

## CLASSIFICATION DESCRIPTION



TITLE: Director of Continuous Improvement and Support

<b>Title of Immediate Supervisor:</b> Assistant Superintendent	<b>Department:</b> Teaching, Learning and Equity	<b>FLSA Status:</b> Exempt
<b>Accountable For (Job Titles):</b> Climate Coordinator, MH/SEB MTSS Coordinator, MTSS Coordinators, SEL Specialist, SEB Specialists, General Education Social Workers, Check and Connect TOSA, Literacy Lead Coordinator, Executive Assistant		<b>Pay Grade Assignment:</b> Educational Directors Association

**General Summary or Purpose Of Job:**

The Director of Continuous Improvement and Support is responsible for process improvement activities supporting the District. This position will lead the planning, continuous improvement, and implementation of Social & Emotional Learning (SEL) to support schools in the development of positive school climate, social & emotional skills development, restorative practices, and continuous improvement efforts across the district, provide expertise and assistance to teachers and principals in ensuring that multi-tiered systems of support (MTSS) are being implemented to support all student groups, and will be responsible for managing district wide assessments.

DUTY NO.	ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)
1.	<p><b>Oversee District Wide Continuous Improvement and Support</b></p> <ul style="list-style-type: none"> <li>Inspire, implement and monitor a cycle of continuous improvement to ensure the implementation of effective and efficient processes and systems across all departments in the district.</li> <li>Provide leadership and direction to quality management strategies relative to the development of the district’s continuous improvement plan and long-term vision, as well as individual schools’ site improvement plans.</li> <li>Develop and implement short- and long-term plans and priorities to align with and support the district’s mission and goals.</li> <li>Develop and implement coordinated, consistent district-wide systems and processes to collect, report, interpret, and utilize data to impact organizational improvement in alignment with the district’s continuous improvement plan.</li> <li>Collaborate with other district departments and schools to identify areas for increased efficiency, effectiveness, and improved processes, especially with regards to data collection, storage, access, reporting, and analysis.</li> <li>Provide in-service training and coaching to staff regarding interpretation and use of various data for continuous improvement of student achievement, organizational culture and internal systems and processes.</li> <li>Function as a continuous improvement expert to train and lead continuous improvement teams.</li> </ul>

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2.	<p><b>Oversee implementation of the Multi-Tiered System of Support (MTSS) Framework:</b></p> <ul style="list-style-type: none"><li>• Lead and monitor a district-wide MTSS implementation plan aligned to the district’s vision for MTSS.</li><li>• Collaborate with district leadership, other district departments, building leaders, and teachers to ensure fidelity in implementing MTSS interventions.</li><li>• Provide overarching guidance for the district and individual sites in execution of an impactful MTSS structure.</li><li>• Develop, coordinate, implement, and monitor comprehensive assessment systems including screening, progress monitoring, and diagnosis for early identification of all students needing supports.</li><li>• Based on needs assessment, oversee the development of Tier 1, 2, and 3 intervention protocols, problem-solving processes, data-based decision-making, progress monitoring, and communication and collaboration processes among Student Support Teams.</li><li>• Identify and implement district-wide universal screening for academics, social-emotional learning, and behavior.</li></ul>
3.	<p><b>Oversee District World's Best Workforce</b></p> <ul style="list-style-type: none"><li>• Providing leadership in the collecting and reporting of data needed for the district strategic plan.</li><li>• Coordinating ongoing review of district assessments and program improvement strategies to assess effectiveness and alignment with the strategic plan.</li><li>• Researches new programs, practices, or strategies that will benefit the continuous improvement process.</li><li>• Advises the superintendent regarding issues and communication needs related to research, assessment, and accountability.</li><li>• Supports leadership in developing and implementing efficient systems to meet reporting requirements.</li><li>• Leads Strategic Planning Team(s) to support the implementation of the mission and strategic plan.</li><li>• Collaborates with leaders to develop, monitor, implement, and communicate the World's Best Workforce Plan.</li><li>• Collaborates with leaders in the Department of Teaching, Learning and Equity to provide differentiated support to school sites.</li></ul>
4.	<p><b>Impact closing the achievement gap:</b></p> <ul style="list-style-type: none"><li>• Leading Vision Card Committee: supporting the implementation of the district's strategic priorities.</li><li>• Developing and implementing programs to address the achievement gaps within Duluth Public Schools.</li><li>• Designing, delivering, or otherwise providing professional development opportunities for staff and leadership in culturally responsive teaching strategies.</li><li>• Ensuring inclusion through an equity lens in the planning, development, implementation, and evaluation of curriculum and professional development by collaborating with others in the teaching and learning department.</li><li>• Collecting and disseminating information from data driven research, promising educational practices, and professional resources to improve the educational experience of racial, ethnic, and economically diverse students.</li><li>• Collaborating with school administrators to review achievement data and support improvement efforts with a focus on ensuring a strong MTSS framework is established across all sites.</li><li>• Providing leadership to building administrators as they work to implement rigorous instructional practices, close achievement gaps, and develop effective interventions to meet the needs of their diverse learners.</li></ul>

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5.	<p><b>Implement Accountability Measures for Student Achievement</b></p> <ul style="list-style-type: none"> <li>• Directs systems for collecting and analyzing data, by grade or content, building and district in order to recommend services or program modifications.</li> <li>• Interprets and communicates district-wide assessment results to Board, staff and community.</li> <li>• Oversees systems and processes for collecting and analyzing data, by classroom, building and the district in order to recommend services or programs be modified, continued or removed; in accordance with Elementary and Secondary Education ACT, Family Education rights and Privacy Act, and Code of Fair Testing Practices in Education.</li> <li>• Serves as District Assessment Coordinator.</li> <li>• Directs and oversees the processes assessment and testing for the district.</li> <li>• Analyzes program information/data and prepares documentation to report to the Minnesota Department of Education for the purpose of providing written support, conveying information and complying with federal and state regulations.</li> <li>• Assists district personnel in the utilization of the data warehouse software and the development of data-driven decisions to improve student performance.</li> <li>• Oversees and leads the District Assessment Committee.</li> <li>• Act as a liaison between the school district and the Minnesota Department of Education on assessment related issues.</li> </ul>
6.	<p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Facilitates and participates in related projects, processes, and committees as requested and needed.</li> <li>• Other duties may be assigned in alignment with district continuous improvement efforts.</li> </ul>

<b>Minimum Qualifications:</b> (necessary qualifications to gain entry into the job not preferred or desirable qualifications)
<ul style="list-style-type: none"> <li>• Master's degree from an accredited college or university in Education, School Psychology, Business Administration, Organizational Development or other related field with emphasis in at least two of the following: educational measurement, statistics, or research methods..</li> <li>• A minimum of 5 years progressively responsible professional educational or administrative experience.</li> <li>• Experience in supervising a diverse staff.</li> <li>• Training in MTSS or equivalent experience.</li> </ul>
<b>Preferred Qualifications:</b>
<ul style="list-style-type: none"> <li>• Successful experience in site or district administration; implementation, oversight or monitoring of district or school project site plans; state or federal categorical program implementation; design and delivery of professional development; and meeting facilitation with education partners and community groups.</li> <li>• Prior district-level position in a leadership role.</li> <li>• A valid driver's license or the ability to utilize an alternative method of transportation when needed to carry out job-related essential functions.</li> </ul>

<b>Knowledge Requirements:</b>
Requires knowledge of:
<ul style="list-style-type: none"> <li>• Current state curriculum standards.</li> <li>• Modern principles and practices of data analysis, assessment and reporting, principles of instructional, and curricular development services including strategies pertaining to the improvement of:             <ul style="list-style-type: none"> <li>○ The core instructional program.</li> <li>○ The instructional program for significant subgroups such as (but not limited to) English Language Learners, Special Education students, Homeless and Foster Youth.</li> </ul> </li> </ul>

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- School law administration and applicable sections of the State Education Code, Board and District policies, principles and practices of administration, supervision and training, labor relations law and collective bargaining agreements.
- Federal, State and District Policies, guidelines and laws related to student assessments and accountability.
- Applicable Education Code rules and regulations.
- In-service training and staff development best practices, procedures and planning.
- Principles of budget planning and monitoring.
- Strategies for program assessment and evaluation.
- Principles and practices of educational administration.
- Communication strategies for dissemination of information to various stakeholders.

- Skill/Ability Requirements:**
- Skilled in:
- Providing effective visionary leadership and strategic planning to focus human and material resources towards the primary goal of outstanding quality education for students.
  - Effectively communicating and working with diverse groups of people such as (but not limited to) district office personnel, principals, teachers, students and parents.
  - Analyzing and evaluating data for specific use.
  - Using technology programs to integrate and systematize access to data and data reporting.
  - Maintaining confidentiality.
  - Prioritizing workload and conflicting demands.
  - Effectively working in demanding environments.
  - Working in a diverse socio-economic and multicultural community.
  - Demonstrating organizational, time management, analytical and problem-solving skills.
  - Promoting the belief that all students can and should learn.
  - Developing and providing effective presentations to the public, Board of Education and staff.
  - Effectively communicating orally and in writing, with a variety of public, staff and management groups.

<b>Physical Requirements:</b> Indicate according to the requirements of the essential duties/responsibilities				
Employee is required to:	Never	1-33% Occasionall y	34-66% Frequently	66-100% Continuously
Stand		√		
Walk		√		
Sit			√	
Use hands dexterously (use fingers to handle, feel)			√	
Reach with hands and arms		√		
Climb or balance	√			
Stoop/kneel/crouch or crawl		√		
Talk and hear				√
Taste and smell	√			
<b>Lift &amp; Carry:</b> Up to 10 lbs.			√	
Up to 25 lbs.		√		
Up to 50 lbs.	√			
Up to 100 lbs.	√			
More than 100 lbs.	√			

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<b>General Environmental Conditions:</b>		
<b>General Physical Conditions:</b>		
<b>Work can be generally characterized as:</b>		
<p><b>Sedentary Work:</b> Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.</p>		
<b>Vision Requirements:</b> Check box if relevant		
	Yes	No
No special vision requirements	<input checked="" type="checkbox"/>	
Close Vision (20 in. of less)	<input type="checkbox"/>	
Distance Vision (20 ft. of more)	<input type="checkbox"/>	
Color Vision	<input type="checkbox"/>	
Depth Perception	<input type="checkbox"/>	
Peripheral Vision	<input type="checkbox"/>	

<b>Job Classification History:</b>