



## ASSISTANT DIRECTOR – ACADEMIC PROGRAMS

### **BASIC FUNCTION**

Under administrative direction, provide leadership support to a centralized academic service and/or support program; participate in development, implementation, monitoring and evaluation of operational and/or instructional vision and focused plans for assigned programs; participate in the supervision and support of professional educators and administrators in program activities; participate in management of operational support activities, staff and budgets; participate in the implementation of the District's Racial Equity Policy ensuring a culture of high expectation which provides every student with equitable access to high quality and culturally relevant instruction.

### **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.*

- Participate in the development and leadership for evaluation and improvement of programs which provide access and support to students. “E”
- Lead and participate in the development and deployment of assigned program improvement plans; develop, maintain, and use information systems to track progress on program performance objectives and activity excellence indicators. “E”
- Develop and support District initiatives and priorities aligned with implementing assigned program to prepare students to be successful. “E”
- Participate in building and leading a program team which reflect diverse perspectives; coach, counsel and mentor department staff in the effective delivery of program objectives and services, “E”
- Work with department staff, district and school leaders to communicate program goals; align expectations and goals with PPS Milestones and/or the PPS Equity Goals; review baseline and progression data to identify and implement strategies for improvement; confer with a variety of stakeholders to identify implementation activities and regularly review progress; ensure systems which monitor programs progress; regularly assess and refine strategies to meet program goals. “E”
- Participate in the development and implementation of department budgets; manage and/or oversee assigned budget allocations to ensure appropriate use of resources. “E”
- Participate in the oversight, development and writing of grant proposals; assemble and submit grant requests, establish and maintain personal contact and relationships with grant contacts, conduct research on prospective grants, and maintain a calendar of submissions and other deadlines. “E”
- Articulate and solicit support in accomplishing program mission, vision and value; use appropriate and effective techniques to encourage stakeholder involvement as appropriate. “E”
- Plan, oversee and 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”
- Supervise the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions. “E”
- Support district and school site administrators and staff by developing and deploying policies, procedures and professional development related to assigned programs. “E”

- Represent the district and assigned schools in meetings, workshops, conferences and professional activities. “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”
- May serve as Program Director in the absence of the administrator, as assigned.
- 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**

Reporting to a Senior Director or Director – Academic Programs, the Assistant Director – Academic Programs provides operational leadership to a variety of components within an academic support and/or operational program, supporting the activities and staff identified within the scope and range of assigned functions within the program. Employees participate in and provide oversight, management, coaching and performance management to licensed and non-licensed department staff, as assigned.

**EMPLOYMENT STANDARDS**

**Knowledge of:**

- K-12 Education public schools’ laws, policies and guidelines related to administration, curriculum and leadership.
- District labor organizations and collective bargaining agreements.
- Budget development and monitoring skills.
- Grant writing and application processes.
- Educational business management skills.
- Research-based instructional strategies and models for improving instructional practices for all students.
- Effective leadership and management strategies and techniques.
- Collection of and data use methods.
- Academic programs achievement standards which align to district goals.
- District organization, operations, policies and objectives.
- Existing and emerging technologies, including education, business and internet software applications.

**Ability to:**

- Manage systemic change and successfully implement reform initiatives that produce significant gains in closing the achievement gap.
- Monitor and evaluate program’s progress and modify plans to meet intended outcomes.
- Build a culture of equity that is student centered.
- Direct, supervise and evaluate programs and staff.
- Build and sustain productive relationships
- 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 board policy.
- 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.
- 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 three (3) years of experience as a PK-12 school-based educator including a minimum of one (1) year of experience as an academic/educational administrative leader 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:

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.

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 a central office or school setting with extensive district staff and public contact and frequent interruptions. Work hours will routinely evening and weekend activities, meetings and program-related 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: Non-Represented  
Salary Schedule: 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*