



## **ACADEMIC SENIOR DIRECTOR OFFICE OF TEACHING AND LEARNING**

Under policy direction, provide leadership for a designated grade band or academic content area in the Office of Teaching and Learning; provide leadership, develop and implement high-quality instructional programs and vision focused on improving student achievement while narrowing the disparities between the highest and lowest performing students; supervise and support professional administrators responsible for specific grade band content areas; ensure a culture of high expectation which provides every student with equitable access to high-quality and culturally relevant instruction; support and implement the District's Racial Educational Equity Policy.

### **REPRESENTATIVE DUTIES**

*The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.*

#### **Instructional Leadership**

- Cultivate a commitment among all district staff to enable all students to achieve high standards.
- In collaboration with the Chief Academic Officer, develop and implement a clear and compelling academic vision that will help schools provide high-quality teaching and learning experiences for all students which are aligned to the PPS Forward Together Strategic Plan and Graduate Portrait.
- Provide leadership in the development and improvement of instructional programs relating to assigned grade band and/or content area.
- Ensure equitable access for all students to a comprehensive core curriculum, including English language learners, students with special needs, and other students from historically marginalized populations.
- Apply research and best practices to inform theories of pedagogy and ensure consistent delivery of high-quality instruction aligned with key standards (i.e. classroom-to-classroom, grade-by-grade, school-by-school).

#### **Coordinated Supports & Continuous Improvement**

- Build a structure of support in specified areas through staff development and technical support to schools; communicate priorities as they relate to the specific program area and develop strategies for continuous improvement.
- In partnership with the Chief Academic Officer, oversee the development and implementation of initiatives, goals, objectives and priorities including the instructional framework and principles for personalized learning; monitor and evaluate the efficiency of the initiatives' service delivery system, organizational structure and other internal operations.
- Assess the distribution of academic supports with a clear racial equity lens, ensuring allocations provide the best resources to equitably and effectively meet the needs of all PPS students, families, and schools.
- Oversee the professional development plan for the implementation and monitoring of assigned grade band, adoption, and content area; provide direction and support in alignment with PPS' instructional framework.
- Implement board policies and district systems for instructional resource adoptions, lead instructional resource adoptions, and procure high-quality resources to ensure sites are compliant with federal, and district rules and regulations.
- Strategically manage and allocate resources including money, people, and time aligned to students' needs.

## **Communication and Stakeholder Engagement**

- Confront preconceptions and model open dialogue around race, culture, class and other issues of difference.
- Work collaboratively with cross-departmental teams in Research, Assessment and Evaluation, Student Support Services, School Performance and Teaching and Learning to ensure support of all teachers and the effective delivery of instructional programs and services.
- Collaborate with other school systems, community agencies, local universities, and research laboratories to promote shared learning.
- Prepare and deliver written and oral presentations on academic accountability to various stakeholders (i.e. Board of Education, principals, teachers, parents and community groups).

## **Professional and Team Growth**

- Build strong teams by developing individuals' skills, maximizing their strengths and providing regular feedback.
- Coordinate and evaluate the work of program administrator(s) and teachers on special assignment to ensure that initiatives and/or curricula are designed to achieve the district's goals.
- Participate in professional growth activities and keep abreast of developments in the educational field.
- Other duties as assigned by the Superintendent or her/his designee.

*Note: At the end of some of the duty statements there is an italicized "E", which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.*

## **DISTINGUISHING CHARACTERISTICS OF THE CLASS**

The Academic Senior Director directs the staff and service-delivery of educational programs specific to assigned grade band and/or content areas.

### **Knowledge of:**

- Extensive pedagogical and subject matter expertise in assigned grade band.
- Best practices and current national trends and research for the instruction of diverse learners.
- Program design, planning, development, implementation and evaluation.
- Budget development, management, analysis of resource allocation to achieve results, and blending and braiding multiple funding sources.
- Principles and practices of leadership, management, supervision and training.
- Technology and computer software applications.
- Research-based instructional strategies and models for improving instructional practices for all students.
- K-12 Education public schools' laws, policies and guidelines related to administration, curriculum and leadership.

### **Ability to:**

- Operate with a lens of cultural proficiency, sensitivity, and equity to ensure students' needs are met
- Analyze and interpret district, school and student data
- Motivate people and interpersonal skills to relate well with students, staff, administration, parents and the community.
- Read, understand, interpret, and follow laws, rules, regulations, processes, policies.
- Develop, manage, and monitor programs and budgets.
- Participate in the implementation of systemic change and successfully implement reform initiatives that produce significant gains in closing the achievement gap.
- Take responsibility to use good judgment in recognizing scope of authority.
- Analyze situations accurately and adopt an effective course of action.
- Advocate, model and implement Portland Public School's Racial Equity, Equity in Public Purchasing and

Contracting and Affirmative Action board policies.

- Work effectively with culturally and linguistically diverse groups.
- Understand and be sensitive to those of culturally and linguistically diverse backgrounds.
- Lead, coach and build team skills to strengthen and cultivate relationships.
- Direct and manage multiple programs and staff.
- Prepare and maintain statistical records and reports.
- Use a variety of office machines, technologies, word processing, spreadsheet and presentation softwares.

**Education and Training:**

A State of Oregon issued Administrative License is required at the time of appointment.

**Experience:**

7 years of supervisory, administrative, or management experience in a school administration and assessment setting with a focus on instructional leadership. Evidence of improving student achievement and outcomes is required.

Experience working in a richly diverse urban school community and environment and bilingual or multilingual skills are highly desirable.

**Special Requirements:**

Positions in this classification may require the use of a personal automobile and possession of a valid driver's license.

Work hours will routinely include evening and weekend activities, meetings, and participation in district, school, and student functions.

**WORKING CONDITIONS**

*The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.*

**Work Environment:** Work is performed primarily in a standard office environment with public contact and frequent interruptions.

**Hazards:** Potential conflict situations.

**Physical Demands:** Primary functions require sufficient physical ability and mobility to work in a school office and campus setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting, standing and walking for extended periods of time; kneeling, bending at the waist; lifting, pushing, pulling and carrying school equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; emotional stability to work effectively under pressure and to keep all aspects of the job under control; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

*FLSA: Exempt*

*Approval Date: May 6, 2022*

*Bargaining Unit: Non-Represented*

*Salary Schedule: SL100*

*Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society.*

*The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service. Board of Education Policy 1.80.020-*