



DIRECTOR OF SECONDARY EDUCATION – HIGH SCHOOLS

Position Summary

The Director of Secondary Education formulates and implements a vision of effective instruction for grades 6-12 aimed at developing and sustaining the highest possible level of progressive educational programs and services. As a key member of the Superintendent's instructional leadership team, the Director of Secondary Education cooperates with other district administrators in providing strategic direction and implementing systemic improvement in curriculum, instruction, assessment, and other school improvement initiatives, as well as the professional development of principals, assistant principals and professional staff. The Director of Secondary Education is an effective supervisor and mentor for secondary principals and other administrators, providing the leadership that enables them to move secondary education improvement efforts forward toward the accomplishment of Board and District goals, and that propels them to become effective leaders of instruction in their buildings. The Director of Secondary Education focuses on closing the achievement gap for traditionally underserved students, ensuring equity in graduation rates and in college and career readiness, and cultivating diversity in leadership positions.

Supervisory Relationship

This position reports to the Assistant Superintendent for Instruction. This position provides organization-wide leadership and either directly or indirectly supervises all high school principals and assistant principals in the District, as well as exempt staff and non-exempt staff within the Instruction Department.

Essential Functions

1. Focuses the work of all secondary-level personnel on ensuring that all students graduate college and career ready, with an emphasis on equity for traditionally underserved student groups.
2. Personally mentors secondary principals and facilitates professional development for secondary staff, with attention to promoting cultural diversity among leadership positions.
3. Promotes the systemic implementation of progressive educational practices, such as proficiency-based teaching and learning, social-emotional learning, and inquiry-based instruction.
4. Plans and implements strategic change initiatives through facilitation of dialogue among those involved and consensus building among various constituencies.
5. Involves principals in goal setting and evaluation of secondary programs, using on-site visits and multi-point data as the bases for decisions aimed at raising student achievement.
6. Works in tandem with the Director of Elementary Education and the Director of Educational Support Services to ensure the K-12 articulation of curriculum and academic expectations, and to drive district wide instructional improvements in a coherent manner that supports Board and district goals.
7. Engages in program-related outreach to partners in the community, in business, and in

higher education, with a goal of facilitating students' successful transition into post-secondary institutions and careers.

8. Provides vision, direction, management and oversight for all aspects of the secondary program, including goals; budgets; curriculum; student assessment; program evaluation; data collection and analysis; school improvement plans; compliance; and the selection, allocation, development, and supervision of personnel.
9. Provides direction and oversight for alternative programs, athletics and extracurricular activities.
10. Serves as a member of the Superintendent's Executive Council, the Instructional Cabinet and the District's Emergency Management Team.

Required Knowledge, Skills and Abilities

1. Ability to plan, organize, and direct a comprehensive secondary education program aimed at preparing every student for a successful transition to college or career.
2. Ability to lead improvement efforts toward identified instructional targets by motivating and mentoring building-level administrators and facilitating systemic change strategies, with an emphasis on progressive educational practices.
3. Commitment to equity in educational opportunities for students and leadership opportunities for staff, especially with regard to members of traditionally underserved and underrepresented groups.
4. Excellent interpersonal and communication skills, with the ability to establish and maintain effective working relationships with parents/guardians, the community, institutions of higher education, business leaders, and administrative staff.
5. Strong knowledge of best practices in curriculum and instruction, program evaluation, evidence of classroom effectiveness, budget management, and data analysis.
6. Demonstrated knowledge of state/federal regulations and accreditation requirements governing public education programs.

Minimum Qualifications

Education

- Master's degree in education or applicable field, required;
- Valid Professional Administrator License issued by Oregon Teacher Standards and Practices Commission, required.

Experience

- Minimum of five (5) years of experience as an administrator required, including a minimum of three (3) years as a building principal or administrator required, and two (2) years in a district-wide administrative position preferred.
- At least five years of experience as a classroom teacher in grades 6-12, preferred.
- Demonstrated knowledge and application of effective secondary education principles, practices and trends.
- Demonstrated knowledge of curriculum, best practices in instruction and assessment, school operations and management, and leadership development.

- Demonstrated record of success in leading strategic educational initiatives that resulted in measureable improvements in student achievement.
- In-depth experience in the systemic implementation of progressive instructional practices. In-depth experience in the systemic implementation of effective instructional practices.

Any equivalent combination of education and experience that provides the required expertise to perform essential functions listed in the job description may be considered qualifying by Human Resources.

Work Environment

Duties are performed in an office environment, training environment, and in schools.

ADDITIONAL INFORMATION	
Employee Unit	Executive
Pay Grade	Director
Approved by	Karen Hardin, Associate Director for Human Resources
Last revised	April 5, 2019, May 11, 2021

This job description in no way states or implies that duties above are the only duties to be performed by this position. The Director will be required to follow any other instructions and to perform any other related duties as assigned by the Superintendent and the Assistant Superintendent for Instruction.