



Title: Senior Manager of School Improvement & Support

Qualifications:

1. Master's degree from an accredited college or university in Education, Educational Leadership, Curriculum and Instruction, School Administration, or a related field. (required)
2. Minimum of five (5) years of successful professional experience in education, including progressively responsible experience in instructional leadership, school improvement, campus leadership, district support, or a closely related area. (required)
3. Demonstrated experience using student achievement, instructional, and implementation data to identify needs, diagnose problems of practice, and develop improvement strategies. (required)
4. Demonstrated knowledge of high-quality Tier I/core instruction and Multi-Tiered Systems of Support (MTSS). (required)
5. Experience supporting school improvement planning, implementation, and progress monitoring, including needs assessment and continuous-improvement processes. (required)
6. Demonstrated experience designing and delivering professional learning, presentations, workshops, or leadership development for educators and/or school leaders. (required)
7. Demonstrated ability to coordinate multiple projects, priorities, stakeholders, timelines, and deadlines. (required)
8. Strong written, verbal, presentation, facilitation, interpersonal, organizational, and problem-solving skills. (required)
9. Valid Illinois Professional Educator License (PEL) and/or appropriate administrative endorsement. (preferred)
10. Successful experience as a principal, assistant principal, instructional leader, school improvement leader, district administrator, or comparable educational leadership role. (preferred)
11. Experience with Illinois State Board of Education (ISBE) accountability requirements, federal ESSA requirements, school designations, and school improvement processes. (preferred)
12. Experience supporting schools identified for Comprehensive, Targeted, or other state/federal improvement and/or schools demonstrating significant academic or organizational improvement needs. (preferred)
13. Experience coaching and developing principals, assistant principals, instructional leadership teams, or other school leaders. (preferred)
14. Experience conducting instructional learning walks; facilitating data reviews, root-cause analysis, and continuous-improvement cycles; and strengthening MTSS systems. (preferred)
15. Experience managing or supporting special programs, grants, strategic initiatives, or districtwide projects in diverse school communities. (preferred)

Reports To: Chief of Schools

Supervises: Staff members as assigned; does not formally supervise or evaluate school principals.

Position Summary: The Senior Manager of School Improvement & Support provides district-level leadership, technical assistance, and direct support to strengthen school performance, instructional systems, leadership capacity, and implementation of District priorities across Champaign Unit 4 School District. Working collaboratively with school leaders, principal supervisors, and District departments, the Senior Manager uses data and evidence to identify needs, diagnose problems of practice, develop improvement strategies, and monitor implementation and outcomes. The position serves as a key connection between District strategy and school-level implementation and is a support and development role rather than the formal supervisor or evaluator of school principals.

Key Responsibilities:

1. Leads and supports school improvement and accountability efforts, including differentiated assistance to schools and translation of state and federal requirements into school-level action.
2. Provides coaching and technical assistance to school leaders related to Tier I/core instruction, MTSS, data use, leadership systems, and continuous improvement.
3. Designs and facilitates professional learning, school reviews, instructional learning walks, data reviews, and implementation-monitoring processes that strengthen leadership and instructional practice.
4. Leads or supports assigned special programs, grants, strategic initiatives, and cross-functional priority projects, establishing clear deliverables, timelines, progress measures, and follow-through.

Performance Responsibilities:

School Improvement & Accountability

- A. Provides direct technical assistance to schools in developing, implementing, and monitoring improvement efforts aligned to District priorities and state and federal accountability requirements.
- B. Maintains current knowledge of Illinois state accountability, federal ESSA requirements, school designations, and school improvement requirements and helps translate those requirements into meaningful school-level actions.
- C. Supports schools identified for additional or differentiated assistance and helps leaders establish focused priorities, measurable goals, evidence of implementation, and systems for monitoring progress.

Data Analysis, Diagnosis & Continuous Improvement

- D. Analyzes multiple sources of quantitative and qualitative data to identify strengths, trends, performance gaps, and areas requiring improvement.
- E. Facilitates needs assessments, root-cause analysis, and continuous-improvement processes that help leaders identify underlying causes and determine appropriate strategies.
- F. Supports the development of meaningful leading and lagging indicators and helps leaders determine whether improvement strategies are being implemented effectively and producing intended results.

Tier I Instruction & MTSS

- G. Provides expertise and support related to high-quality Tier I/core instruction and MTSS, including standards alignment, curriculum, assessment, instructional delivery, student tasks, student learning, intervention systems, and progress-monitoring practices.
- H. Supports leaders in distinguishing whether student-performance concerns are rooted in Tier I instruction, curriculum, implementation, intervention, leadership systems, or other organizational conditions and assists teams in identifying appropriate responses.

School Leadership Coaching & Development

- I. Provides job-embedded coaching, technical assistance, and development to principals, assistant principals, instructional leadership teams, and other school leaders.
- J. Supports leaders in identifying problems of practice, strengthening instructional leadership systems, monitoring implementation, using data effectively, providing actionable feedback, and establishing sustainable improvement practices.
- K. Works in partnership with principal supervisors to reinforce District priorities and provide differentiated support based on school needs while remaining separate from the formal principal evaluation process.

Professional Learning & Facilitation

- L. Designs, develops, and delivers high-quality professional learning, presentations, workshops, leadership sessions, data reviews, and collaborative planning experiences for school and District leaders.
- M. Develops practical tools, protocols, exemplars, templates, and resources that translate research, accountability expectations, District priorities, and effective practices into actionable strategies for schools.

School Support & Implementation Monitoring

- N. Conducts school visits, instructional learning walks, data reviews, leadership-team observations, and other improvement activities to understand school needs and monitor implementation.
- O. Provides timely and actionable feedback, identifies opportunities for additional support, documents progress and next steps, and assists leaders in adjusting strategies when implementation or outcomes are not progressing as expected.
- P. Supports differentiated and tiered school support based on accountability status, performance data, implementation evidence, leadership needs, and other District-established indicators.

Special Programs & Strategic Initiatives

- Q. Leads or supports the planning, coordination, implementation, monitoring, and evaluation of assigned special programs, grants, strategic initiatives, and priority projects.
- R. Establishes clear deliverables, timelines, implementation expectations, communication structures, and progress measures for assigned work and coordinates with schools and District departments to support successful execution.
- S. Provides flexible capacity to the Schools Office for emerging priorities and projects requiring strong organization, school-level implementation, cross-functional coordination, and follow-through.

Cross-Functional Collaboration

- T. Collaborates with the Schools Office, Academics, Student Support Services, Special Education, Multilingual Education, Human Resources, Finance/Grants, and other departments to ensure schools receive coherent and coordinated support.
- U. Identifies systemic barriers affecting school performance and elevates trends, needs, and recommendations to appropriate District leaders; helps connect school-level needs to District resources, expertise, and systems.
- V. Maintains confidentiality, exercises appropriate professional judgment, and performs other related duties as assigned.

Terms of Employment: Salary, fringe benefits, and work year as established by the Board of Education.

<u>Evaluation:</u>	Performance will be evaluated annually by the Chief of Schools or designee.
<u>FLSA Status:</u>	Exempt
<u>Status:</u>	Last Revised September 3, 2026