



DIRECTOR OF ELEMENTARY SCHOOLS K-5

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POSITION SUMMARY

Provide oversight of elementary school programs and operations and provide for the professional development of teachers and school administrators. Serve as a member of the Superintendent's staff and participate as a member of the Instructional Leadership Team (ILT) in overall District education planning and implementation.

SUPERVISORY RELATIONSHIPS

Reports to the Assistant Superintendent for Instruction/Chief Academic Officer. Provides supervision and direction of elementary school principals. Oversees the work of professional and administrative support staff.

PRIMARY DUTIES AND RESPONSIBILITIES

Oversee the operation and programs of elementary and K-5 schools, including supervision and evaluation of school principals. Support school principals in their functions by problem-solving and responding to their legal, contractual, policy and procedure questions so that decisions they make and the actions are in the best interest of students, teachers, administrators and the District as a whole.

Provide leadership for school principals ensuring delivery of consistent, high quality education and high student achievement. Work collaboratively with directors of secondary schools and education support services to ensure a coordinated and inclusive K-12 articulation of curriculum and program services, and facilitate effective transitions from elementary to middle and high schools.

Provide for the professional development of school administrators and teachers by working with principals to identify growth areas and in providing training either directly or through outside consultants on specific topics relating to learning and instruction.

Work with the Assistant Superintendent for Instruction/Chief Academic Officer to manage grant writing to obtain funding for enhanced instructional programs for elementary schools and staff.

Distribute resources to schools through the identification of needs and establishment of priorities.

Work with the Assistant Superintendent for Instruction/Chief Academic Officer and Instruction department staff to develop skills and practices that will improve the performance of District staff. Identify professional development standards. Work with teachers on meeting standards and practices of state license requirements; work with administrators in meeting standards for administration that are used for evaluating performance.



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Provide leadership in the District's efforts to eliminate student achievement gaps. Actively promote and ensure the development of and implementation of equity and diversity policies and practices in schools and programs.

Participate in curriculum development, implementation and assessment.

Participate in managing the process of school consolidations as required including meeting with the public, holding hearings, interviewing parents and meeting with union representatives regarding teacher placements.

Participate in the planning of construction projects for new elementary school facilities.

Represent the District at a variety of outside boards and agencies as designated by the Assistant Superintendent; serve as the District's representative at functions and on committees or task forces.

Respond to issues and problems of students, parents, and patrons not resolved at the building level. Work with complainant, school principals and other necessary staff to resolve issues and problems.

Monitor and evaluate instructional programs; help establish criteria, goals and procedures to be used to ensure the delivery of consistent high quality instructional services.

Participate in District-wide decision making activities and work directly with the Assistant Superintendent and Superintendent to identify issues and practices that affect the future of the District.

Participate in the interpretation and enforcement of District policy as it relates to schools, instruction and student services.

Participate in resolving difficult personnel issues related to discipline, termination and assignment of staff.

Gather information as needed from the Superintendent, board members, District staff, the public and other sources to prepare reports and recommendations to the board.

Complete special projects as assigned, assist administrators with problem identification and solution, mediate disputes, and develop written reports as appropriate.

Assist with the school community relations program. Prepare and deliver speeches to community, civic, and educational groups. Provide information and interviews with representatives of the media. Speak to staff, parent, and student-based school groups.

Responsible for the selection, supervision, and evaluation of assigned staff; assign work and ensure appropriate training is provided; investigate complaints; recommend and administer disciplinary actions; handle sensitive personnel matters and recommend grievance responses.



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QUALIFICATIONS

Knowledge, Skills, and Abilities:

Ability to work cooperatively and effectively with various groups and individuals of diverse cultural and ethnic backgrounds and abilities.

Strong commitment and ability to ensure equity in education and diversity.

Knowledge of the principles and practices of educational policy and management.

Knowledge of pertinent State law and District policy as it relates to schools.

Knowledge of current research in instructional practice and school improvement planning.

Knowledge of the principles of supervision, training and performance evaluation.

Knowledge of grant writing and administration of grants.

Skill in providing leadership in the resolution of complex problems and issues.

Skill in directing professional, technical and administrative support staff.

Ability to research, analyze and evaluate new service delivery methods and techniques.

Ability to communicate clearly and concisely, both verbally and in writing

Ability to prepare and present complex reports.

Ability to establish and maintain effective working relationships with those contacted in the course of work including District administrators, staff, parents, and other interested groups.

Ability to analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations.

EDUCATION AND EXPERIENCE

Master's degree in education or related field and ten years of experience in education including at least five years of experience as a school principal of which three (3) shall be at the elementary level; or any combination of experience and training that provides the required knowledge, skills, and abilities.

OTHER QUALIFICATIONS

Valid Oregon School Administrator's License