



ACADEMIC PROGRAMS ASSOCIATE

BASIC FUNCTION

Under general direction, participate in the design, development, implementation and support of a variety of academic and educational programs and initiatives; provide consultation, coaching and mentoring support to academic and educational programs and licensed staff; conduct research on academic initiatives, programs and policies; identify, track and monitor program effectiveness; prepare and present a variety of program related analyses, 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.

- Implement and monitor academic programs, standards, objectives and goals; collaborate with and lead district staff to monitor progress and effectiveness of assigned programs and activities; gather information, communicate status, progress and concerns; recommend and implement improvement strategies as appropriate. “E”
- Assist with and conduct the design, planning and implementation of program evaluation studies and activities; analyze, interpret and summarize data to produce special reports for program evaluations, grant applications or public information; assist with the preparation and delivery of evaluation reports including written reports, graphical displays of data and oral presentation; prepare routine reports with explanations and interpretations of data in tabular, graphical and/or narrative form. “E”
- Communicate standards, learning objectives and goals for assigned programs; monitor progress and effectiveness; recommend and implement strategies to maximize effectiveness. “E”
- Provide internal consultative services; train, mentor, coach and counsel district staff, building administrators, professional educators and others on program objectives, processes and desired outcomes; review staff plans and performance and gather information and prepare for, monitor and follow-up on progress and outcomes. “E”
- Participate in the evaluation of programs, plans, processes, systems and procedures to achieve goals for assigned programs; analyze and monitor program policies, goals and objectives which support the educational mission of the District. “E”
- Collaborate with and provide direction and/or guidance to licensed and support staff assigned to and working with social services and other public agencies on student issues; develop and manage staff, programs and strategies designated to 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”
- Research, develop and write grant proposals; establish and maintain personal contact and relationships with grant contacts, conduct research on prospective grants, and maintain a calendar of submissions and other deadlines as assigned. “E”
- Coordinate programs for district staff, parents, community organizations and other stakeholders to increase programs’ support; participate on cross-functional teams, collaboratives, committees and similar partnerships to advocate for PPS students. “E”
- Manage and evaluate the performance of assigned staff; interview and provide input into the selection of employees and approval of transfers, reassignment, termination and disciplinary actions. “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 business and educational practices with awareness and understanding of their impact in a racially and culturally diverse community. “E”
- Develop, design, deliver 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”
- Create, maintain, monitor and distribute a variety of records, reports, lists and files including confidential materials. “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 Academic Programs Associate is a professional expert assigned to a centralized educational/academic support area and/or program. Employees typically report to a central-service licensed administrator. Employees work directly with district and building administrators, professional educators and others served by their assigned program(s) in the implementation of program objectives. Positions in this classification may provide leadership and oversight to program related business operations and licensed staff as well as hands-on, direct service to assigned program activities and may participate in performance management related to assigned areas of responsibility.

EMPLOYMENT STANDARDS

Knowledge of:

Research design methods and assessment techniques.

One-on-one and group facilitation techniques.

Database, spreadsheet, word processing, presentation and statistical analysis software.

Adult learning theory.

Grant writing processes and procedures.

Multi-cultural and multi-ethnic communities within and surrounding the PPS boundaries.

Existing and emerging education and instructional technologies and software.

Research-based instructional strategies and models for improving instructional practices.

Academic achievement standards that align to district goals and create a comprehensive, rigorous and coherent curricular program.

Oral and written communication techniques.

Report writing and recordkeeping methods.

Computer and software technologies.

Ability to:

Stay current on practices and trends in K-12 public education.

Research, compile and verify data and prepare reports.

Demonstrate preparation and skill in working with K-12 students from diverse backgrounds.

Monitor and report on program 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.

Advocate, model, learn and implement Portland Public School’s Racial Equity Initiative.

Communicate effectively both orally and in writing.

Assure efficient and timely completion of assigned projects and activities.

Lead and 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 and Training:

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

Experience:

A minimum of two (2) years as a licensed school professional with demonstrated results in improving the academic performance of students is required.

Experience working in a richly diverse school community and environment is highly desirable.

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 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: Non-Represented
Salary Grade: Licensed Administrator

Approval Date: May 26, 2015
Revised 1/12/2016

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