

UCLA History-Geography Project Director Position Description

The Director develops and oversees an ambitious program of professional development and leadership training for history and social science teachers in the greater Los Angeles region. This is a fiscal year appointment. Incumbent directs the UCLA discipline specific program of the **California History-Social Science Project (CHSSP) / California Subject Matter Project (CSMP)**: the UCLA History-Geography Project (HGP), located in Center X.

Institutional Context

The work of the **UCLA History-Geography Project (HGP)** (centerx.gseis.ucla.edu/history-geography/) is supported by three university-based organizations, each dedicated to improving student learning through school-university collaboration.

HGP is housed at **Center X** (<https://centerx.gseis.ucla.edu>), a community of educators located in the UCLA Graduate School of Education and Information Studies. Center X educators work to transform public schooling in the greater Los Angeles area to create a more just, equitable, and humane society through equity-focused educator preparation, development and support.

Faculty from the **UCLA History Department** provide institutional support, disciplinary guidance, and program leadership. The goal of the UCLA History Department is to provide cross-temporal and cross-cultural perspectives and to bring historical knowledge, depth, and context to students and to the broader public with whom we constantly interact. That mission informs our scholarship and our teaching and it calls us to engage with our students beyond the classroom and with the public beyond the university.

HGP is one of five sites of the **California History-Social Science Project (CHSSP)** (chssp.ucdavis.edu), headquartered at the University of California, Davis, and one of 84 discipline-based programs in the California Subject Matter Projects, administered by the University of California, Office of the President (csmf.ucop.edu). CHSSP is dedicated to improving student learning in history-social science in California through teacher professional learning, instructional resources, and state policy development.

Relevant Legislation

According to current CSMP legislation (SB 612, Steinberg, 2011), the Director provides support for endeavors designed to accomplish the following: (1) Develop and enhance teachers' subject matter and content knowledge in the subject matter. (2) Develop and enhance teachers' instructional strategies to improve pupil learning and academic performance and, where applicable, to standards adopted and any subsequently adopted standards. (3) Provide teachers with instructional strategies for working with English learners. (4) Provide teachers with instructional strategies for delivering career-oriented, integrated academic and technical content in a manner that is linked to high priority industry sectors identified in the California career technical education model curriculum standards as adopted by the State Board of Education. (5) Provide teachers with access to and opportunity to examine current research that is demonstrably linked to improved pupil learning and achievement as measured by performance levels on state tests, or any successor assessment system, or on English language development assessments developed, or any successor assessments, for English language learners. (6) Maintain subject-specific professional communities that create and encourage ongoing opportunities for teacher collaboration, learning, and research. (7) Develop and deploy as teacher leaders, teachers with demonstrated levels of expertise in the classroom and certifiable levels of content knowledge. (8) Provide teachers with instructional strategies for ongoing collaboration on the delivery of career-oriented, integrated academic and technical content.

Job Summary

Coordination of Professional Development Programs for Teachers

The Director oversees, develops, and administers professional development programs, including institutes, follow-up sessions, workshop series, conferences and district wide-programs in alignment with the goals and vision of the California History-Social Science Project (CHSSP), the California Subject Matter Projects (CSMP), and Center X.

Working closely with local educators, as well as Center X and CHSSP colleagues, the Director designs programs that meet teacher, school district, and university needs, aligning them to state and national standards, and programs.

Site Administration and Development

Under the general direction of the Principal Investigators, and following the guidance of both the History Department Faculty Advisor and CHSSP Executive Director, the Director is responsible for day-to-day site administration and oversight to ensure that all project objectives are met on time, on budget, and in alignment with the goals and vision of Center X, the CHSSP/CSMP, and related granting agencies.

The Director must effectively manage and leverage limited annual CHSSP allocations through extensive grant writing, contracts with local schools and districts, corporate and individual support, and fee for service programs. Using a variety of online, hard-copy, and in-person communication tools, the Director must effectively market site programs, expand site service, and improve total site funding.

The Director's contract and grant responsibilities are substantial and require sufficient attention to detail. These responsibilities include, but are not limited to:

- the delineation of the scope of work into a hierarchy of subprojects;
- the responsibility to establish and schedule milestones;
- the ability to delegate, assign human resources to meet program need, and establish an organizational structure with clear reporting lines;
- the capacity to measure and report progress;
- the ability identify and adapt to unanticipated issues;
- the ability to ensure effective intra-project communication to partners.

The Director is responsible for data collection and evaluation of History Project programs. The Director must ensure that HGP programs are designed, organized, and conducted, and that evaluations inform Project practice; ensure that the policies of the California Subject Matter Projects, the UC Office of the President, and the California History-Social Science Project are reflected in the Project's operation and evaluation. The Director must also develop and implement interventions, as appropriate, to maintain the quality of the Project's work, including the work of assistant directors, coordinators, administrative support, and teacher leaders.

Program Advocacy

The Director is responsible for establishing and maintaining communication with a variety of partners, extramural funders, and educational leaders at the local, county, and state level, to leverage limited Project resources to maintain and, if possible, extend service to the greater Los Angeles area.

The Director must represent the work of the UCLA History-Geography Project, Center X, and the CHSSP to university scholars, regional K12 educators, policy makers, and other interested constituencies (K-University) and to the public at large; represent the Project at regional and state meetings, including regular CHSSP site directors' and advisory board meetings; support and foster collaboration with teacher education programs, align with state educational initiatives; and collaborate with other California Subject Matter Projects.

Incumbent independently prioritizes and completes ongoing tasks following established departmental guidelines and University policies. Other assignments are given by Executive Director on a project basis. Periodic in-progress checks of work are made. In addition, work is reviewed, upon request, when actions represent a deviation from standard guidelines.

Core Functions & Duties

The Director's responsibilities include, but are not limited to, the following:

1. Serve as the Project Director/Lead for project contracts & grants and the development, implementation, dissemination and management of projects, partners and sub-projects.
2. Oversee budget development and administration of funds awarded through state and federal government, including contracts, grants, matching funds commitments, professional development consulting income.
3. Determine short and long-range needs of the project with the Executive Director and appropriately reallocate resources if necessary.
4. Design, plan, coordinate, and administer all HGP activities which include: the recruitment of teacher-leaders to lead sessions; publicize institutes; design curriculum with project staff, and with school district personnel to design programs to meet the needs of the district and aligned with California's History-Social Science Framework and Standards, as well as California's Common Core State Standards for Literacy in History-Social Studies and English Language Development.
5. Oversee, design, plan, and administer institutes, follow-up activities, conferences, retreats, and specific history-social science professional development programs throughout the year, and when appropriate or delegate appropriate planning and administering tasks to subordinates when needed.
6. Develop relationships with district superintendents, teachers, and appropriate central office staff to establish a UCLA HGP presence in school districts on an ongoing basis.
7. Collaborate with specific history-social science educators on an ongoing basis to design institutes and ascertain the need for institutes and follow-up sessions funded by grants, other funding sources, and by schools and school districts.
8. Develop, administer and maintain formative and summative assessments of program offerings, write quarterly reports to increase the effectiveness of future programs and ascertain changes that may increase its effectiveness.
9. Appoint, nurture, and guide teacher leaders to provide leadership for the activities on an ongoing basis.
10. Develop and distribute new professional standards based curriculum models to meet the needs of teachers, administrators, schools, and school districts as needed.
11. Establish and maintain a liaison with local, county, and state departments of education.

12. Serve on committees (local and statewide) to promote excellence in history-social science education, and recommend exemplary teachers for local, state, and national committees.
13. Attend and present papers and workshops at local, state, regional, and national conventions on History-Social Studies education.
14. Represent CHSSP/CSMP professional development programs and the HGP at local, state, regional, and national Subject Matter meetings and conferences when appropriate.
15. Work with History Department Faculty Advisor, CHSSP leadership, other Subject Matter Directors and teacher education leaders at Center X on an ongoing basis to design, plan, and administer cooperative programs across disciplines and between preservice and inservice.
16. Read, summarize, and disseminate current subject matter research, reports, books, and programs for pre-service students, teachers, administrators, parents, and school boards.
17. Provide support to graduate novice and resident students enrolled in the Center X Teacher Education Program, including teaching Social Studies Methods, guest lecturing, and curriculum development support (as needed).
18. Supervise at least one FTE, program coordinator

Qualifications:

Required:

- Bachelor's Degree from an accredited university
- A commitment to addressing K-12 opportunity and achievement gaps through high quality History-Social Science teaching and learning
- In-depth knowledge of history and history-social science education, relevant state policy documents (current History-Social Science Standards and Framework, Common Core State Standards in English / Language Arts and California's English Language Development Standards), and related HSS topics, including civic education and ethnic studies.
- Experience in teaching History-Social Science, as well as providing HSS professional development support for teachers.
- Administrative or leadership experience, with the skills necessary to work with university faculty, teachers, school and district administrators.
- Experience leading professional development programs or coursework to increase content knowledge and pedagogical skills of educators.
- Demonstrated excellence in fiscal management and program development.
- Demonstrated ability to work in a collaborative team setting.
- Excellent interpersonal, oral and written communication skills.

Preferred: M.A. or Ph.D. in history-social science or a related field, as well as a California Teaching Credential, preferred. Experience working with teachers in elementary, middle, and high school levels. In-depth understanding of the CHSSP's programming and familiarity with the specific programming offered by the UCLA History-Geography Project. Experience in program advertising or marketing, including the use of social media tools, and particularly in the education community.

SKACs

- Demonstrated working knowledge of educational reform in urban schooling.

- Prior experience as a teacher, administrator, manager of academic/research project or applicable experience.
- Supervisory skills to provide direction, guidance, and training to other staff.
- Ability to establish and maintain cooperative working relationships with individuals at all levels, e.g., colleagues, support staff, University and school district personnel and students.
- Ability to analyze and determine school and district/ cluster needs and resources to provide programs to maximize effectiveness of activities.
- Written communication skills to write and edit effective letters, memos, grant proposals, reports, and documents.
- Ability to work independently with minimal supervision.
- Ability to design and evaluate programmatic and organizational strategies to decide on their effectiveness.
- Skill in working as part of a team by collaborating with colleagues to design effective processes.
- Excellent verbal and written skills to communicate effectively to small and large groups to make presentations and convey information about Center policies and practices, elicit cooperation and support, and share new ideas.
- Skill in writing reports for funding agencies and committees
- Working knowledge of current education research and adult learning theory so that teaching strategies are appropriate for teachers
- Ability to supervise personnel, including organizing work flow to accomplish established objectives, delegating responsibility, training, and evaluating effectiveness
- Working knowledge of state and national guidelines and school district administrative procedures so that programs will be tailored to them and be adopted
- Working knowledge of University and campus-wide administrative and academic organization, and budget and personnel procedures.
- Ability to prepare and administer budgets in accordance with University and funding agency guidelines and policies.
- Working knowledge of research methods to evaluate the effectiveness of programs.
- Ability to use word processing and computing technologies to write material, develop budgets, and organize information for internal and external dissemination.
- Skill in performing a variety of duties- designing, writing, evaluating-for different projects concurrently.