



Position Description

Executive Director of Middle School Transformation

Salary Level: Based on Act 93 Agreement

Created: June 1, 2020

Contract/Benefits: Based on Act 93 Agreement

Prepared By: Anthony Pidgeon

Department or Area: Middle Schools

Approved By: Jennifer M. Ramos

Reports To: Superintendent

Qualifications:

1. Master's degree with a major in educational leadership, educational supervision, or a related field; doctorate preferred.
2. Pennsylvania Principal Certification required
3. Professional Experience in Middle or High School
4. Satisfactory work record & criminal/child abuse clearances (Acts 34 and 151).
5. Grant management experience
6. Such additional or alternatives to the above qualifications as the board or superintendents may determine appropriate and acceptable.
7. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Summary

The success and sustainability of the transformation relies on establishing the necessary conditions and empowering schools to meet their strategic, innovative ways with support and accountability by performing the following duties:

Essential Duties and Responsibilities

1. Support and oversee the comprehensive school improvement planning process for middle schools.

Activities:

- Meet with school leadership/team to develop and monitor the implementation of the school improvement plan, while building the capacity of the school team to do the same.
- Guide and advise the school leadership and/or team in the continual revision of action plans based on data and context.
- Troubleshoot challenges and obstacles related to the implementation of the school improvement plan
- Hold school leadership accountable for the execution of the school improvement plan

Measurements:

- 100% of schools execute strategies listed in school improvement plans; 75% of schools see measurable gains
- Meet once a week with school leadership and/or team to monitor school improvement plan

2. Implement principal management and leadership capacity building to increase administrator effectiveness.

Activities:

- Implement principal evaluation and goal-based coaching cycle with continuous checkpoints/feedback.
- Create communication systems and structures to organize and streamline information for middle school principals.
- Create communication structures to intake specific information from schools.
- Create a quarterly recurring schedule of school visitation to visit all middle school buildings on a weekly basis.

Measurements:

- 100% of schools make progress towards the benchmark metrics articulated in their school improvement plans

- 75% of principals indicate the ED helped to build their leadership capacity through goal-based coaching
- 75% of principals agree or strongly agree that the ED presence and support in their building improved their instructional climate

3. Align district supports and conditions (time, people, money, program) to strategies and priorities of each school; create/modify opt-out-policy in accordance with the needs and stated priorities of each middle school.

Activities:

- Support the coordination of central services and resources towards the capacity building of school-based staff.
- Support access to central resources such as curriculum, facilities, after school programs, etc., in alignment to the school improvement plan; where district resources do not meet needs, strategically opt-out, demand modifications, and/or use available funds to procure resources that do meet the demands of the middle schools.
- Troubleshoot issues and challenges that arise from central office decision points/actions.

Measurements:

- In each school, student learning culture and climate improves in alignment with school improvement plan.
- 100% of school stakeholders agree or strongly agree that the conditions in which they operate have improved across all categories (time, people, money, program and policy)

4. Engage key stakeholders in an ongoing way throughout transformation efforts.

Activities:

- Develop systems and structures for celebrating success, updates, feedback, input for key stakeholders including but not limited to families, Century Fund, community partners, business leaders, ASD school board, school staff, community member and PDE.
- Build investment in the vision of the Middle School Transformation, specifically across lines of difference.
- Advocate for middle schools and cultivate champions to positively influence middle school outcomes.

Measurements:

- Define measurements with superintendent
- Record weekly communication to identified stakeholders through email, updates to MST website, webinars, speaking at a variety of forums (Board, business council, etc.)
- 75% of stakeholders agree or strongly disagree that their voices are heard, valued, and make a difference in school-based decision making
- 75% of stakeholders agree or strongly agree that they know and believe in their vision of Middle School Transformation.

5. Serves on the Superintendent's Cabinet Team.

6. Performs such other tasks and assumes such responsibilities as may be assigned or delegated by the Superintendent of Schools.

Supervisory Responsibilities

Supervises principals and staff as designated by the Superintendent. Responsibilities include interviewing, recommending hiring, and training employees; planning and coordinating work; appraising performance; addressing complaints, and resolving problems. Carries out supervisory responsibilities in accordance with the district's policies and applicable laws.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

Interpersonal Skills

Parent and Community Relations

Manages difficult or emotional parent/community situations judiciously; Responds to parent/community requests for service and assistance; Solicits parent feedback to improve school effectiveness; Meets commitments made to parents and the community.

Interpersonal Relations

Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others.

Oral Communication

Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Demonstrates group presentation skills.

Written Communication

Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Presents numerical data effectively.

Teamwork

Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building positive morale; Puts success of principals and staff above own interests and recognition; Able to build group commitment to goals and objectives.

Leadership Skills

Visionary Leadership

Provides vision and inspiration to peers and subordinates; Mobilizes others to fulfill the vision; Displays passion and optimism.

Change Management

Develops workable implementation plans; Communicates changes effectively; Builds commitment and overcomes resistance; Prepares and supports those affected by change; Monitors transition and evaluates results.

Delegation

Delegates work assignments; Matches the responsibility to the person; Gives authority to work independently when appropriate; Sets expectations and monitors delegated activities; Provides recognition for results.

Leadership

Exhibits confidence in self and others; Inspires and motivates others to perform well; Effectively influences actions and opinions of others; Accepts feedback from others; Gives appropriate recognition to others

Managing People

Includes principals and staff in planning and decision-making; Takes responsibility for the performance of principals and staff; Makes self accessible to principals and staff; Provides regular performance feedback to principals and staff; Develops the skills of principals and staff and encourages growth; Continually works to improve supervisory skills.

Quality Management

Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness; Fosters a focus on quality in others.

Analytical

Synthesizes complex or diverse information; Collects and analyzes data; Uses research, experience and intuition to complement data.

Safety and Security

Observes safety and security procedures when appropriate; Determines appropriate action beyond safety and security guidelines.

Problem Solving

Identifies and resolves problems in a timely manner; Gathers and analyzes facts relating to the problem skillfully; Develops alternative solutions; Works well in group problem-solving situations; Uses reason even when dealing with emotional topics.

Organizational Skills

Cost Management

Works within approved budget; Conserves district/school resources.

Diversity

Shows respect and sensitivity for cultural differences; Educates others on the value of diversity; Promotes a harassment-free environment; Assembles a diverse staff.

Organizational Support

Follows policies and procedures; Completes administrative tasks and reports correctly and on time; Supports district/school's goals and values.

Strategic Thinking

Develops strategies to achieve district/school goals; Understands district/school's strengths & weaknesses; Aligns work with strategic goals; Adapts strategy to changing conditions.

Personal Competencies

Judgment

Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.

Ethics

Treats people with respect; Keeps commitments; Inspires the trust of others; Works ethically and with integrity.

Motivation

Sets and achieves challenging personal goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals

Planning/Organizing

Prioritizes and plans work activities; Uses time efficiently; Sets daily/weekly goals and objectives.

Professionalism

Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect regardless of their status or position; Accepts responsibility for own actions.

Personal Quality

Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies supervisor feedback to improve performance; Monitors own work to ensure quality.

Dependability

Follows instructions, responds to supervisory direction; Takes responsibility for own actions; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Innovation

Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving instruction and related activities; Develops innovative approaches and ideas.

Physical Demands

The physical demands described here are representative of those that must be met by an administrator to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the administrator is regularly required to talk or hear. The administrator is frequently required to walk, climb stairs, bend, and lift. The administrator is required to use hands to fingers or handle documents, telephone, etc. The administrator is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Evaluation

The person filling this position will be evaluated according to the administrative evaluation procedure adopted by the Allentown School District.

Reviewed and read by:

Individual serving in this position

Date: _____