

Executive Director of Corrective Action Secondary Schools

DEFINITION:

The Executive Director of Corrective Action Secondary Schools will work with Middle and High Schools identified as in ESEA "Corrective Action and Restructure Planning/Implementation" on developing, implementing and monitoring their school improvement processes and increasing school performance through leadership, research-based information, leadership team training, supplemental summer programs, school leadership team professional development and technical assistance. The Executive Director of Corrective Action Secondary Schools will also have responsibility to work with the schools' on outcomes for continual improvement in the areas of curriculum and instruction.

REPORTS TO: Assistant Superintendent of Curriculum & Instruction

ESSENTIAL FUNCTIONS:

(Essential functions, as defined under the Americans with Disabilities Act, may include the following tasks, knowledge, skills and other characteristics. This list of tasks is ILLUSTRATIVE ONLY, and is not a comprehensive listing of all functions and tasks performed by positions in this class).

SPECIFIC DUTIES AND/OR RESPONSIBILITIES:

- Support Corrective Action / Restructure Planning Middle and High Schools (90% effort) and assist with intervention alignment with remaining middle schools (10%)
- Build capacity of targeted schools to implement the school improvement process so that student achievement improves
- Assist schools in the development and/or revision of improvement, prevention and intervention plans
- Develop coordinated summer intervention programs between Corrective Action / Restructuring Schools
- Refine and monitor the implementation of strategies and/or methodologies for helping school leadership understand the influence and alignment of district-wide initiatives on their school improvement action plans.
- Work with site and district support teams to ensure effective monitoring of site school improvement plans.
- Assist principals with the process of improving instructional techniques which lead to increased student achievement
- Develop routines for sites that promote the likelihood of increased student achievement
- Ensure principals and staffs are using best practices in the delivery of instruction
- Work with principals of targeted schools to develop effective collaboration meetings with staff.
- Work with the Information Technology and Federal Programs Department to provide data to sites for classroom specific analysis that guides continual improvement of student achievement
- Ensure principals use data to ensure best practices in instruction.
- Develop and maintain positive and interactive relationships with district and school leaders.
- Report to the Superintendent and Assistant Superintendent of Curriculum & Instruction on the progress of site improvement
- Provide input or data for program evaluation projects as requested.

KNOWLEDGE, SKILLS AND OTHER CHARACTERISTICS:

Experience with and knowledge of standards-based education, urban schools and students, and the craft of teaching. Excellent interpersonal skills and strong group facilitation skills, with the ability and desire to serve as a coach and trainer. Ability to communicate effectively and professionally with school staff and other relevant constituents. Broad knowledge of various curricular programs; including prevention intervention programs. Outstanding project management skills.

PHYSICAL REQUIREMENTS: Work is performed in an indoor environment. Work requires frequent sitting, standing, bending, repetitive motion, vision to monitor and lifting up to 15 pounds.

QUALIFICATIONS:

Master's in Education, Educational Leadership or in any other education related field.
Principal's certificate
10+ years of teaching and/or administrative experience in a school or district setting.