



## CHIEF ACADEMIC OFFICER

Classification: Chief Academic Officer

Location: District Office

Reports to: Superintendent

FLSA Status: Exempt

Employee Group: Executive/Managerial

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

### **Part I: Position Summary**

Provides leadership and strategic vision to the District's instructional programs and services. Responsibilities include providing leadership and support for instructional programs, curriculum and assessment.

### **Part II: Supervision and Controls over the Work**

Serves under the broad guidance and administrative supervision of the Superintendent. 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. Collaborates with the Superintendent, Deputy Superintendent, Regional Superintendents, Executive Directors, and other District and site staff to develop and implement programs designed to ensure improvement of student achievement.
2. Monitors effectiveness of instructional programs and ensures compliance with Board policy and state and federal regulations.
3. Plans use of District/community resources to support student achievement.
4. Hires, supervises, and evaluates staff.
5. Holds staff accountable for performance expectations, including increasing student achievement.
6. Consistently communicates, interprets and implements Board policies, Strategic Plan and administrative decisions with staff, parents and the community.
7. Plans, develops and monitors Instructional Division budget, expenditures and resource allocation.
8. Uses computers and related technologies.

**Program Leadership:**

1. Evaluates recommendations for implementation of new programs; forecasts needs within the District; promotes initiatives, assesses results and directs change.
2. Assists in establishing and implementing well-defined instructional programs and services in all areas.
3. Guides administrators to provide for student improvement; ensures responsiveness to concerns, negotiates solutions, and counsels all participants of their duties and responsibilities.
4. Implements systematic program and instructional observations; monitors planning of professional development.
5. Facilitates a positive school image among staff, students, parents and community.
6. Deals constructively with interpersonal issues.
7. Communicates and represents the schools to the Board of Directors, community, public and school administration; administers District policies and procedures.
8. Monitors own job performance; encourages feedback from staff, parents and community.
9. Formulates and plans for appropriate personal goals for professional improvement.
10. Continues short-term and long-term professional study and activity; maintains current knowledge on issues.
11. Develops and evaluates annual goals and objectives in compliance with the Board of Directors' policies and procedures.

Performs other duties as assigned.

**Part IV: Minimum Qualifications**

1. Must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening 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 demonstrated building principal experience and five years of increasingly responsible education and administration experience, preferably in public education.
4. Strong analytical and problem-solving skills, and understanding of client-centered support and services.
5. Excellent oral, written, presentation, and interpersonal communication skills.



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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 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. Extensive, current working knowledge and experience in the area of P-12 curriculum development, strategy development (high leverage), implementation strategies and assessment.
5. Thorough knowledge of instructional theory and practice, including what high quality instruction looks like.
6. Executive level experience in public education.

### **Part VI: Physical and Environmental Requirements of the Position**

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential 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, may lift objects repeatedly, and may undertake repeated motions.