

EXECUTIVE DIRECTOR OF HIGH SCHOOL PROGRAMS

Classification: Administrator

Location: District Office

Reports to: Assistant Superintendent, Education

FLSA Status: Exempt

Employee Group: Executive Exempt

The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary:

Provides leadership, coordination, development, implementation and evaluation of the district's high school programs. Supervises, engages, and coaches principals as instructional leaders to ensure that high quality instruction is making it possible for all students to learn at high levels. Supports principals' work in the management of school operations while assuring that schools are safe and welcoming for all students, staff, parents, and the community. Areas of significant responsibility include Measure 98/High School Success, AVID, Athletics, CTE program at Sabin Schellenberg.

Part II: Supervision and Controls over the Work:

Serves under the broad guidance and administrative supervision of the Assistant Superintendent of Education. Is held responsible for results in terms of effectiveness of planning, policies, and programs, and for achievement of district goals and objectives. Work is guided by, and must be in compliance with, federal and state law, policy direction of the School Board, and compliance with state and local regulatory agencies.

Part III: Major Duties and Responsibilities:

1. District Leadership: Works as a member of a collaborative executive team with other administrators to create a high functioning leadership system that promotes success for all students.
2. Program Leadership: Provides program leadership, program management, and supervision of all assigned school administrators and special staff. Develops a cohesive and effective group of school administrators focused on strong instructional leadership and high educational outcomes for each student. Recruits, hires, trains, and supervises school principals. Provides vision and leadership in designing, implementing, evaluating and improving schools that support the learning of each student and lead to equitable student outcomes, including school improvement planning processes.

3. Planning and Programming: Stays abreast of research on the changing nature of the profession, the field of public education and changing national, regional and local trends that may impact program areas. Participates in discussions on evolving demands and expectations and the impact those demands and expectations will have on assigned programs. Uses forecasting tools and strategies to predict future needs. Anticipates and develops strategies and programs that respond effectively to anticipated needs and the changing profession. Provides leadership to administrators as they develop programs to help students reach state standards and fulfill district strategic goals, including the appropriate use of interventions as well as culturally responsive practices. Coordinates extracurricular and out-of-school time programming that is relevant to the grade levels assigned.
4. Curriculum and Instructional Leadership: Provides input to the Teaching and Learning Department on curriculum planning and implementation to include textbook adoptions, curriculum alignment, instructional strategies and practices, and student assessment program and strategies. Provides input on training and professional development of all staff in curriculum and instructional practice. Maintains awareness of best practices and provides for implementation of such practices into the curriculum, instruction, and assessment program. Identifies the need for and develops school improvement and intervention programs. Collaborates with the Executive Directors for Elementary and Middle School Education to assure K-12 program integration. Analyzes testing outcomes to determine program needs. Collaborates with schools and departments to ensure cohesive and strategic staff development activities for instructional staff, program implementation and initiative implementation.
5. Customer Service and Communication: Creates a welcoming environment and provides flexibility to respond to the needs of personnel, parents, students and community members. Responds to school and parent inquiries in a timely, thorough and de-escalating manner. Communicates directly with all stakeholders to explain matters relating to the educational programs and operations of the District when district-wide questions or concerns arise.
6. Financial Management and Strategic Planning: Advises the Superintendent on the financial needs and implications of the educational program. Administers programs within approved budget parameters including allocation of staff (FTE) resources. Oversees and/or participates in preparation of staffing analysis and reports. Takes action to determine allocation and redirection of FTE and to level class sizes. Maintains and approves expenditures from assigned budgets.
7. Policy Formulation and Guidance: Recognizes the need for and formulates policies necessary to implement educational goals and objectives and to assure effective implementation and operation of assigned programs. Prepares relevant reports and contributes to district policy development on behalf of the Assistant Superintendent, Superintendent and/or Board of Directors.
8. Labor Relations and Collective Bargaining: Participates in the collective bargaining process to include identifying and researching bargaining issues related to assigned grade levels.

Assists in developing bargaining strategies and positions and may participate as a member of the district bargaining team.

9. Program Direction and Staff Supervision: Oversees organizational management in all assigned areas and coordinates with other central office departments/teams to ensure aligned support is provided to students. Assures that functions are effectively structured and work coordination procedures are in place to achieve a high level of integration and synergy across programs. Approves position structures and operating practices essential to the development and delivering of quality programs and services. Recruits and assigns staff assuring that they possess and practice the values necessary to achieving the level of program delivery and customer service that is essential to a highly effective organization. Assesses, evaluates, and provides for training and professional development of subordinate staff. Creates communication, collaboration and coordination processes that assure all staff is timely and effectively informed of department policies, issues, and guidance that their programs are expected to support. Establishes an environment in which all staff members are comfortable and forthcoming in sharing their ideas, needs and concerns, and in which the staff collaboratively works together to seek solutions and resolutions. Facilitates or co-facilitates standing teams of job-alike educational professionals as identified annually, including teams like the Student Management Office team, secondary content-area Professional Learning Teams, and assistant principal groups. Serves as back up to Executive Director of Middle Schools with ongoing responsibility for maintaining a strong level of understanding of current high school program components.
10. Program Evaluation, Analysis and Feedback: Uses a system of data collection and analysis that provides for continuous assessment of program effectiveness and/or changing needs. At least annually, conducts a comprehensive assessment review of all programs to determine their level of effectiveness and contribution to the mission of the department and to identify problem areas, areas of high success, and areas in needs of change. Prepares structured presentations to the superintendent to share the program evaluation results.
11. Serves as first responder to emergency and after hour situations.

Performs other duties as assigned.

Part IV: Minimum Qualifications:

1. Candidates must have successful experience in working with culturally diverse families and communities, and/or have otherwise demonstrated a commitment to equity and strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Possess or ability to obtain Oregon administrative license.
3. Minimum of five (5) years of progressively responsible and highly successful school administrative experience. Experience as a school principal is strongly preferred.

4. Successful experience as a teacher or staff associate.
5. Strong analytical and problem solving skills, and understanding of “client-centered” support and services.
6. Excellent oral, written, and interpersonal communication skills.
7. Ability to work both independently and cooperatively.
8. Ability to organize work, set priorities, and meet deadlines. Ability to establish effective working relationships at all levels of the organization.
9. Demonstrated ability to facilitate small groups and large groups of educators and community members in program development, consensus building and effective professional development.
10. Ability to remain calm, deliberate, and tactful in stressful and emotional situations.
11. Demonstrated leadership and supervisory ability.
12. Valid state driver’s license.

Part V: Desired Qualifications:

Bilingual ability in language(s) appropriate to the District’s student and parent demographics.

Part VI: Physical and Environmental Requirements of the Position:

The physical demands and work environment 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 frequently required to sit, talk, lift, carry, move about, hear and speak.

The employee must occasionally lift and/or move 25 to 50 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.