



RIALTO UNIFIED SCHOOL DISTRICT

LEAD ACADEMIC AGENT: SECONDARY LITERACY, LEARNING, AND INNOVATION Management Job Description

DEFINITION

Under the direction of the Lead Innovation Agent, the Lead Academic Agent of Secondary Literacy, Learning, and Innovation will be responsible for providing leadership and coaching to secondary principals, assistant principals, counselors and teacher leaders to enhance student outcomes on the College & Career Index (CCI). This work includes collaboration with a variety of site and district teams to create cohesive systems of ongoing support. A student-centered approach with a focus on equity through strategic serves to close existing achievement gaps. The Lead Academic Agent: Secondary Literacy, Learning, and Innovation supports and enhances the District's instructional programs through continuous creation of professional development that powerfully aligns curriculum, instruction, and assessment.

DISTINGUISHING CHARACTERISTICS

The position requires subject matter expertise in, and knowledge of CCSS in secondary English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. In addition, the position demands a strong command of the essential elements of CTE Programs, Visual and Performing Arts (VAPA), experience with Inquiry-Based Learning Programs, and innovative curriculum development and delivery methods.

Directly-related leadership experience is necessary to manage the duties and responsibilities of this position. The job requires the ability to analyze, develop and offer alternative problems and solutions to a variety of complex issues and concerns. The Lead Academic Agent: Secondary Literacy, Learning, and Innovation must be experienced in the use of technology for presentation and data analysis. Decisions are made to positively impact the strategic goals, educational programs and services of the district. This position frequently meets with management, teachers, community partners, parents and support staff to influence, motivate and monitor the progress of the strategic goals of the district and the operation of the Educational Services Department.

ESSENTIAL DUTIES

- Supervise and evaluate principals and staff as directed by the Superintendent or Lead Innovation Agent.
- Work in concert with middle school principals to enhance student engagement and ensure high school readiness of 8th grade students promoted to 9th grade.
- Provide leadership and perform administrative duties in the development and implementation of the District's information and academic technology programs.
- Research and disseminate innovative integrated technology instructional practices and collaboratively work with staff to pilot and implement new technologies.
- Work in partnership with school administration, various departments and District stakeholders in creating, implementing, sustaining, and expanding technology throughout the District.
- Advise, guide and support school administration and District Departments in areas related to technology acquisition, integration and replacement.
- Work with designated committees of teachers, principals and other stakeholders on specific programs and projects related to technology.
- Assist the Counselor on Special Assignment (COSA) and other Education Services personnel to ensure that counselors address the academic development, career development, and personal/social development of the students they serve.
- Support the Curriculum and Instruction Program through the maximization of resources towards accomplishing the instructional and programmatic goals of the district.
- Direct the District's elementary music program, elementary visual and performing arts program, and the District-wide celebrations and related programs.
- Oversee the Elementary VAPA Teachers on Special Assignment.
- Coordinate the District Art Fair and Musical Festival.
- Align leadership, revenue and resources to support the District's new and established CTE pathways and Inquiry Based Learning (IBL) programs.

ESSENTIAL DUTIES – continued:

- Monitor the implementation of the 11 Essential Elements of High Quality CTE programs.
- Assist district and site staff in developing and strengthening CTE pathways.
- Support the recruitment of students into CTE pathways, and assist with establishing and maintaining high-functioning Career Technical Student Organizations (CTSOs).
- Assist with the development, recruitment, and maintenance of appropriate Advisory Boards for each CTE industry sector, and establish and maintain collaborative relationships with industry partners and post-secondary institutions to inform curriculum and program development.
- Direct the development, implementation, articulation, and evaluation of the District's Pre-K-12 Inquiry-Based Learning (IBL) Programs.
- Support the development of cumulative, sequential and culturally-relevant IBL programs that ensure all students have access to quality instruction consistent with the Common Core State Standards (CCSS).
- Organize, coordinate, and integrate IBL programs and services to respond to the needs and strengths of each campus.
- Collaborate with teachers to plan and produce District-wide showcases and special events designed to promote CTE and IBL programs.
- Provide input into and manage a District-wide budget plan for IBL program initiatives, maintaining records to track and monitor internal and external resources.
- Develop a communication plan to garner and sustain external community support for CTE and IBL programs
- Attend Board of Education meetings.
- Perform additional duties and responsibilities as delegated by the Superintendent or Lead Innovation Agent.

QUALIFICATIONS

Knowledge of: Principles, practices and trends in the field of education; Role of technology in innovative educational programs designed to maximize learning; Utilization of technology in data collection, systems analysis, and programing; Principles and techniques in the development and analysis of norm referenced and performance based (authentic) measures of student/program performance; Assessment programs and evaluation techniques including analysis, interpretation, and representation of data; Formative and summative assessment tools for progress monitoring and instructional decision-making; Inquiry-Based Learning (IBL) Programs; California Department of Education requirements for CTE programs, and 11 Essential Elements of a High-Quality CTE Program; California Common Core State Standards (CCSS); Grants and funding sources for supporting CTE and IBL programs; Effective practices in professional development; and Applicable Federal, State, and District regulations and procedures.

Ability to: Analyze situations carefully and adopt an effective course of action; establish and maintain effective professional working relations with staff, District personnel, community, and other agencies; make presentations to various audiences and facilitate organizational development; supervise and evaluate the performance of assigned staff; interpret, apply, and explain rules, regulations, policies and procedures; attend and support District and school events; Design and implement protocols to support the use of data to inform instructional practices; Manage and track program budgets and grants; Develop and deliver effective professional development to large and small groups; Collaborate with diverse stakeholders across the organization including teachers, site administrators, Educational Services staff, industry partners, post-secondary institutions, parents, and students; Access and utilize current educational technology; Demonstrate strong organizational and interpersonal skills; Communicate effectively, both verbally and in writing, with a diverse and broad range of individuals and groups; and Use technology, including word processing, spreadsheet, database, presentation software, video production, website and social media accounts.

EXPERIENCE AND EDUCATION**Experience and Education:**

- Three (3) years of successful teaching experience at the secondary level and three (3) years of secondary site administrative experience as a principal
- Successful leadership experience in leading professional development
- Experience integrating IBL practices in teaching
- Master's Degree or higher degree from an accredited college or university
- Valid California certificated Credential;
- Valid California K-12 Administrative Credential;
- EL authorization or equivalent.

Supervision

Responsible to: Lead Innovation Agent

Responsible for: Assigned certificated and classified personnel

PHYSICAL DEMANDS**Physical class:**

Moderate lifting - 50 pounds maximum with occasional lifting and/or carrying objects weighing up to 25 pounds.

Work area requirements:

Ability to traverse any part of 40 acres, including construction site, campuses, fields, and concrete/asphalt areas; ability to use common school hand tools, computer, telephone and photocopy machine.

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:	Low	Carrying:	Occasionally
Bending:	Frequently	Standing:	Occasionally
Lifting:	Occasionally	Kneeling:	Low
Reaching:	Occasionally	Sitting:	Occasionally
Handling:	Constantly	*Driving:	Occasionally
Grasping:	Occasionally	Walking:	Constantly
Fingering:	Occasionally	Push/Pull:	Occasionally
Keyboarding:	Medium - must be literate		

***Verification of the possession of a valid California Motor Vehicle Operator's License, a DMV printout and insurability by the District's liability insurance carrier is required.**

Frequent motion:

Twisting:	Low
Wrist flexion:	Frequently
Elbow flexion/extension:	Frequently
Reaching to shoulder level:	Occasionally
Forward shoulder/neck flexion:	Occasionally - 3 hours per day
Reaching to above shoulder level:	Occasionally
Reaching below shoulder level:	Frequently

Sensory requirements:

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

Must be able to deal with these environmental considerations:

Heat:	Has own controls
Odor:	Yes
Noise:	Yes
Humidity:	Occasional
Moisture:	Occasional
Fluorescent lights:	Yes
Floor may be slippery at times:	Tiled areas
Working in close quarters with others:	Yes, all the time
Working inside:	95% of the day
Working outside:	5% of the day

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This job requires:

Alertness:	Constantly
Attention to detail:	Constantly
The use of two hands:	Constantly
Recall of names and dates:	Constantly
Ability to work in temperatures down to 30 degrees and up to 105 degrees.	

Ability to deal with psychological factors:

Team work:	Constantly
Frustration:	Moderate - depends on the time of year
Repetitive tasks:	Yes, signature
Level of responsibility:	High
Must keep up with schedule:	High
Able to work extended hours as needed:	High
Dealing with upset employees, parents, community members:	Moderate

Physiologic factors:

Must maintain a high level of consciousness:	Yes
Orientation to time, place or person:	Yes
Ability to read at 12 th grade level:	Yes
Ability to comprehend and follow directions:	Yes
Able to keep up a high activity level during the shift:	Yes

District Requirements:

- TB Skin Test as required by State Law
- Fingerprints on file as required by State Law