

WOODRIDGE SCHOOL DISTRICT 68
Administration Office

TITLE: DIRECTOR OF LEARNING ACCELERATION AND STUDENT ENGAGEMENT (One year position for 2026-2027 school year)

QUALIFICATIONS:

1. Illinois Professional Educator License and administrative endorsement required.
2. One or more years of school principal experience.
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Assistant Superintendent for Teaching and Learning or Superintendent designee

SUPERVISES: N/A

JOB GOAL: The Director of Learning Acceleration and Student Engagement will lead a coordinated districtwide effort to improve student learning, reduce instructional variability, strengthen educator capacity, support student engagement, and improve outcomes for identified student groups. The position will support schools in connecting academic achievement, attendance, engagement, MTSS, professional learning, and school improvement into one coherent system.

PERFORMANCE RESPONSIBILITIES:

1. Lead district learning acceleration work

The Director will coordinate districtwide learning acceleration efforts in priority areas identified through state assessment, local assessment, student work, intervention, attendance, and subgroup data.

Responsibilities include:

- Facilitate short-cycle academic improvement cycles in priority grades, subjects, and schools.
- Support district priorities such as Grade 3 ELA, Grade 5 Math, Grade 8 Math, and other identified achievement needs.
- Help principals and teacher teams analyze disaggregated data by school, grade, classroom, subject, and student group.
- Support teams in identifying priority standards, prerequisite skills, instructional gaps, and student misconceptions.
- Strengthen the alignment among Tier 1 instruction, intervention, special education, multilingual services, and progress monitoring.
- Monitor student movement across proficiency levels, especially Level 1 to Level 2 and Level 2 to Level 3.

- Identify and replicate bright spots across schools.

2. Strengthen professional learning and educator capacity

The Director will provide job-embedded support to principals, instructional leaders, teacher teams, interventionists, special education staff, and multilingual staff.

Responsibilities include:

- Coach principals and professional learning teams in effective data use, instructional planning, and school improvement routines.
- Facilitate PLCs focused on student work, formative assessment, instructional response, and subgroup progress.
- Support evidence-based instructional practices such as explicit instruction, checks for understanding, academic language development, student reasoning, feedback, scaffolding, and cumulative review.
- Organize cross-school learning walks, lab classrooms, peer observation, and bright-spot sharing.
- Support teachers in improving access to grade-level learning for English Learners, students with disabilities, Black students, low-income students, and other identified groups.
- Help school teams evaluate whether professional learning is changing adult practice and student outcomes.

3. Coordinate student engagement and attendance-connected learning supports

The Director will help the district connect attendance work with learning recovery, engagement, school climate, and student success planning.

Responsibilities include:

- Support implementation of a tiered attendance and student engagement system.
- Help schools identify students experiencing both attendance risk and academic risk.
- Coordinate adult advocate, mentoring, check-in, and student-success planning structures.
- Support family-centered barrier resolution related to attendance, engagement, and participation.
- Develop supportive reentry practices for students returning after extended or repeated absences.
- Help schools ensure returning students receive manageable academic recovery plans rather than disconnected make-up work.
- Support school climate, belonging, relationship-building, PBIS, and supportive discipline practices.
- Partner with counselors, social workers, family liaisons, nurses, multilingual staff, and community partners to address barriers to participation.

4. Support Meadowview Elementary School's targeted school improvement work

A defined portion of the Director's time will be dedicated exclusively to Meadowview Elementary School's Title I-A Section 1003 School Improvement work.

Responsibilities include:

- Facilitate Meadowview's school leadership team and stakeholder advisory process.
- Support completion of the Illinois Quality Framework and Supporting Rubric, if required.
- Coordinate Meadowview's school-level needs assessment.
- Lead or support root-cause analysis and resource-inequity analysis.
- Analyze Meadowview data related to achievement, growth, attendance, engagement, intervention response, student work, and subgroup performance.
- Support the development, implementation, and monitoring of Meadowview's School Improvement Plan.
- Help Meadowview identify SMART goals, evidence-based practices, local progress measures, implementation timelines, responsible staff, and funding sources.
- Monitor whether Meadowview's improvement strategies are improving outcomes for the student group or groups identified in its Targeted designation.
- Ensure Section 1003-funded time benefits Meadowview only and is documented separately from districtwide work.

5. Build sustainable systems

The Director will leave behind tools, routines, and leadership capacity that can continue after the one-year position ends.

Responsibilities include:

- Develop a district learning acceleration and student engagement playbook.
- Create common routines for data review, intervention decision-making, student success planning, and progress monitoring.
- Support principals in developing school-specific improvement compacts.
- Help establish a district scorecard for academic growth, subgroup performance, attendance, engagement, and implementation.
- Prepare transition recommendations for the following school year.
- Provide quarterly updates to district leadership regarding implementation, progress, barriers, and recommended adjustments.

EMPLOYMENT: 12-month position
EVALUATION: Same as other similarly-situated Directors

ADOPTED: Board of Education
Woodridge School District 68
July 20, 2026