

Director - Elementary Education

Purpose Statement

The job of Director - Elementary Education is done for the purpose/s of providing strong leadership for elementary schools (grades K-5) by pursuing a vision for instructional programs and services that are educationally progressive and research-based; and promoting, facilitating and monitoring the effective and systemic improvement of education in every elementary school and program.

This job reports to Chief Academic Officer

Essential Functions

- Collaborates with the academic team and building leadership (e.g. conduct meetings, review alignment of instructional practices, curriculum progression, assessment tools, etc.) for the purpose of ensuring effective 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.
- Collaborates with identified schools to conduct needs assessment, prioritize needs, identify improvement goals for the purpose of developing schoolwide plans.
- Completes Tiered Monitoring process for the purpose of ensuring compliance with all state guidelines.
- Conducts regular and biannual site visits with district leaders and building leadership teams for the purpose of reviewing initial plans and monitoring progress of SIP implementation and needed areas of support.
- Develops budget for all Federal Programs with the support of the Director of Finance for the purpose of ensuring funds are allocated based on need and within budgetary guidelines.
- Develops and directs the district elementary summer school programs (e.g. with the support of the Director of Alternative Learning and the Director of Secondary Education, including the following curriculum, staffing, budget planning and monitoring, scheduling, registration, attendance, accounting and reporting, etc.) for the purpose of public information dissemination.
- Involves principals in school improvement goal setting and evaluation of elementary programs, using on site visits and multi-point data as the basis for decisions for the purpose of increasing student achievement.
- Leads improvement efforts toward identified instructional and school performance targets by working collaboratively with building-level administrators for the purpose of facilitating systemic improvement strategies.
- Manages and coordinates all district Federal Programs for the purpose of ensuring effective programming and district compliance with Federal and State guidelines.
- Participates in meetings (e.g. staff, building sites, parents, community patrons, BOE, stakeholders, etc.) for the purpose of conveying and gathering information regarding a wide variety of subjects.
- Plans the work of all elementary-level personnel on student preparation for the purpose of effectively transitioning to the secondary level.
- Plans and directs a comprehensive elementary education program for the purpose of decreasing the achievement and opportunity gaps between student subgroups.

- Promotes the systemic implementation of progressive educational practices for the purpose of improving student achievement and overall school performance.
- Researches pertinent information relevant to elementary education initiatives for the purpose of disseminating to staff for increasing school improvement.
- Reviews school improvement plans, including targeted research-supported strategies, action steps, and accountability measures for the purpose of promoting success for all students.

Marginal Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to routinely upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using a variety of software applications; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: pertinent laws, codes, policies, and/or regulations; personnel processes; curriculum adoption process; program planning and development; concepts of grammar and punctuation; principles of best social work practices; and adult learning styles and the change process.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing a variety of complex processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data; and utilize specific, job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups and individuals; meeting deadlines and schedules; setting priorities; working as part of a team; and working with detailed information/data.

Responsibility

Responsibilities include: working independently under broad organizational policies to achieve organizational objectives; directing other persons within a department, large work unit, and/or across several small work units; determining the use of funds. There is some opportunity to significantly impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and some fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience within a specialized field with increasing levels of responsibility is required in Previous experience as a building level administrator preferred.

Education (Minimum): Masters degree in job-related area.

Education (Preferred): Doctorate degree preferred

Required Testing

None Specified

Certificates and Licenses

Administrators Credential (preferred)
Teaching Credential

Continuing Educ. / Training

None Specified

Clearances

None Specified

| FLSA Status | Approval Date | Salary Grade |
|--------------------|----------------------|---------------------|
| Exempt | | |
| | Revised Date | |

Empowering students to be lifelong learners prepared for the future.