



## CHIEF ACADEMIC OFFICER

### **BASIC FUNCTION**

Under policy direction, provide vision, leadership and direction for the academic programs and staff of the District; develop near-term and long-term instructional vision and focused plans for improving student achievement, while narrowing the disparities between the highest and lowest performing students; develop and reinforce strategic leadership programs that deliver highly qualified and effective site-based administrators and academic teaching and learning programs of distinction; 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 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.*

- Provide leadership and expertise to assess, identify, formulate and implement the District's educational goals and objectives; review and realign organizational structures as they relate to providing educational services to the student population; develop efficient models which combine best practices with administrative goals; develop near-term and long term strategies and goals to support the educational mission of the district; effectively support diverse student, teacher and community stakeholder populations. "E"
- Oversee the development of, and develop, curriculum and academic programs' student achievement targets and staff performance metrics; hold district leaders, schools and administrators accountable for achieving desired results; provide focus and direction in developing and strengthening curriculum and instructional practices for site leaders and professional educators. "E"
- Serve as liaison and collaborate closely with the academic and school performance programs and the Superintendent of Schools, members of the governing board, community partners and other district stakeholders. "E"
- Build leadership teams which reflect diverse perspectives; promote a positive, safe and caring climate for learning; deal sensitively and fairly with persons from diverse cultural backgrounds; communicate effectively with students, staff and parents. "E"
- Lead the oversight and development of school improvement strategies, programs and plans; review and track progress on school performance and student achievement objectives and academic excellence indicators to assure effective deployment of improvement strategies; direct implementation of revised or new strategies as required. Provide key leadership in the development of the District's strategic plan. "E"
- Determine and implement the District's academic priorities; assure that curricula are aligned to state and national standards; review assessment tools and analyze performance for effectiveness in improving student achievement. Develop and articulate clear instructional framework, Pre K-12, that incorporates an RTI<sup>2</sup>/MTSS/UDL approach. "E"
- Lead the district to develop measurable goals for student growth; align with PPS Milestones and/or the PPS Equity Goals; review baseline and progression data to identify and implement strategies for improvement; confer with school site and district leaders to identify implementation activities and regularly review progress; ensure instructional strategies and systems which monitor student progress; regularly assess and refine strategies which eliminate the effects of institutional racism. "E"

- Partner with District leaders, staff and stakeholders to recruit and train highly incoming school leaders and administrators; develop strategies and plans to capitalize on leader’s strengths, as well as plans for individuals’ growth and development. “E”
- Develop, recommend, approve and implement assigned budgets; manage budget allocations to ensure equitable use of resources amongst assigned staff and schools. “E”
- Ensure leadership team actively engages and advocates underrepresented families of color, including those whose first language may not be English, as essential partners in their student’s education, school planning and decision-making. Apply a deliberate equity lens to ensure an emphasis on more effectively addressing needs of underserved students. “E”
- Supervise the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions. “E”
- Develop and provide professional development to strengthen employees’ knowledge and skills at all levels that demonstrates and models effective adult learning. “E”
- Lead, participate in and represent the District at meetings, workshops, conferences and professional activities to remain current on relevant, research-based best practices for school improvement. “E”
- Learn and use District IT systems to perform routine tasks, such as performance management assessments; accessing financial reports and managing staffing allocations and budget information. “E”
- Perform related duties as assigned.

*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 Chief Academic Officer provides organizational and educational leadership to instructional activities and programs, school leaders, students, staff, and community stakeholders served by the Portland Public Schools. Incumbents manage the evaluation and implementation of programs and leadership teams who participate in, develop and deploy a variety of academic programs under the jurisdiction of the district. Employees in this position develop and implement near-term and long term academic, administrative, staff and school programs, structures and systems to assure that the educational needs of every student are efficiently articulated and maximized. Employees in this assignment are strong leaders with high ethical standards who focus on developing extraordinary school leaders and programs and who understand and model cultural competence. Employees are highly skilled communicators who create connections with district leaders, staff, students, families and community partners.

## **EMPLOYMENT STANDARDS**

### **Core Competencies**

**Racial Equity:** Leaders are able to adapt to a variety of situations and are committed to racial equity. They are able to build cultural awareness through self-reflection to identify one’s own racial and ethnic identity development. Leaders must invite multiple perspectives, actively listen and be willing to change by understanding the relationship between intent and impact of their decision.

**Vision:** Leaders inspire others to ideal future by providing a shared vision among stakeholders and by developing goals that focus on the District strategic initiatives. They are able to paint a big picture for others to understand the purpose of their work.

**Communication:** Leaders motivate others to understand their role and impact on the District’s vision through open communication that is proactive, sensitive and transparent. A powerful communicator is one who is aligned with the values of the organization and models listening, writing and speaking skills that build trust.

**Organizational and Accountability Capability:** Leaders hold others accountable to the values of the organization and hold themselves accountable for final outcomes by establishing clear structures for work to be accomplished.

**Political Skill:** Leaders build coalitions and bridges by cultivating support through sensitivity to relationships, understanding others’ perspectives, and by bringing others together to attain educational equity for all students.

**Trust and Integrity:** Leaders must be truthful and open to establish trust. They must also establish caring relationships and create an environment that fosters open and honest discussions.

**Knowledge of:**

K-12 Education public schools' laws, policies and guidelines related to administration, curriculum and leadership.  
Current literature, best practices, innovations and research across multiple disciplines and subject areas.  
Academic achievement standards which align to district goals and create a comprehensive, rigorous and coherent curricular program.  
Effective leadership and management strategies and techniques.  
Development and implementation of curriculum and assessment.  
District labor organizations and collective bargaining agreements.  
Research-based instructional strategies and models for improving instructional practices for all students.  
Collection of and data use methods.  
Current literature, best practices, innovations and research across multiple disciplines and subject areas.  
Academic achievement standards which align to district goals and create a comprehensive, rigorous and coherent curricular program.  
District organization, operations, policies and objectives.  
Existing and emerging technologies, including education, business and internet software applications.

**Ability to:**

Build and manage systemic change and successfully implement reform initiatives that produce significant gains in closing the achievement gap.  
Monitor and evaluate student progress and modify plans to meet intended outcomes.  
Conceptualize, initiate, monitor and evaluate new and current programs and leaders.  
Build a culture of equity that is student centered.  
Build and sustain productive relationships with families, caregivers, community partners and district stakeholders.  
Direct, supervise, counsel and evaluate programs and staff.  
Develop a caring school environment in collaboration with faculty and staff.  
Develop positive public relationships between the school district and the community.  
Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.  
Advocate, model and implement Portland Public School's Racial Equity Initiative and board policies.  
Plan and pursue professional development for self and staff members.  
Learn and implement the PPS Equity in Public Purchasing and Contracting and other board policies.  
Focus on narrowing disparities between the highest and lowest performing students.  
Welcome and empower students and families, including underrepresented families of color and those whose first language may not be English, as essential partners in student education, school planning and District decision-making.  
Manage conflict through equitable decision-making and effective problem solving methods.  
Model and communicate high expectations of ethical behavior.  
Operate a variety of computer technologies and related hardware and software.

**Education and Training:**

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

**Experience:**

A minimum of ten (10) years as a school system leader, at the senior district-level and/or school level. Demonstrated results in improving organization capacity and the knowledge base and performance of professional leaders and the academic performance of students and closing the achievement gap is required.

Experience working in a richly diverse 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 and meetings and 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 an office setting with regular visits to elementary, middle, K-8 and/or High School campuses and extensive student, parent and public contact and frequent interruptions. Work hours will routinely evening and weekend activities, meetings and district, school and student functions.

**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.

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FLSA: Exempt

Bargaining Unit: N/A

Salary Schedule: Senior Leadership

Approval Date: May 18, 2017

*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-P*