

EXECUTIVE DIRECTOR OF ELEMENTARY EDUCATION

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

Part I: Position Summary:

Provides leadership and strategic vision to the elementary education program and exercise supervision and management over elementary principals and schools.

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. Program Leadership: The Executive Director of Elementary Education provides program leadership, program management, and supervision of all assigned school administrators and special staff.
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. 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 for elementary education. Identifies the need for and develops school improvement and intervention programs. Collaborates with the Executive Directors for Middle School and High School Education to assure K-12 program integration. Oversees student achievement testing and assessment for elementary education. Analyzes testing outcomes to determine program needs and identify program initiatives.

4. 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 and to level class sizes. Maintains and approves expenditures from elementary program budgets.
5. 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.
6. Labor Relations and Collective Bargaining: Participates in the collective bargaining process to include identifying and researching bargaining issues related to elementary education. Assists in developing bargaining strategies and positions and participates as a member of the district bargaining team.
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 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.
8. Program Evaluation, Analysis and Feedback: Establishes 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.

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 (5) years of educational leadership experience.
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. 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: 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.