

<b>Job Title:</b>	Assistant Director	<b>FLSA Status:</b>	Exempt
<b>Agency:</b>	CESA 5 (or another hiring CESA)	<b>Reports To:</b>	Director
<b>Department:</b>	Wisconsin Rtl Center		
		<b>Prepared Date:</b>	May 2016
<b>Prepared By:</b>	Beth Helmueller-Perkins		Updated July 2019
			Updated March 2022
<b>Approved By:</b>	Kathy Ryder	<b>Approved Date:</b>	May 2016

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## SUMMARY

In partnership with Wisconsin Rtl Center leadership, develop and implement organizational initiatives to meet collaboratively established outcomes. Work alongside staff to create an anti-racist, anti-ableist organization with equity central to all work.

## ESSENTIAL DUTIES AND RESPONSIBILITIES

Include the following, as well as compliance with all organizational policies and procedures. Other duties may be assigned.

1. Serve as a key advisor to the strategic direction and organizational vision, including equity-related efforts for the center. Make recommendations based on data, results of the evaluation processes, and statewide needs.
2. Use continuous improvement processes.
3. Co-create an equity-focused strategic plan. Collectively, implement and measure short- and long-term center-wide goals, departmental objectives, and project plans.
4. Partner with leaders to develop, implement, and measure an internal professional learning plan that includes coaching, scaffolds prior learning, and improves or enhances staff's critical consciousness.
5. Reflect on one's own critical consciousness to enhance relationships and ways of working, making progress toward becoming an anti-racist, anti-ableist organization.
6. Facilitate inclusive department operations to ensure they are of the highest quality and support the center's implementation of anti-racist beliefs and practices.
7. Work side-by-side with leadership to identify and disrupt internal policies, practices, and processes that are racist and oppressive.
8. Supervise department staff.
9. Mentor, coach, and advise department staff about their support for schools and districts implementing equitable, multi-level systems of supports.
10. Provide structural support to cross-functional teams.
11. Assist and advise the Wisconsin Department of Public Instruction to develop and/or clarify an updated state-wide educational equity vision. Assist with building cohesion throughout the state.
12. Build connections, collaborate, and represent the center with external professional groups including, but not limited to, the Wisconsin Department of Public Instruction, school districts, institutes of higher education, Cooperative Educational Service Agencies, and additional local, state, and national constituents and stakeholders.
13. Plan, organize, and expedite small- and large-scale projects.
14. Support the center's BIPOC affinity space and White accountability group.
15. Monitor program budget. Recommend budget levels and approve expenditures.

16. Participate in regional, statewide, and national Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS), and equitable, multi-level (multi-tiered) system of supports leadership meetings, workgroups, and conferences.
17. As necessary, create and conduct presentations about Wisconsin's equitable, multi-level system of supports.

## **NON-ESSENTIAL DUTIES**

None identified.

## **SUPERVISORY RESPONSIBILITIES**

Responsible for supervising and evaluating department staff members, as assigned by the director. Carry out supervisory responsibilities by the center's policies, procedures, and applicable laws. Responsibilities include interviewing, hiring, and providing professional learning opportunities, planning, assigning, and directing work; appraising performance, formally and informally; rewarding and disciplining staff; addressing complaints; and resolving problems.

## **QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below represent the knowledge, skill, and ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. A qualified candidate must possess the following competencies or knowledge:

### **Required**

- Collaborative. Able to engage with a wide range of staff to develop and promote trust and partnerships.
- Critically conscious. Recognize and disrupt dominant narratives and the marginalization they perpetuate.
- Knowledgeable of the historical and present-day context of marginalized populations.
- Experience implementing systems (i.e., hiring, instructional support, behavioral supports, etc.) in organizations to reach a common goal.
- Knowledgeable of current education trends, best practices, and challenges, including evidence-based practices and a continuum of supports.
- Able to create a strengths-based team environment that supports a positive climate and culture.
- Experience with public speaking, teaching, and facilitating conversations to adult populations about race, racism, ableism, equity, and inclusion.
- Experience leading continuous improvement efforts, problem-solving processes, and data-based decision-making.
- Experience leading individuals with varying levels of critical consciousness.
- Demonstrated track record in challenging and affecting staff to approach all work as equity work.
- Experience in supporting internal organizational changes.
- Strong background in managing change throughout a complex network of outside organizations and internal and external teams.
- Sound judgment and the ability to make decisions in ambiguous situations.
- Successful track record of using project management strategies to implement multi-faceted, long-range projects.
- Excellent communicator, including active listening skills.
- Experience leading professional learning, including development and revisions, presenter practices, and data and evaluations.
- Proficient use of multiple forms of technology, including online meetings, presentations, word processing, and spreadsheets.

**Preferred** (depending on organizational need)

- Experience with Wisconsin’s Framework for Equitable, Multi-Level System of Supports or Wisconsin RtI Center supports. NOTE: In some places, this may also be referred to as a multi-tiered support system.
- Experience working at the school district level.
- Knowledge of implementation science and its application to educational settings.
- At the district and school levels, experience implementing and evaluating Positive Behavior Intervention and Supports (PBIS) or evidence-based academic instruction.
- Understand the alignment of local, state, or national priorities.

**EDUCATION AND/OR EXPERIENCE**

Any combination of education, training, and lived experience that provides the knowledge, skills, and abilities necessary to perform the job. A bachelor’s degree is required. A master’s degree in a related field is optional.

**LICENSE**

Valid driver’s license or ability to travel throughout the state and, at times, nationally.

**PHYSICAL DEMANDS**

The physical demands described here represent those that an employee must meet to perform this job's essential functions successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, and talk or hear. The employee is frequently required to use hands to finger, handle, or touch objects. The employee must frequently lift and/or move up to 10 pounds.

**WORK ENVIRONMENT**

The work environment characteristics described here represent those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee will work in a variety of environments, including but not limited to, telecommuting (work at home), offices, and conference centers.

This position will require statewide travel at a minimum of 50%. This includes overnight and day travel.

Employee Acknowledgment \_\_\_\_\_ Date: \_\_\_\_\_

The above statements reflect the general details necessary to describe the functions of the occupation described and shall not be construed as a detailed description of all the work requirements inherent in the occupation.