

PENDERGAST SCHOOL DISTRICT
Job Description

JOB TITLE: Director of School Improvement Systems

EXEMPT: Yes	JOB CODE:
SALARY LEVEL: Administrative	DEPARTMENT: Educational Services
LOCATION: District Office	TERM OF EMPLOYMENT: 12 Month
REPORTS TO: Chief Learning & Innovation Officer	DATE APPROVED: 2/3/2026
POSITION LEVEL: Administrative	

SUMMARY:

The Director of School Improvement Systems serves as a district-level leader responsible for supporting the successful implementation of school improvement priorities across a network of assigned schools through the use of an improvement science framework. Reporting to—and operating under the direction of—the Chief Learning & Innovation Officer (CLIO), the Director develops a synergistic partnership with the principal, instructional leadership teams, and district colleagues to build the capacity of teachers and leaders to improve teaching, learning, student outcomes, and the overall student experience.

Each Director leads a multidisciplinary team of educators who provide targeted, job-embedded support to a defined group of schools. These teams engage in regular, structured problem-solving cycles, coming together routinely to analyze data, examine instructional practice, test and refine change ideas, and learn from results. The Director establishes norms and structures that support respectful, candid feedback, coaching, and collective responsibility—ensuring conversations remain focused on improvement rather than compliance or evaluation.

Grounded in improvement science practices—such as disciplined inquiry, root cause analysis, and iterative testing using PDSA cycles, the Director supports schools in translating strategic priorities, the PESD Portrait of a Graduate, and CLIO-directed improvement goals into actionable work in classrooms. Rather than supervising schools directly, the Director strengthens instructional leadership by coaching principals and Instructional Leadership Teams to lead improvement work effectively within their own contexts.

The Director of School Improvement Systems serves as a connector between instructional improvement priorities and school-level practice, ensuring alignment to the CLIO’s academic vision while honoring the professional expertise of school leaders. Through facilitation, coaching, and data-informed dialogue, the Director helps schools build the internal capacity needed to sustain continuous improvement over time.

The Director of School Improvement Systems, shall be assigned in an area of expertise, in one of the following areas:

- Student Services
- Instructional Innovation
- Instructional Coherence & Implementation

The Director of School Improvement Systems: Student Services serves as a district-level leader responsible for supporting the implementation of school improvement priorities related to student behavior, engagement, well-being, and the overall student experience. The Director partners closely with principals and instructional leadership teams to build capacity for effective school climate practices, PBIS implementation, and coherent student support systems.

The Director of School Improvement Systems: Instructional Innovation & Future of Learning

serves as a district-level leader responsible for advancing instructional innovation and future-ready learning initiatives including emerging practices such as virtual and augmented reality. The Director partners closely with principals and instructional leadership teams to design, test, and scale innovative instructional practices that improve the student experience and align to district goals, the academy model, and the PESD Portrait of a Graduate.

The Director of School Improvement Systems: Instructional Coherence & Implementation serves as a district-level leader responsible for strengthening the quality and consistency of teaching and learning by supporting the effective implementation of board adopted curriculum, instructional practices, and assessment systems. The Director partners with principals and instructional leadership teams to ensure district priorities, academy pathways, and innovative practices are translated into coherent, high-quality classroom instruction.

REQUIRED QUALIFICATIONS:

- Master's degree in education, curriculum and instruction, educational leadership, or a related field.
- Successful experience as a school leader or district instructional leader, with demonstrated impact on teaching, learning, and school improvement.
- Deep knowledge of teaching and learning and evidence-based instructional practices.
- Demonstrated ability to use data, inquiry cycles, and continuous improvement or improvement science approaches to improve learning outcomes.
- Strong collaborative leadership skills, with the ability to partner effectively with executive leaders, school leaders, and cross-functional teams.
- Demonstrated ability to communicate instructional priorities and performance clearly to diverse audiences, including educators, families, and governing boards.
- Experience operating within accountability and compliance requirements related to curriculum, instruction, assessment, and school performance.
- Arizona Administrative Certificate – Principal or higher (or) Arizona Superintendent Certificate

PREFERRED QUALIFICATIONS:

- Doctorate (Ed.D. or Ph.D.) in education or a related field.
- District-level leadership experience supporting multiple schools or networks.
- Deep expertise in one or more specialization areas, such as:
 - Student behavior, PBIS, MTSS, or student support systems
 - Instructional innovation, academy models, future-ready learning, or emerging technologies (e.g., VR/AR)
 - Curriculum implementation, instructional coherence, assessment, or HQIM
- Experience leading or supporting instructional innovation, including piloting, testing, and scaling new practices.
- Experience supporting adult learning through coaching models, professional learning communities, or leadership development.
- Demonstrated success leading improvement work across diverse school contexts, adapting supports to varied needs.
- Arizona administrative certification, or eligibility for certification.
- Experience working within an enterprise or systems-based organizational model.
- Arizona Superintendent or Administrative Certification, or demonstrated eligibility.
- Such alternatives to the above required & preferred qualifications as the Superintendent/Designee may find appropriate and acceptable

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The Director of School Improvement Systems provides district-level leadership for the implementation of school improvement priorities across a network of assigned schools using an **improvement science framework**. Reporting to and operating under the direction of the Chief Learning & Innovation Officer (CLIO), the Director leads a network improvement team and partners closely with principals and Instructional Leadership Teams to build sustainable capacity for improved teaching, learning, and student outcomes. Essential duties include, but are not limited to, the following:

1. Lead the planning, coordination, and execution of school improvement support across an assigned network of schools.
2. Partner with principals and Instructional Leadership Teams to clarify improvement goals, prioritize actions, and monitor progress.
3. Support schools in translating district priorities, academy pathways, and the **PESD Portrait of a Graduate** into focused, actionable improvement work.
4. Provide leadership for the consistent use of an **improvement science framework**, including facilitating disciplined inquiry, testing change ideas, and learning from results.
5. Ensure schools and network teams use data and evidence of practice to inform decisions and refine improvement strategies.
6. Design, pilot, and scale instructional models or improvement strategies aligned to network needs and CLIO-directed priorities.
7. Lead and develop a multidisciplinary network improvement team, ensuring effective deployment and job-embedded support across schools.
8. Foster a collaborative team culture grounded in trust, shared responsibility, and continuous learning.
9. Provide coaching, feedback, and guidance to team members aligned to district priorities and improvement expectations.
10. Coach principals and instructional leaders to lead improvement work effectively within their school contexts.
11. Build instructional leadership capacity among school teams while ensuring supports strengthen internal capacity rather than create dependence.
12. Collaborate with other Directors of School Improvement Systems to align expectations, share learning, and strengthen districtwide coherence.
13. Coordinate with Educational Services and other district teams to ensure alignment and avoid initiative overload.
14. Communicate progress, challenges, and learning clearly to the CLIO and district leadership.
15. Model relationship-centered, servant leadership and provide principled, respectful counsel and candid feedback, including upward, in service of district goals.
16. Adhere to district policies, procedures, and ethical standards.
17. Serve as a member of district leadership teams or committees as assigned.
18. Perform other duties and responsibilities as assigned by the CLIO or designee.
19. Perform other duties and responsibilities as assigned by the Superintendent or designee.

EVALUATION: At least once annually in accordance with Governing Board Policy

REASONING ABILITY:

Ability to define problems, collect data, establish facts and draw conclusions; ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several concrete variables

LANGUAGE SKILLS:

Ability to read, analyze and interpret education materials and programs; ability to write reports, procedure manuals and correspondence; ability to effectively present information and respond to questions from groups of teachers, students, administration and the community.

MATHEMATICAL SKILLS:

Ability to work with mathematical concepts such as probability and statistical inference; ability to apply concepts such as fractions, percentages, ratios and proportions to practical situations.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform 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 is required to talk and hear. The employee frequently is required to stand, walk, sit and use hands to handle or feel objects or controls; and reach with hands and arms. The employee is occasionally required to climb or balance and stoop, kneel, crouch or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

SUPERVISION: Network Team Members