



SENIOR DIRECTOR – SCHOOLS

BASIC FUNCTION

Under policy direction, provide leadership for a designated group of Elementary, Middle, PK-8 and/or High School Building Administrators and schools; provide leadership, establish and monitor site-based implementation of the operational and instructional vision and focused plans for improving student achievement while narrowing the disparities between the highest and lowest performing students; supervise and support professional administrators in site management and in strengthening instructional practices of professional educators; 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.

- Lead development, evaluation and improvement of instructional programs which provide access and support to rigorous instruction for all students. “E”
- 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 development of school improvement plans with building administrators, staff, parents, and community members; develop, maintain, and use information systems to track progress on school performance objectives and academic excellence indicators. “E”
- Develop and support District initiatives and priorities aligned with implementing a rigorous curriculum to prepare students to be successful. “E”
- Build leadership teams which reflect diverse perspectives; develop, mentor and evaluate Building Administrators, Assistant and Vice Principals. “E”
- Work with district administration and school leaders to develop measurable goals for student growth; align with PPS Milestones and the PPS Equity Goals; review baseline and progression data to identify and implement strategies for improvement; confer with school site leaders to identify implementation activities and regularly review progress; ensure instructional systems which monitor student progress; regularly assess and refine strategies which eliminate the effects of institutional racism. “E”
- Develop, recommend, approve and implement assigned department and school-based budgets; manage budget allocations to ensure equitable use of resources amongst assigned schools. “E”
- Articulate the district's mission to assigned schools and the community-at-large; solicit support in accomplishing the mission; use appropriate and effective techniques to encourage school leader, community and parent involvement. “E”
- Ensure building administrators actively engage and advocate for 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. “E”
- Supervise the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions. “E”
- Supervise and support school site administrators by providing professional development to strengthen employees' knowledge and skills in school site management. “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”
- 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 Senior Director – Schools provides organizational and educational leadership to school leaders, students, staff, and community stakeholders served by the Portland Public Schools. Incumbents oversee a group or cluster of Elementary, Middle, K-8, High Schools and other programs under the jurisdiction of the district. Through articulated and measurable standards, incumbents advance the district goal that every student, by name, is meeting or exceeding academic standards and is fully prepared to make productive life decisions. The Senior Director – Schools is a strong leader with high ethical standards who focuses on developing extraordinary school leaders and programs and who understands and models cultural competence. Employees are highly skilled communicators who create connections with 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.
 District labor organizations and collective bargaining agreements.
 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 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:

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.
 Build a culture of equity that is student centered.
 Direct, supervise, counsel and evaluate programs and staff.
 Build and sustain productive relationships with families, caregivers, community partners and district stakeholders.

Develop a caring school environment in collaboration with faculty and staff.
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 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.
Manage conflict through equitable decision-making and effective problem solving methods.
Model ethical behavior at both the school and community levels.
Communicate high expectations of ethical behavior to others.
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 seven (7) years as a licensed school professional including a minimum of three (3) years of experience as a PK-12 school-based building administrator with demonstrated results in improving 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.

FLSA: Exempt

Bargaining Unit: Non-Represented

Salary Range SL100

Approval Date: May 13, 2014

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