



REGIONAL SUPERINTENDENT TEACHING & LEARNING

Classification: Regional Superintendent

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 in coordinating, developing, implementing, and evaluating the District's instructional staff development program focused on ensuring that district instructional staff have the instructional skills, materials, and background knowledge to increase student achievement.

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, Leadership Team, and Site Staff to develop and implement programs designed to ensure improvement of student achievement. Identifies and plans for the use of community resources that can support student achievement.
2. Monitors effectiveness of instructional programs and takes action to establish teaching and learning strategies and interventions when learning outcomes can be or must be enhanced.
3. Assists in establishing and implementing well defined instructional programs and services. Designs and/or implements systematic program and instructional observations.
4. Guides administrators in providing for student achievement; ensures responsiveness to concerns, negotiates solutions, and counsels all participants on duties and responsibilities.
5. Facilitates a positive school and District image among staff, students, parents, and the community.



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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 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 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 evaluation of 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 to assure effective operation of assigned programs. Establishes a system for periodic review of policies to determine when modifications are necessary to advance the goals of the department and to serve the overall needs of employees and managers and the organization.
4. **Labor Relations:** Participates in the collective bargaining process to include identifying and researching bargaining issues related to assigned functions. Assists in developing bargaining proposals and bargaining positions. May participate as a member of the bargaining team either at the table or in strategy sessions.
5. **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 a high level of integration and synergy across programs functions. Approves position structures and operating practices essential to the development and delivering 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 in which all staff members are comfortable and forthcoming in sharing their ideas, needs and concerns, and in which the staff collaboratively works together to seek solutions and resolutions.
6. **Program Evaluation, Analysis and Feedback:** Establishes a system of data collection and analysis 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 needs of change. Prepares structured presentations to the Superintendent to share the program evaluation results.
7. **Serves as first responder to emergency and after hour situations.**

Performs other duties as assigned.



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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 educational management and leadership experience.
4. Strong analytical and problem-solving skills, and understanding of client-centered support and services.
5. Excellent oral, written, 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.
9. Demonstrated leadership and supervisory ability.

Part V: Desired Qualifications

1. 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.