



STUDENT SUCCESS PROGRAMS SUPERVISOR

BASIC FUNCTION

Under general supervision, lead staff and services in the design, develop, implementation and support of a variety of programs designed to enhance and improve the academic, social and/or emotional conditions of identified Pre K – 12 students; collaborate with district leadership, parents, caregivers, community agencies, school and district staff and stakeholders to oversee, identify, track and monitor program effectiveness; develop, plan, facilitate and lead staff in implementation of student success centered programs, develop, prepare and present a variety of program related presentations, documents and reports.

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.

- Lead and supervise the development, implementation and monitoring of programs, standards, objectives and goals for assigned students and programs; lead assigned staff and collaborate with school staff to monitor progress and effectiveness of assigned activities; develop and implement improvement strategies as appropriate; communicate status, progress and concerns with district leaders, school administrators and staff, social service providers, families and caregivers. “E”
- Develop, gather and review a wide variety of records, reports, presentations and related materials to train and assist staff in determining appropriateness and eligibility for designated programs; gather information and supervise staff in the preparation, monitoring and follow-up on process dialogues, agreements and outcomes. “E”
- Participate in, lead, train and monitor staff to dialogue with students, parents, caregivers, school administration, student support team-members and other stakeholders; develop and implement strategies and supports to motivate program participants to develop skills and attitudes that achieve student success; develop and implement plans that meet identified needs and objectives “E”
- Establish rapport; mentor, guide and monitor assigned staff, students, teams and program designees to facilitate effective programs and processes. “E”
- Lead and collaborate with district staff, social services and other public agencies on student issues; develop programs and strategies and facilitate and coordinate internal and external agency opportunities to improve the academic, social and/or emotional needs of assigned students and programs as appropriate. “E”
- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational practices with awareness and understanding of their impact in a racially and culturally diverse community. “E”
- Identify and partner with community stakeholders and businesses to help create leadership opportunities, community service, educational projects, personal growth and similar experiences for students. “E”

- Lead and participate in trainings, in-services, workshops and meetings related to assigned activities; serve on a variety of district and community committees as assigned. “E”
- Supervise assigned staff, providing work direction, training and guidance. “E”
- Create, maintain and distribute a variety of analyses, spreadsheets, records, reports, lists and files of general information and confidential materials. “E”
- May interview, select, schedule and evaluate the performance of assigned staff.
- 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 Student Success Programs Supervisor leads the strategic direction, development and deployment of a single-focus program designed to provide a variety of academic, social and/or emotional support services and guidance to district students and families. Employees in this classification serve as supervisor, providing work direction, training and guidance to a small, core group of staff who work to achieve program goals. In addition, employees may routinely work directly with the students, parents, district staff and community stakeholders served by their assigned program. This classification differs from the Student Success Programs Manager, in that the latter classification is deeper in scope, complexity and depth of assignment by holding responsibility for multiple student success programs and staff.

EMPLOYMENT STANDARDS

Knowledge of:

Child and Adolescent psychology and behaviors.
 Research design methods and assessment techniques.
 Conflict resolution techniques.
 One-on-one and group facilitation techniques.
 Multi-cultural and multi-ethnic communities within and surrounding the PPS boundaries.
 Oral and written communication techniques.
 Elements of effective supervision.
 Crisis management and intervention theories and techniques.
 Report writing and recordkeeping methods.
 Computer and software technologies.

Ability to:

Demonstrate preparation and skill in working with K-12 students from diverse backgrounds.
 Build rapport, mentor and guide children and adolescents.
 Meet the academic, social and emotional needs of historically underserved youth.
 Coordinate and collaborate with a variety of stakeholders to affect positive outcomes.
 Monitor and report on individual and group student plans and progress.
 Interpret policy and make decisions within a defined set of guidelines.
 Communicate clear objectives for assigned programs and activities.
 Deliver a high-level of customer service to district students and stakeholders.
 Advocate, model, learn and implement Portland Public School’s Racial Equity Initiative.
 Research, compile and verify data and prepare reports.
 Work with situations and people in crisis and de-escalate conflict.
 Communicate effectively both orally and in writing.
 Analyze situations accurately and adopt an effective course of action.
 Assure efficient and timely completion of office and program projects and activities.
 Stay current on practices and trends in K-12 public education.
 Work collaboratively with a multitude of stakeholders, including parents, caregivers, students, district staff and community partners.
 Supervise the work of assigned staff, providing work direction, guidance and training.
 Participate in department, school, district and community meetings.

Read, interpret, communicate and implement a variety of complex laws, guidelines, initiatives and policies.
Maintain confidentiality and demonstrate discretion, initiative and good judgment.
Operate a variety of office machines, technologies and software.

Education, Training and Experience:

A Bachelor's degree in Education, Counseling, Psychology, Sociology, Criminology, Social Work or related field and two (2) years working with children and/or adolescents to affect positive academic, social and/or emotional life-skills behaviors or two (2) years as a Senior Specialist – Student Support Programs is required.

Experience serving the needs of a richly diverse student and community population is highly desirable.

Any other combination of education, training and experience which demonstrates the candidate is likely to possess the skill, knowledge, ability and trait characteristics essential for this classification may be considered.

Special Requirements:

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

Some positions in this classification may require variable work hours including evenings and weekends.

Some positions in this classification may require the ability to read, write and speak in a language other than English.

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 both an office setting and on a school campus environment with extensive student, parent and 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
Bargaining Unit: N/A
Salary Grade: 24

Approval Date: December 6, 2016

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