

Job Code A110/TA05
Administrative Exempt
Revised: 05/12

EXECUTIVE DIRECTOR of SECONDARY EDUCATION

QUALIFICATIONS

A. REQUIRED

- Master's degree in Education
- Three years of experience as a secondary school principal
- Arizona Administrative Certification
- Three years of teaching experience
- Ability to work well with others in training, collecting data, and implementing change
- Training and experience with curriculum development, assessment, and professional development
- Previous experience in administration/supervision
- Equivalent combination of education/training/experience

B. DESIRED

- Familiarity with Arizona State Standards and the Common Core Standards
- Familiarity with Arizona Instrument to Measure Standards
- Familiarity with state and federal grants and/or Career and Technical education

SUMMARY

The Executive Director of Secondary Education's duties include administration and support of various programs, including Career and Technical Education, federal and state grants, District assessments, curriculum development, and professional development.

Reports to: Associate Superintendent

ESSENTIAL FUNCTIONS

- Plays a major role in the development, execution, and control of methods, systems or procedures which are designed to increase the overall effectiveness of various programs including initiatives in curriculum, assessment, and professional development
- Provides leadership for school improvement
- Manages data flow; classifies and organizes information for use in decision-making and monitoring; and assures District compliance with federal and state regulations
- Provides purpose and direction for program development
- Plans and collaborates with the Executive Director of Student Services and other staff to implement a framework for curriculum, assessment and instruction; aligns curriculum with desired outcomes; monitors social and technological developments as they affect curriculum and assessment; and adjusts content as needs and conditions change
- Works with faculty, staff, and Associate Superintendent to identify professional development needs; assists in planning, organizing, and facilitating staff development programs that are consistent with District goals/needs, state standards, and grant requirements to improve faculty and staff effectiveness

ESSENTIAL FUNCTIONS (continued):

- Involves appropriate staff in the planning and development process for various program budgets
- Acts in accordance with federal, state, and District regulations for various programs, including submission of required federal and state reports
- Works with designated committees of teachers, principals, students, parents, and community members in specific program/project development
- Acts as a liaison between the District and various community and state committees/task force groups, when assigned
- Compiles and maintains written records and reports on results of various local, state, and federal projects
- Supports and assists administrators with meeting grant requirements
- Advises and informs teachers and principals of requirements or changes in Career and Technical Education/grants, titles, or other funding sources
- Researches parent and staff concerns, counsels them on program content, their obligations and responsibilities, and negotiates solutions
- Promotes and supports District wide educational advancement in 21st Century skills
- Integrates knowledge and skills that are relevant to the 21st Century
- Participates in the work of the District Intervention Team
- Supervises the Career and Technical Education Director
- Supervises and coordinates the activities of the District Librarians and Counselors
- Attends High School performances, competitions, and functions
- Performs other related duties as assigned

MENTAL AND PHYSICAL REQUIREMENTS

- Ability to appropriately handle confidential information and records
- Ability to understand complex systems
- Ability to analyze large quantities of data
- Ability to analyze and solve varied and complex problems
- Ability and temperament to sustain through extended work hours and problem (stressful) situations
- Ability to express oneself clearly and concisely, both orally and in writing
- Ability to effectively communicate with a wide variety of people in varying circumstances
- Ability to apply strong evaluative statistical and analytical skills for documents and data
- Ability to meet deadlines
- Ability to work alone and as part of a team
- Ability to interpret policies and communicate to others
- Ability to solve difficult client problems and issues
- Ability to analyze, synthesize, and “see the big picture”
- Ability to organize work and handle high volumes of information
- Ability to research, analyze, and formulate decisions quickly
- Ability to exercise judgment in accordance with established guidelines
- Ability to concentrate for extended periods of time
- Ability to multi-task in an office setting
- Ability to pull, stoop, bend, twist, turn, and sit still for long periods of time
- Ability to operate phone, computer, and digital equipment