

## EXECUTIVE DIRECTOR OF TEACHING AND LEARNING

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 and strategic vision in coordinating, developing, implementing, and evaluating the District's instructional staff development program focused on ensuring that district instructional staff have the instructional skills, materials, and background knowledge to increase student achievement. These skills include building and supporting inclusive learning environments that honors each learner's identity.

### **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, operational direction of the Assistant Superintendent, and compliance with state and local regulatory agencies.

### **Part III: Major Duties and Responsibilities:**

1. Program Leadership: As the Executive Director of Teaching and Learning, provides leadership in defining and implementing an instructional framework that supports the learning of all students, leads to equitable student outcomes, and honors the identity of each student.
2. 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.

3. Professional Development: Provides leadership to development of a comprehensive professional development program for all instructional staff, including ongoing administrative professional development and support in enhancing instructional practices. The professional development program is fiscally responsible and ensures increased probability that teachers and administrators will change their practice. Works closely with administrators, teachers, instructional coaches and other departments to identify best practices and to improve instructional practice.
4. Curriculum and Instructional Support: Ensures the development of effective instructional support methods, including instructional coaching, probationary teacher professional development and District sponsored university courses. Works with administrators, teachers, and instructional coaches in selecting, developing, and aligning curriculum consistent with state academic standards and district philosophy and goals. Directs the articulation of curriculum across the K-12 spectrum. Reviews district instructional and curricular programs for cultural responsiveness. Collaborates with other relevant stakeholders to continually improve the inclusivity of instructional methods and curriculum.
5. Financial Management and Strategic Planning: Advises the Superintendent and Board 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. Maintains and approves expenditures from elementary program budgets.
6. 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. Establishes a system for periodic review of policies to determine when modifications are necessary to advance the goals of the department and to serve the overall needs of employees and managers and the organization.
7. Program Direction and Staff Supervision: Oversees organizational management in all assigned areas. Assures that functions are effectively structured and work coordination procedures are in place to achieve a high level of integration and synergy across programs functions. Approves position structures and operating practices essential to the development and delivering of quality programs and services. Recruits and assigns staff ensuring 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.

8. Program Evaluation, Analysis and Feedback: Establishes a system of data collection and analysis that provides for continuous assessment of instructional 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 and other relevant stakeholders to share the program evaluation results.
9. Serves as first responder to emergency and after hour situations.

Performs other duties as assigned.

#### **Part IV: Minimum Qualifications:**

1. Incumbents 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 years of educational leadership experience.
4. Successful experiences as a teacher or staff associate, and is familiar with current research on most effective instructional strategies.
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. Ability to remain calm, deliberate, and tactful in stressful and emotional situations.
10. Experience in a highly unionized environment.
11. Demonstrated leadership and supervisory ability.
12. Valid state driver’s license.

**Part V: Desired Qualifications:**

At least three (3) years K-12 school based administrative experience.

**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.

Employee may be required to perform extensive work at a computer display terminal.

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.

The employee may sit or stand for longer than two (2) hours at a time, may lift objects repeatedly, and may undertake repeated motions.