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## SUPERINTENDENT OF SCHOOLS

### **BASIC FUNCTION**

Under policy direction and approval of the 7-member elected Board of Education, the Superintendent of Schools serves as chief executive, with authority and accountability for all aspects of district operations; ensure effective communication, and maintain clear and inclusive decision making processes; establish the operational and instructional vision and focused plans for improving student achievement while narrowing the disparities between the highest and lowest performing students; provide educational leadership which identifies and implements best educational practices and motivates and inspires teachers and administrators to perform at the level of excellence necessary to accomplish the district's paramount goals; provide managerial leadership which defines priorities; effectively manage human capital, material resources and labor relations; develop, recruit and retain superb talent to implement district mission; provide community leadership, establishing effective working relationships with stakeholders, navigating among conflicting interests; mobilize community support for adequate funding levels and maintain strong relationships with City, County, State and Federal leaders and community organizations working effecting positive support for public education issues.

### **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.*

- Develop, recommend and oversee implementation of long- and short-term objectives within the framework of the Strategic Plan, as well as basic strategies for achieving them and milestones for measuring progress; guide and approve organizational structures which provide educational services to the student population to achieve efficient models which combine best practices with administrative goals; involve district stakeholders in the development of models and deployment of strategies designed to support the educational mission of the district; effectively support diverse student, teacher and community stakeholder populations. “E”
- Design, organize and lead a process of continuous improvement and fundamental change in a large, complex, socially diverse organization; develop a collaborative, shared vision for strategic assessment, formulation of action plans, deployment of resources, and, where necessary, decisiveness after all viewpoints and perspectives have identified and explored. “E”
- Build leadership teams which reflect diverse perspectives; develop and mentor assigned staff; supervise and support professional educators and administrators in providing academic and student support services; provide focus and direction in developing and strengthening instructional practices which support the district mission, vision, values and goals. “E”
- Oversee functions associated with effective and efficient business operations in a full-service public schools organization with an annual budget in excess of \$500 million and a work force of more than 6,500 full-time equivalent employees.
- Communicate effectively with internal and external audiences across a broad spectrum of educational experience and expertise; develop partnerships and work collaboratively with political systems and labor unions to promote the educational mission, vision and values of the district, to affect positive relationships and to promote student interests, without unduly identifying the organization with any partisan or personal political agenda. “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”
- Provide leadership, vision and oversight in the development of school improvement strategies, programs and plans; review and report 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. “E”
- Provide vision and direction to district and school leaders in developing measurable goals for student growth; align with PPS Milestones and/or the PPS Equity Goals; report on baseline and progression data to identify successes and implement strategies for improvement; confer with educational leadership to identify implementation activities and regularly review and communicate progress; ensure instructional systems which monitor student progress; regularly assess, refine and communicate strategies which eliminate the effects of institutional racism. “E”
- Develop, recommend, and implement approved budgets; direct and manage district budget allocations to ensure appropriate use of resources. “E”
- Ensure district staff 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. “E”
- Supervise the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions. “E”
- Represent the district with the media, in meetings, workshops, conferences and professional activities. “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 Superintendent of Schools provides organizational and educational vision, leadership and guidance to support the leaders, students, staff, business operations and community stakeholders served by the Portland Public Schools. The Superintendent of Schools is the leading personal representative of the district in the eyes of students, parents, stakeholders, the communications media and the public at large. The Superintendent must tirelessly advocate the district’s priorities, needs and goals, while just as diligently driving improvement in its performance. The Superintendent of Schools is a strong leader with high ethical standards who focuses on developing extraordinary school leaders and programs and who champions and models cultural competence. The Superintendent of Schools is a highly skilled communicator who creates 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.

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

Effective leadership and management strategies and techniques.

School district business operations.

District labor organizations and collective bargaining agreements.

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:**

Effectively implement Board-approved strategies for achievement of the district's objectives.

Build and manage systemic change and successfully implement reform initiatives that produce significant gains in closing the achievement gap.

Demonstrate a personal commitment to public education and its underlying values, starting with the principle that all children can learn and that it is the duty of the public schools to enable each student to achieve his/her full potential.

Maintain a very positive Board - Superintendent relationship that results in a clear and focused vision and a strategic plan that identifies what is required to provide exemplary educational services and implement effective change for the District

Conceptualize, initiate, monitor and evaluate new and current programs and leaders.

Monitor and evaluate student progress and modify plans to meet intended outcomes.

Build a culture of equity that is student centered.

Build and sustain productive relationships with the governing board, media, local cities, state and federal agencies, community partners and district stakeholders.

Motivate, direct, supervise, counsel and evaluate programs and staff.

Apply laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately.

Champion, model and implement Portland Public School's Racial Equity Initiative, PPS Equity in Public Purchasing and Contracting policy 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 ethical behaviors at all levels and communicate high expectations of ethical behavior to others.

Operate a variety of computer technologies and related hardware and software.

**Education, Training and Experience:**

A Master's degree in Education Administration or Leadership and the ability to obtain a State of Oregon issued Administrative License, along with a minimum of ten (10) years as a licensed school professional including at least three (3) years of experience as a PK-12 school-based building administrator and two (2) years in a

central office leadership position with demonstrated results in improving the academic performance of students while narrowing 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:*

This position requires the use of a personal automobile and possession of a valid driver's license.

Work hours routinely include evening and weekend public events, 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, media and public contact and frequent interruptions. Work hours 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; driving, 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  
Salary Schedule: Per contract

Approval Date: July 2,2014

*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