

DIRECTOR OF STAFF EFFECTIVENESS RCSD

Code No. 9-20-220
COMPETITIVE

DISTINGUISHING FEATURES OF THE CLASS: This position is responsible for taking the lead to ensure the Rochester City School District (RCSD) staff is designing and implementing best-in-class systems for staff evaluation, professional development, compensation, rewards and performance management. Creating an effective and comprehensive evaluation system, having rewards and consequences aligned with performance evaluations, and providing professional development programs to ensure high quality educators, school administrators, and support staff throughout the district. The employee reports directly to, and works under the general supervision of the Chief Human Capital Officer or other higher-level staff member. Does related work as required.

TYPICAL WORK ACTIVITIES: (All need not be performed in a given position. Other related activities may be performed although not listed.)

Leads the efforts of the Staff and Educator Effectiveness Team and relevant external service providers to ensure District and Office of Human Capital goals are met;

Leads the design, implementation and periodic review of District evaluation programs and systems, including the New York State Annual Professional Performance Review (APPR) process;

Works with a Staff Relations Team to facilitate and ensure a professional performance review process for probationary educators; establishes and maintains close partnerships with the District's professional development staff to design training and development offerings based on staff and educator performance needs;

Manages District compensation, rewards and consequences policies to ensure alignment with evaluation findings and District policies;

Serves as the public representative of the Staff and Educator Effectiveness Team with other District divisions, school-site administrators, and the broader community; partners closely with the Chief Academic Officer and related team members to accomplish goals; collaborates closely with the Chief Human Capital Officer and other senior leaders to ensure coordination of human capital efforts;

Leads an effort to move from a performance evaluation process that uses subjective data or open ended questions to one with evidence-based evaluation measures (based on assessment data, standardized rubrics and other evidence based measures that can be quantified) for formal employee performance evaluations, informal school-site conversations, professional development planning, and educator tenure, renewal and removal decisions;

Monitors and evaluates District effectiveness on a continuous basis regarding the development and implementation of a staff and educator evaluation process to improve student achievement outcomes and on-the-job satisfaction for District employees;

In collaboration with the Chief Human Capital Officer and other administrative staff, develops and facilitates pathways to leadership and the development of programs to increase the numbers of effective school leaders through executive coaching, mentoring and related efforts;

Assists in developing and implementing ongoing labor management strategies for collective bargaining units;

Works with unions and educator facilitators to provide support, mentoring and entrance to first-year teachers;

Designs and implements the use of information systems to capture evaluation data and feed it to professional development staff, staff relations and other relevant staff members;

Establishes appropriate links between the work of the Staff and Educator Effectiveness Team in relation to the Recruitment, Selection and Retention Team and Staff Relations Team.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL

CHARACTERISTICS: Thorough knowledge of the principles and practices of school district personnel administration, specifically related to compensation, rewards, assessment and evaluation, and staff development and training for all staff (administrators, educators and support staff); good knowledge of effective labor management strategies; ability to utilize qualitative and quantitative data to improve programmatic outcomes; ability to analyze existing procedures and policies, recognize procedural and policy defects, recommend and develop correction action, and implement and monitor new procedures, policies and work methods; ability to design, improve and implement effective processes for evaluating educator staff effectiveness; ability to plan and implement effective compensation, rewards and consequences programs; ability to manage and execute projects in accordance with established requirements; ability to tailor messages to audiences; ability to effectively communicate complex evaluation standards and processes to educators and district staff; ability to organize materials and create effective narrative and descriptive statistical reports and business correspondence; analytical ability; ability to communicate effectively orally and in writing; ability to present effective oral presentations to a variety of audiences; ability to establish and maintain effective working relationships; ability to organize individual workload and meet established deadlines; good judgment; physical condition commensurate with the demands of the position.

MINIMUM QUALIFICATIONS: Graduation from high school or possession of an equivalency diploma plus EITHER:

- (A) Graduation from a regionally accredited or New York State registered college or university with a Master's degree plus three (3) years paid full-time or its part-time equivalent experience in staff or leadership development and training or evaluation, design and implementation of employee performance methods or labor relations or school district administration; OR,
- (B) Graduation from a regionally accredited or New York State registered college or university with a Bachelor's degree plus four (4) years paid full-time or its part-time equivalent experience in staff or leadership development and training or evaluation, design and implementation of employee performance methods or labor relations or school district administration; OR,
- (C) An equivalent combination of education and experience as defined by the limits of (A) and (B) above.

SPECIAL REQUIREMENTS: If you are appointed, you will be required to possess a valid license to operate a motor vehicle in New York State or otherwise demonstrate your capacity to meet the transportation needs of the position.

Monroe County Civil Service Commission
ADOPTED: March 4, 2021