Crisis. The Agent: Equity, Excellence, and Access will guide efforts to define, assess, nurture, and cultivate diversity as an institutional and educational resource. The Agent: Equity, Excellence, and Access will work to increase staff capacity, student support, and family engagement in the areas of diverse thinking and instructional practices that lead to increased student achievement.

### **ESSENTIAL DUTIES**

#### Staff

- Facilitates staff development of school-based equity leadership teams and strategic planning processes for educational equity that coaches, monitors, and supports principals on the achievement of academic goals for all students
- Supports and guides site principals on the implementation of culturally relevant and responsive teaching and learning
- Conducts monthly site visits focused on building meaningful relationships and support of all student achievement, engagement, and safety
- Develops and implements strategies to monitor and evaluate school-site School Plans for Student Achievement (SPSA) and district-wide Local Control Accountability Plan (LCAP) for progress toward eliminating the achievement disparities among students
- Conduct analysis of data to ensure implementation of practices that promote equity
- Designs and coordinates professional development in the areas of equity, inclusion, liberatory practices, asset-based thinking, building community, and social justice
- Serves as a thought-partner and collaborator with other District staff and educational partners to focus on equitable student access, equitable outcomes, and culturally responsive learning environments
- Remains current with the scholarship and pedagogy of equity education and cultural competence
- Supports efforts to diversify the District workforce by addressing inequities in recruitment, hiring, development, and staff retention
- Serves as a facilitator and lead for the Equity Team
- Performs other role-related duties as assigned

#### Students

- Creates and facilitates focus groups/panels to inform practice, acknowledge and engage students and value their voice
- Provides experiences to build cultural awareness and capitalize on unique talents and learning styles
- Coordinates activities, celebrations, and events that maximize student development and college and career readiness
- Collaborates with community partners to coordinate and provide mentoring opportunities
- Coordinates with sites to provide educational enrichment and intervention programs that meets the needs of the whole child.

#### Families

- Gathers resources and provides information to share with educational partners
- Creates and facilitates focus groups/panels that inform equitable practices
- Supports and coaches principals around the growth and implementation of school site AAPACs
- Facilitate discussions and learning opportunities around various social justice issues
- Serves as a facilitator and lead for the District's DAAPAC

### **QUALIFICATIONS**

**Knowledge:** of issues pertaining to educational needs of all students in our District; social justice centered curriculum that includes multiple narratives and perspectives on learning; culturally relevant instructional pedagogy; scaffolding strategies and techniques; relevant cultural experiences impacting the community we serve; school culture to promote equity within education; data to support the implementation of instructional strategies and practices.

**Ability:** to take risks to achieve educational excellence and equitable opportunities for students; inspire and encourage creativity and self-reflection in District and school staff; understand the use of data to impact change and to guide instructional and leadership decisions; develop professional relationships; work independently and in an organized manner while meeting timelines; communicate and interact effectively with staff members, families, colleagues, and community leaders; ability to organize programs and manage time effectively; present materials/methods in a training environment; communicate effectively both orally and in writing; use instructional technology tools and materials.

**EXPERIENCE AND EDUCATION**

**Experience:** Five (5) years successful teaching experience and five (5) years administrative experience with a minimum of three (3) years' experience as a Principal.

**Education:**

Master's degree from an accredited university; valid California Teaching Credential; valid California Administrative Credential K-12; CLAD or equivalent;

**PHYSICAL DEMANDS**

**Physical class:**

MODERATE WORK - lifting 50 pounds maximum with frequent lifting and/or carrying objects weighing up to 25 pounds.

**Work area requirements:**

Regular and specialized classroom, on the playground, parking lot, bus stop areas and possibly field trips.

Ability to use common school hand tools, computer, telephone and photocopy machine.

Ability to transverse a 40 acre campus which could include asphalt, sidewalks, grass on playgrounds, dirt, and bus areas.

**PHYSICAL REQUIREMENTS**

The time requirements are listed considering this wording and meaning:

Occasionally/Low - up to 3 hours

Frequently/Medium - 3 to 6 hours

Constantly/High - 6 to 8 hours

Stooping:	Frequently	Carrying	Constantly
Bending:	Constantly	Standing:	Frequently/Constantly
Keyboarding:	Occasionally	Kneeling	Occasionally
Lifting:	Frequently	Sitting:	Frequently
Reaching:	Occasionally/Frequently	*Driving:	Occasionally
Handling:	Constantly	Walking:	Constantly
Grasping:	Constantly	Push/Pull:	Occasionally
Fingering:	Constantly		

\*Possession of a current California Driver's license, a DMV printout and the ability to be covered by the company auto insurance is required.

**FREQUENT MOTION**

Twisting:	Constantly	Wrist flexion:	Constantly
Elbow flexion/extension:	Constantly	Reaching to shoulder level:	Occasionally
Forward shoulder/neck flexion:	Frequently	Reaching below shoulder level:	Constantly
Reaching to above shoulder level:	Occasionally		

**SENSORY REQUIREMENTS**

Ability to see:	Constantly	Ability to hear:	Constantly
Ability to talk:	Constantly	Ability to smell:	Constantly
Ability to touch:	Constantly		

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**THIS JOB REQUIRES**

Alertness:	Yes	Attention to detail:	Yes
The use of two hands:	No	Recall of names and dates:	Yes
Ability to work in temperatures down to 40 degrees and up to 110 degrees:	Yes		

**MUST BE ABLE TO DEAL WITH THESE ENVIRONMENTAL CONSIDERATIONS**

Heat:	Occasionally	Odor:	Occasionally
Noise:	Frequently	Humidity:	Occasionally
Moisture:	Occasionally	Fluorescent lights:	Constantly
Floor may be slippery at times:	Occasionally	Working in close quarters with others:	Constantly
Working inside:	95% of the day	Working outside:	5% of the day

**ABILITY TO DEAL WITH PSYCHOLOGICAL FACTORS**

Team work:	High	Frustration:	High
Repetitive tasks:	High	Level of responsibility:	High
Must keep up with schedule:	High		
Able to work overtime as needed: Frequently - Over 3 hours per day			
Dealing with angry teachers, students, parents: Occasionally			

**PHYSIOLOGIC FACTORS**

Have a high level of consciousness:	High, all day long
Orientation to time, place or person:	Yes
Ability to comprehend and follow directions:	Yes
Ability to read at 12 <sup>th</sup> grade level:	Yes
Able to keep up a high activity level during the shift:	Yes