

The Director of School Effectiveness will provide focused attention for schools based on their needs and closely monitor adherence to critical aspects of their school 90-day action plans. They will act as a liaison, communicating needs and mentorship advice between principals and the district executive leadership team. The director will lead continuous school improvement efforts and provide the support and accountability necessary for successful and sustainable school performance. The Director of School Effectiveness is a leader of leaders who will oversee dramatic change by creating the conditions necessary for change and ensuring that the systems and implementation follow suit. The Director of School Effectiveness reports to the Assistant Superintendent and works collaboratively with the Directors of Curriculum and Assessment, Special Education, Accountability and Information Technology, as well as other district administrators and coordinators in supporting school and student success.

Chain of Command

The Director of School Effectiveness reports to the Assistant Superintendent.

Competencies of the Director of School Effectiveness

The Director shall possess deep knowledge of curriculum and PreK-8 instructional practices. Additionally, listed below are the leadership competencies required for this position:

- **Accountability-** Holds self and others accountable for measurable high-quality, timely, and cost effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes.
- **Communication:** Effectively communicate to audiences in diverse situations through strong written and verbal communication skills.
- **Conceptual Thinking-** Sees patterns and links among seemingly unrelated things.
- **Developing Others-** Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.
- **Innovation-** Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes.
- **Problem Solving-** Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.
- **Resilience-** Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.
- **Results Oriented-** Drives towards achievement of challenging goals, through a disciplined approach to work, using risk analysis, aligning strategy and mission, and regularly reviewing key measures of results.
- **Transformational Leadership-** Assumes leadership of a group to rapidly address the need for change within an organization.
- **Vision-** Takes a long-term view and builds a shared vision with others; acts as a catalyst for organization change. Influences others to translate vision into action.

Essential Duties

- Lead transformational support and accountability through collaborative work with principals, teachers, staff and parents to support the work and continuous improvement of schools.
- Develop and implement comprehensive systems to provide targeted support (including visits, coaching, mentoring meetings, and resources) for assigned schools; this includes ensuring a team provides deep, differentiated support based on need and monitoring of school performance.
- Establish systems and a culture that recognizes and removes barriers impeding school progress, including where defined autonomy is needed.
- Build trusting relationships with District and school leaders and remain heavily involved in day-to-day operations of the District.
- Define clear priorities and indicators of performance, ultimately holding principals accountable for high expectations.
- Direct and coordinate a continuing program of professional development for teachers, support staff, and school leaders to strengthen personnel performance based on District and school goals and serve as a resource for district-wide and building-level professional development and curricular activities.
- Collaboratively plan, organize and lead school leader meetings, ensuring topics are timely and meaningful for school leaders.
- Employ frequent and open communication to ensure that school improvement goals/priorities and needs are clearly communicated to key stakeholders, thereby ensuring that key district staff understands the critical role they play in achieving sustainable change.
- Align key resources (people, time, materials, and dollars) to support district strategic plan and school-based 90-day action plans and pro-actively champion school improvement.
- Facilitate a variety of stakeholder groups to ensure the optimal working conditions within the district.
- Supervise, evaluate and guide the work of district staff, as outlined in the District organizational chart.
- Work collaboratively with certified coordinators and school principals on the development and implementation of federal or state aid programs including but not limited to Title I, Title II, Title III and Title VI.
- Review and recommend Board policies related to the areas of responsibility and cooperatively develop guidelines as needed.
- Attend Board meetings and other special meetings upon request of the Superintendent and/or Assistant Superintendent, serve as a resource person, and assist with presentations of information and/or recommendations.
- Serve as a contributing member of the teaching and learning team and on assigned committees.

- Serve as a liaison and have active involvement with professionals at the state, local, national and regional levels.

Minimum Qualifications

M.A.Ed. in Curriculum and Instruction and/or Education Leadership or an equivalent combination of education and experience sufficient to successfully perform the essential duties of the position

Preferred Qualifications

Principal Certification or other administrative certification

Ph.D. in Curriculum and Instruction, Education Leadership or related field

Experience and demonstrated success as a district leader

Experience and demonstrated success as a school principal or assistant principal

Date Revised

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