



**Orange County Department of Education
Human Resources Department
Certificated Management Class Specification**

Chief Academic Officer

**Class Code: 1439
Work Days: 225**

GENERAL PURPOSE

Reporting directly to the Superintendent, the Chief Academic Officer (CAO) has primary authority and responsibility for academic support services to OCDE's instructional programs and assistance to county districts and schools. The CAO provides oversight, strategic direction, and educational accountability for all county operated schools and instructional programs. This position also assists districts with curriculum, instruction, assessment, and school improvement initiatives.

The CAO will lead organization-wide academic vision and support school leaders to produce dramatic gains in student achievement and prepare under-represented students for college success. This leader will work collaboratively with all members of Cabinet to ensure coordinated planning and consistent implementation of OCDE's strategic plan, making certain that programs and priorities are focused on eliminating the achievement gap and improving student achievement. The CAO will demonstrate intellectual vision, a global perspective, a dedication to further enhancing the student experience, and a commitment to teaching and learning, and research excellence.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from Superintendent.
2. Exercises direct supervision over management, professional, supervisory, technical, and clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Develop and implement a common, clear, and compelling academic vision that will help OCDE schools and Orange County school districts accomplish the mission of college and career readiness and success.
 2. Establish, monitor, and maintain procedures that enable OCDE to operate in a manner that is fiscally sound while maximizing the use of human resources and supporting the OCDE Vision, Values, and Mission.
 3. Lead in the development of OCDE's Strategic Plan and Annual Updates. Set priorities and measurable goals and effectively manage resources to support priorities and goal achievement.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.):

4. Plan, develop, and direct system wide services for all academic and instructional programs. Assure the preparation of required state and federal instructional reports.
5. Foster a work environment that is student-focused and results-oriented and that places priority on student learning and performance. Identify and acquire resources and services that will assist county schools and districts in raising student achievement and preparing students for college success. Create and develop a culture that motivates teachers and administrators to perform at the level of excellence necessary to improve student achievement and narrow the achievement gap between racial, ethnic, and economic groups.
6. Oversee and participate in the leadership of a comprehensive and concrete county-wide plan for the implementation of the Common Core State Standards (CCSS).
7. Assist in the accreditation process through WASC, and assure the certification process or the implementation of the state adopted CCSS.
8. Oversee the identification, transition, and implementation of effective curriculum, instruction, and assessment policies and practices that align with the State API and Smarter Balanced Assessments to maximize educational options and lead to improved achievement for all students.
9. Communicate system priorities and ensure collaborative work processes to effectively and efficiently utilize resources.
10. Build and support a high performance educational team - inspiring, integrating, and aligning the academic work of OCDE. Lead efforts to build a diverse and inclusive educational community and develop an increasingly distinguished faculty. Supervise a team that may include Associate Superintendents, Assistant Superintendents, and Directors of Curriculum and Instruction, including special programs and student assessment.
11. Supervise and participate in the selection of instructional leaders who share the core values of OCDE and embody the competencies necessary to achieve our goals. Recommend candidates to Superintendent for final interview.
12. Lead successful mentoring, professional development, and coaching of the management and leadership members of the instructional team. Oversee a world class professional development program for teachers, principals and central level administrators.
13. Develop and maintain clear and inclusive decision-making processes to ensure integration of academic supports and services and effective technical and operational management of county operated schools.
14. Work with principals and teachers in organizing and coordinating grade-level and departmental meetings in order to increase horizontal and vertical continuity and articulation of the instructional programs.
15. Provide support to schools addressing state and local accountability plans.
16. Oversee the implementation and management of systemic cross-functional strategic projects and initiatives; provide related support to instructional directors and coordinators. Monitor projects and initiatives to ensure they lead to high student achievement and make recommendations for change to the Superintendent.
17. Identify metrics, synthesize and analyze county-wide school district data on student achievement, and translate conclusions into school and teacher level interventions for OCDE staff and recommend to district leadership for schools in the County.

ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.):

18. Communicate with a wide variety of local and state officials, the County Board of Education, and the community to articulate OCDE's strategic initiatives and alignment of programs. Serve as an advocate and external ambassador.
19. Represent OCDE, serve as a liaison to the CDE on relevant matters, and assure that state, federal, and local standards and requirements are met. Works with CDE to assure full compliance under NCLB for schools failing to increase student achievement.
20. Provide a comprehensive profile of OCDE's educational needs and required services to the County Board of Education. Interpret OCDE's instructional program to the County Board of Education, school district staff, and general public.
21. Monitor new and changing laws and regulations affecting the school system in the areas of curriculum and instruction, and prepare related new policies and/or revisions for the Superintendent and the County Board of Education.
22. Develop business plans and projections for assigned areas of responsibility. Manage and participate in the development and administration of the annual budget for assigned programs and recommend budgetary adjustments as necessary. Direct and participate in the preparation of grant proposals and the administration of awarded funds.
23. Coordinate responses to inquiries, concerns, and complaints regarding issues, programs, policies, and procedures in areas of responsibility.
24. Oversee the development of partnerships with leading educational and community organizations both locally and nationally to support, complement, and enhance district programs. Direct the development of Pre-K-12 academic programs and new course design and pathway partnerships with higher education.
25. Monitor education research, trends, and developments to support school improvement efforts and program development, and foster the sharing of high yield strategies and opportunities for collaboration within and among all levels.
26. Actively participate on a variety of boards and commissions. Attend and participate in professional group organizations and meetings. Keep abreast of new developments and innovations in education with primary focus on teaching and learning with emphasis on the state adopted CCSS especially as it identifies best practices for closing achievement gaps.
27. Attend community functions and visit schools to observe and assist with instructional programs and student support.
28. Work closely and collaboratively with the other members of the Superintendent's Cabinet Team.
29. Perform related duties and responsibilities as required for the success of the position and/or as the Superintendent may assign or delegate.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)**Knowledge of:**

1. Research based current curriculum, instruction, assessment, and staff development best practices.
2. Successful and current leadership development strategies.

Knowledge of (cont.):

3. Practical and theoretical understanding of formative, interim, and summative assessments with a demonstrated capacity to develop and use assessments for improving student achievement.
4. Current trends in k-12 and higher education.
5. Principles of supervision, training, and performance evaluation.
6. California Education Code, Administrative Codes, and the Government Code.
7. Pertinent federal, state, and local laws, codes, and regulations.
8. Process and procedures of state governmental agencies and legislative bodies.

Ability and Skill to:

1. Lead the design, integration, implementation, and management of complex district wide systems.
2. Effectively manage limited resources to support strategic organizational goal attainment.
3. Monitor and evaluate strategies to raise student achievement.
4. Successfully work in a collaborative environment and lead with a global perspective.
5. Demonstrate intellectual vision and a passion to embrace the goals of raising achievement for all students and closing achievement gaps.
6. Communicate effectively with internal and external stakeholders; demonstrate strong oral and written communication, interpersonal, and team building skills.
7. Interact successfully with teachers, parents, faculty, staff, community based organizations, Boards, businesses, and all others encountered through the course of work.
8. Promote excellence through interdisciplinary and cross school investment.
9. Effectively mediate and resolve conflicts.

Education, Training, and Experience:

1. Strong background in teaching, curriculum development, school administration, professional supervision, staff development, and budget preparations.
2. Experience in higher education as a provost, vice-president for academic affairs, vice-chancellor of student affairs, executive director, or director of student learning.
3. Demonstrated success leading school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups.
4. Successful experience designing, organizing, and leading a systemic change process in a large, complex, diverse, school district.
5. Proven leadership of strategic planning which developed educational initiatives that resulted in measurable improved student achievement.
6. Experience with educational accountability measures requirements, state and local assessments, curriculum development/evaluation, and a variety of programs and initiatives.

Education, Training, and Experience (cont.):

7. At least ten years of administrative or supervisory experience.
8. Demonstrated strengths and experience in the area of curriculum development and evaluation, student assessment and technology, and instructional supervision.
9. Doctoral degree in Education with statewide certification.

Licenses; Certificates; Special Requirements:

Doctoral degree in Education with statewide certification.

A valid California Administrative Credential.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 25 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employee typically works in an office environment that is fast paced with high pressure. Program needs may require work in the evening and/or weekend hours.

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