



Profile of an AVID District Director

This profile represents the vision of an AVID District Director as they work to operationalize the AVID College and Career Readiness Framework. This vision provides AVID with clear direction for how to engage AVID District Directors in high-quality, relevant professional learning, networking, and coaching to support quality implementation, acceleration, and sustainability of their AVID College and Career Readiness System (ACRS). This document is not a checklist of what an AVID District Director must know and do to lead AVID in their district. Instead, it defines our shared work with AVID District Directors as we learn with and from one another to impact the success of all students. The five roles defined in the AVID Leadership Profiles (District Director, District Leader, Principal, Site Coordinator, and Site Team) are needed for systemic AVID implementation.

INSTRUCTION — Coaches the use of WICOR® as a means for bolstering rigor in the district, with a focus on supporting high-quality instruction across all schools.

- Defines rigor and insists that it guide districtwide decisions around curriculum, instruction, and assessment.
- Understands effective instructional pedagogy and advocates for the integration of WICOR into all districtwide instructional goals and professional learning.
- Leads and participates in professional learning alongside site and district staff, staying current with the latest AVID Professional Learning and resources.
- Develops systems to accurately monitor instruction across the district and develops coaching and professional learning plans informed by that data.
- Collaborates with instructional coaches and site leaders to inform and support their instructional coaching practices.

SYSTEMS — Promotes alignment, refinement, and sustainability of college and career readiness through commitment to the AVID Elective and the AVID College and Career Readiness system.

- Supports AVID in informing the district's aligned vision, strategic plan, and budget to ensure strong return on investment.
- Serves as a resource within the system to promote ongoing learning and improved professional practice among individual educators and collaborative teams.
- Leverages expert knowledge of the most updated AVID resources to help ensure fidelity of quality AVID implementation and assists in establishing expectations for their routine use at the campus and district levels, with an emphasis on the AVID Elective.
- Executes defined approaches to the Continuous Improvement Cycle to create or refine systems to ensure AVID's systemic impact at the district level.
- Utilizes data to make decisions, consistently driving the district and principals to reach preK-12 college and career readiness success targets while actively evaluating AVID's impact.

LEADERSHIP — Understands and develops a districtwide mission- and vision-driven approach to leadership motivated by the “why” and rooted in the AVID College and Career Readiness Framework.

- Understands and articulates the alignment between AVID's and the district's mission and vision.
- Networks with AVID Site Teams across the district to support their efforts and ensure their efficacy as AVID leaders to foster collective educator agency by supporting their efforts and ensuring their efficacy as AVID leaders.
- Assists in the deployment of structures for communication, collaboration, and calibration across the district to ensure AVID implementation with fidelity.
- Monitors changing dynamics both inside and outside the district community, including those related to AVID, and adjusts approaches or makes organizational changes as needed.
- Advocates for students and educators and strives to find solutions that benefit both groups.

CULTURE — Fosters and promotes an intentional culture throughout the district that aligns to the AVID College and Career Readiness Framework to ensure all students receive what they need.

- Values inclusivity among students, staff, and community and actively cultivates that mindset in others across the district community.
- Leads, alongside the District Leader, a college and career readiness for all mindset by example, promotes collective educator agency, and challenges the practices, structures, or beliefs that perpetuate lack of opportunity for any students within the district.
- Believes all students can graduate ready for college and careers and consistently expresses that belief to stakeholders.
- Supports campus leaders in acting on student feedback to drive change and improvement.
- Recognizes the existence of opportunity gaps that affect individual students and larger groups and works to create systems to break down barriers that cause them.