

EXECUTIVE ADMINISTRATOR



Teaching and Learning Department

Purpose:

The Executive Administrator provides oversight to a region or level of schools, supervising the instructional leadership and operational management of each school and providing administrative leadership and support to each school principal. The Executive Administrator provides or enlists centralized District support to ensure the advancement of schools toward attaining the highest aspirations of the District.

Reports to: Deputy Superintendent, Teaching and Learning

Nature & Scope:

In concert with the other Executive Administrators and Teaching and Learning leaders, the Executive Administrator operates with autonomy in alignment with all applicable local, state, and federal laws and regulations and District policies. Independent judgment and decision-making that is aligned with peer Executive Administrators and District goals is required in matters not having established rules, regulations or policies. The Executive Administrator directly supervises and coaches principals within a level of schools, and oversees a content area in support of the curriculum, instruction and assessment efforts.

As a result, the Executive Administrator has a significant impact on the learning of every child in the organization.

Essential Job Functions:

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Works collaboratively with all Teaching and Learning leaders to provide thoughtful, aligned support to schools.
3. Models humility and positive teamwork in all interactions.
4. Engages in conversations with colleagues in a way that provides thoughtful, respectful debate while ultimately unifying around decisions made.
5. Oversees the leadership and management of a region or level of schools. Supervises and routinely engages in a coaching model with each school principal.
6. Serves as a key member of the Teaching and Learning leadership team.
7. Fosters a culture of learning, cultural responsiveness, and high expectations for every student and every adult.
8. Engages stakeholders in developing, aligning, implementing, communicating, monitoring, and evaluating the school/District mission and vision.
9. Develops specific action plan strategies to improve the achievement of all students and accelerate the learning of historically underrepresented students of the District.

10. Keeps current on best practices to facilitate student achievement and professional growth of staff.
11. Supports principal collaboration to promote student and organizational success.
12. Establishes a culture of college and career readiness for all students.
13. Ensures effective, timely, and ongoing professional development.
14. Follows District protocols and procedures. Assumes the responsibility for the observance and implementation of board policies and administrative regulations. Complies with state and federal requirements.
15. Implements a standards-based learning system.
16. Ensures effective instructional strategies are used to meet the needs of all learners.
17. Effectively uses student, grade-level, and department data.
18. Effectively coaches, evaluates and supervises staff.
19. Oversees the management of school facilities and campus safety. Exercises sound judgment and leadership in crisis situations.
20. Models reflective learning and demonstrates resilience.
21. Ensures equitable distribution of resources to meet the instructional needs of historically underrepresented groups.
22. Encourages multiple points of view to form solutions.
23. Responds in a positive and strategic way to the social, political, and legal factors that influence student success.
24. Demonstrates integrity, sound judgment, ethical and professional behavior.
25. Maintains confidentiality in student and personnel matters.
26. Maintains effective communication and working relationships with staff, students, and parents, including those from diverse cultures or backgrounds who speak limited or no English.
27. Leads extensive standards-based instruction and curricular development, ensuring full alignment between local and state standards.
28. Provides leadership in the planning, organization, and coordination of curriculum and related instruction.
29. Focuses the alignment of professional development activities with District priorities to close the achievement gap, provide cultural relevance, and engage divergent learners, with a focused commitment to serving and addressing the needs of under-represented populations.
30. Creates, supports, and highlights successful approaches to curriculum, instruction, integration of technology, and classroom management.
31. Provides leadership in the implementation of state content and performance standards in all curriculum areas.
32. Coaches instructional leaders at the teacher and principal levels in support of the District's missions and aspirations.
33. Ensures access to a high quality relevant curriculum for all students including special education students, second language learners, talented and gifted students, and other students with special needs or who may be at risk of underperforming.
34. Provides expert advice, consultation, and assistance for development and implementation of new District programs that relate to curriculum, instruction and assessment.
35. Complies with all procedures outlined in the *Code of Professional Conduct* and *Annual*

Notices for Education Practitioners, Teachers, Support Staff, Administrators, Substitutes Handbook; and all other Beaverton School District Policies and Procedures.

The statements contained above reflect general details as necessary to describe the principal functions of this job but should not be considered an all-inclusive listing of work requirements. Individuals may at times perform other duties as assigned which could include work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload.

Required Qualifications:

1. Must have or qualify for an Oregon Administrative credential.
2. Must have at least four years experience as a school principal and have demonstrated success at raising student achievement, engaging staff, and attaining school and District goals.
3. Must demonstrate strong knowledge of high-quality instructional practices and the ability to lead others to implement these practices consistently across classrooms and school sites.
4. Must possess excellent written and oral communication skills.
5. Must hold a valid Oregon or Washington driver's license.

Working Conditions:

The Executive Administrator works primarily within an office building and frequently within school buildings. The work environment is often controlled and quiet, but the work environment will also frequently include moderate to loud noise. The work environment may include exposure to unpleasant interior temperatures, dirt, communicable diseases, and standing for long periods of time.

The position involves a high level of interaction with District stakeholders including families from multiple and diverse backgrounds who have particular or unique needs. The mental demands on the Executive Administrator are considerable. The incumbent must maintain control under stress and must manage him/herself in the presence of emotionally challenging interactions with staff, students, and parents.

Regular travel to all school sites will be required as well as occasional statewide travel. Attendance at meetings or activities outside of the normal workday will also be required, including frequent, prolonged, and irregular hours including evening/weekend time.

Work Year: 255 days

Bargaining Unit: Non-represented

FLSA Status: Exempt

Date Approved: December 2015

Date Revised: February 2025

Beaverton School District does not discriminate in any programs or activities on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.