CITY SCHOOL DISTRICT - ROCHESTER, NEW YORK
JOB POSITION DESCRIPTION

Chief of Schools
Position Title (Twelve Month)

Central Office
Location

July 1, 2010
Start Date

Superintendent
Reports To

PRIMARY FUNCTION: The Chief of Schools is a key instructional management position, supervising a cluster of K-12 schools, with wide latitude for independent judgment and decision making, as well as assisting in the formation of educational policy and practice.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

- Master’s degree.
- Minimum (5) years of proven experience as an administrator to include leadership experience within a school and Central Office.
- Strong instructional foundation.
- Ability to supervise, direct and evaluate staff effectively.
- New York State Certification for School District Administrator (SDA) and School District Leader (SDL).

ESSENTIAL FUNCTIONS:

- Cultivates a network-wide awareness that the core function of staff is enabling all students to reach high standards.
- Focuses time and detailed attention to instructional matters within the network and city-wide.
- Articulates clear theories of pedagogy and organizational growth aligned with the district’s larger vision.
- Imparts a widespread understanding that the work of all staff will be assessed in an effort to provide assistance in continuing improvement of instructional practices.
- Unifies divergent views of students, staff, parents and community members into a cohesive vision for instruction.
- Aligns all instruction throughout the network to RCSD and New York State standards.
- Assists principals with all aspects of internal and district-wide operations.
- Works with the larger community (faith, city, parents, etc,) to align services and support for schools.
- Works with the Office of Youth and Family Services to increase parent engagement and align support services for students.
Coaching and Supervising Principals

- Selects principals under overall supervision of the Superintendent and in collaboration with School-Based Planning Teams.
- Under overall direction of the Superintendent, coaches principals on a day-to-day basis, training them and providing them with the support they need to raise student achievement in their schools.
- Assesses carefully the pedagogical details of the comprehensive educational plan (CEP) in every school, helping principals set key objectives for learning and measurable benchmarks.
- Ensures that staffing patterns, student grouping plans, scheduling, and organizational structures are appropriate to desired student outcomes.
- Uses data to drive changes in classroom instruction by collecting, analyzing, and determining next steps based on:
  - disaggregated state test scores:
  - school walk-through;
  - collections of student work: and
  - Interim assessments.
- Puts in place an infrastructure for professional development of school staff.
- Considers differences within the school’s instructional practices to determine whether effective variations should become part of the school’s core program.
- Stays informed of current research on best instructional practices.
- Considers and adapts to the effects of social and technological developments on teaching and learning.

Maximizing the Value of Professional Development

- Assists in the formation and development of the professional development team at the school level, which includes: the principal, assistant principal(s), coaches, and teachers.
- Assists principals and other staff in designing individualized professional development plans to deepen their knowledge of best practices in the classroom.
- Establishes effective, ongoing professional development opportunities that help principals to support teachers’ instructional growth.
- Provides tools, protocols and professional development opportunities that help principals and other staff to strengthen their instructional knowledge in order to support teaching and learning for all students.
- Informs professional development modules that support capacity-building for coaches and teachers and ensures that professional development at all levels aligns with the specific An instructional program actually taught to students, and is not generic.
- Works continually to promote own professional growth.
- Participates in a professional learning community with the other Chiefs of Schools, the Division of Teaching and Learning and the Superintendent’s cabinet.

Demonstrated Knowledge and Skills

- Demonstrates sophisticated understanding and ability to apply theories of:
  - Student growth and development
  - Group process, communications, and organizational planning
  - Job-embedded professional development
  - Instructional technologies
  - Differentiated instructional strategies for struggling students
  - Standardized, authentic, observational and alternative assessments

- Understands and can support the instructional needs of:
  - English Language Learners at all stages of English acquisition
  - Special Education students
  - Students identified as gifted
  - Students of various languages and cultures to reduce the achievement gap and create a warm and respectful environment for learning.

Desired Prior Experience

The ideal candidate will demonstrate:

- Experience managing others in achieving common goals including supervisory and evaluative experience;
- A background in designing and delivering staff development;
- Experience in a K-12 educational setting; and
- Proficiency with the Microsoft Office suite and related technology.

APPLICATION

Interested candidates should submit a resume and letter of application by close of business on March 31, 2010 via email to LoWan Brown, Director of Recruitment at lowan.brown@rcsdk12org or by mail to:

LoWan Brown
Rochester City School District
131 West Broad Street
Rochester, New York 14614