



DIRECTOR OF STEM, CAREER CONNECTED LEARNING and CHOICE PROGRAMS

Classification: Director Level IV

Location: District Office

Reports to: Chief Academic Officer

FLSA Status: Exempt (Executive)

Employee Group: Executive/Managerial

The job description does not constitute an employment agreement between the district and the employee and is subject to change by the district as its needs and job requirements change.

Part I: Position Summary

Provides leadership, strategic vision, supervision, direction, and guidance of the District's Science, Technology, Engineering, and Math (STEM) program, Career Connected Learning, Career and Technical Education programs, Community/Industry Internship programs, and Health and Fitness programs.

Part II: Supervision and Controls over the Work

Serves under the broad guidance and administrative supervision of the Chief Academic Officer. Is held responsible for results in terms of effectiveness of planning, policies, and programs and for contribution to and achievement of district goals and objectives. Work is guided by, and must be in compliance with, federal and state law, policy direction of the School Board, and compliance with state and local regulatory agencies.

Part III: Major Duties and Responsibilities

Program Administration:

1. Provides innovative leadership for the District's STEM, CTE, Health & Fitness, and Choice programs and services; establishes goals and objectives that are consistent with Superintendent and Board priorities and strategic plans. Consults with District and School leadership on program development, assessment, and delivery.
2. Integrates program development and delivery with other curriculum and instruction programs in cooperation with other District and School leaders. Collaborates with District private sector partners on program development and participation.
3. Facilitates meetings, workshops, seminars, etc., with education, business, community, and legislative leaders and governing bodies to identify issues, develop recommendations, and plan for future program development.
4. Interprets legislation, regulations, policies, and procedures related to programs and services.

Program Leadership:

1. Planning and Programming: Stays abreast of research on the changing nature of the profession, the field of public education, and changing national, regional, and local trends that may impact program areas. Participates in discussions on evolving demands and expectations and the impact those demands and expectations will have on assigned



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programs. Uses forecasting tools and strategies to predict future needs. Anticipates and develops strategies and programs that respond effectively to anticipated needs and the changing profession.

2. **Financial Management and Strategic Planning:** Advises the Chief Academic Officer, Superintendent, and Board on the financial implications of assigned programs. Administers programs within approved budget parameters, including allocation of staff resources. Oversees and participates in evaluating financial reports to assess program implementation and status. Maintains sound risk management and/or internal control over program assets.
3. **Policy Formulation and Guidance:** Recognizes the need for and formulates policies necessary to implement program management goals and objectives and ensure the effective operation of assigned programs. Establishes a system for periodic review of policies to determine when modifications are necessary to advance the department's goals and serve the overall needs of employees, managers, and the organization.
4. **Program Direction and Staff Supervision:** Oversees organizational management in all assigned areas. Assures that functions are effectively structured and work coordination procedures are in place to achieve high integration and synergy across program functions. Approves position structures and operating practices essential to the development and delivery of quality programs and services. Recruits and assigns staff assuring that they possess and practice the values necessary to achieving the level of program delivery and customer service that is essential to a highly effective organization. Assesses, evaluates, and provides for training and professional development of subordinate staff. Creates communication, collaboration, and coordination processes that assure all staff members are timely and effectively informed of department policies, issues, and guidance that their programs are expected to support. Establishes an environment where all staff members are comfortable and forthcoming in sharing their ideas, needs, and concerns so that the staff collaborates to seek solutions and resolutions.
5. **Program Evaluation, Analysis, and Feedback:** Establishes a data collection and analysis system that provides for continuous assessment of program effectiveness and/or changing needs. At least annually, conducts a comprehensive assessment review of all programs to determine their level of effectiveness and contribution to the mission of the department and to identify problem areas, areas of high success, and areas in need of change. Prepares structured presentations to the Superintendent to share the program evaluation results.

Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have successful experience working with culturally diverse families and communities or have otherwise demonstrated a commitment to strengthening the engagement of a diverse community and skill in communicating with a diverse population.
2. Master's Degree or equivalent in assigned or closely related areas of study.
3. Minimum of five years of program management or district-level leadership experience in public education.



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4. Strong analytical and problem-solving skills and understanding of client-centered support and services.
5. Excellent oral, written, presentation, and interpersonal communication skills.
6. Ability to work both independently and cooperatively.
7. Ability to organize work, set priorities, and meet deadlines. Ability to establish effective working relationships at all levels of the organization.
8. Ability to remain calm, deliberate, and tactful in stressful and emotional situations.

Part V: Desired Qualifications

1. Doctorate degree in Education Administration.
2. Previous substantial experience in the system-wide alignment of standards, evidence, strategies, and assessments.
3. Previous experience with innovative strategy development, including implementation and evaluation in service of student learning and results.
4. Three years of experience as a school principal.
5. Executive-level experience in public education (Assistant Superintendent or Director experience, etc.)
6. Experience with industry and community partnerships in STEM fields.
7. Experience with Choice School Programs in a large school system.
8. Experience in curriculum adoption processes.

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described here represent those that an employee must meet to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform these functions.

While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear and speak. The employee must occasionally lift and/or move 25 to 50 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

The employee may sit or stand for longer than 2 hours at a time, lift objects repeatedly, and undertake repeated motions.