



**FEDERAL WAY
PUBLIC SCHOOLS**
Each Scholar: A voice. A dream. A **BRIGHT** future.

Position Description LEARNING IMPROVEMENT OFFICER

POSITION SUMMARY: The Federal Way Public Schools system is committed to helping all of its students learn at high levels. While many factors affect student learning, the District's ability to support high-quality teaching in every classroom is essential to realizing that goal. Research indicates that principals play a primary role in the improvement of teaching at scale. To that end, FWPS is intensively focusing its central office on improving how it recruits, selects, and develops the highest quality principals. A hallmark of this initiative involves assigning each principal a senior-level central office leader who is responsible for their development as an instructional leader. This marks the District's transition from a heavy emphasis on supervising and monitoring principal performance to one of teaching and coaching as the primary mode of improving performance.

Federal Way Public Schools seeks experienced and successful instructional leaders to serve as **Learning Improvement Officers**. This senior executive-level cabinet level position is designed to be a master teacher of principals, helping them increase their instructional leadership capacities as a means of improving teaching and learning in each school. A Learning Improvement Officer's main charge is to utilize best practices in developing instructional leaders by working with principals both one on one and in groups. Additionally, the Learning Improvement Officer's are charged with supporting and leading efforts related to building support systems including but not limited to: graduation assurance, office manager professional learning and counseling model. While these support efforts are not instructional in nature, they have implications for district and school improvement efforts. Performance in this position will be measured through growth in principal performance and student learning.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. This list is meant to be representative, not exhaustive. Some incumbents may not perform all the duties listed while in other cases related duties may also be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Work as a designee of the superintendent to align building practices with the District strategic plan and theory of action in service of student achievement.
2. Ensure that schools leaders identify barriers to achievement and address existing achievement gaps.
3. Work one on one with principals as partners, teaching, modeling and coaching a variety of instructional leadership skills and behaviors based on principal needs in order to develop their instructional leadership capacity.
4. Systematically use formative and summative evidence of student learning, teaching practice and principal performance to determine goals and success measures when working with principals as instructional leaders.
5. Provide essential collaboration in supporting larger district initiatives by participating/collaborating/leading system wide improvement efforts via committee work that support and enhance student achievement
6. Support principals in enhancing overall school culture by participating in school and district community and parent outreach efforts
7. Engage in teaching practices while developing and leading principal communities of practice (e.g., professional learning communities and networks) to help principals grow as instructional leaders.

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8. Actively engaged in the Federal Way community by participating in both school and district events to enhance and continue to develop community/family partnerships
9. Provide and broker professional development for principals based on individual and group learning needs.
10. Support principals in assisting to build partnerships with parents in resolving school based concerns
11. Lead for racial equity by identifying systemic barriers and assisting to create culturally responsive and equitable systems for each students
12. Collaborate with a team of Learning Improvement Officers to share ideas and provide coherent and calibrated support to principals.
13. Collaborate and serve as a liaison between schools and other divisions/departments in the central office to provide necessary resources to support principals' instructional leadership.
14. Analyze principals' observations of teachers and hold principals accountable for meaningful feedback that accurately reflects the performance of all teachers.
15. Conduct learning walkthroughs to ensure calibration to the instructional framework within and across schools.
16. Utilize a principal evaluation process to support principals' growth as instructional leaders.
17. Ensure that schools are safe environments in which effective teaching and learning to take place.

The preceding list of responsibilities is not exhaustive and will be supplemented as necessary.

REQUIRED QUALIFICATIONS:

Education and Experience

Master's degree or higher required in educational administration or related field

Three to five years of successful principalship including recruiting, hiring, supporting and holding staff accountable for results-preferably at the high school level

DESIRED QUALIFICATIONS:

1. Proven ability as a master teacher of adults, especially in K-12 environments, including modeling effective teaching and leadership practices; articulating a vision for effective instruction; creating learning networks; and inviting critique of own practice and reflecting upon it.
2. Expert in using evidence of principal and school performance to drive feedback to and teaching of principals, including observing and analyzing principal practice; using data on student, teacher, and principal performance to determine underlying causes; and providing differentiated support based on evidence.
3. Highly skilled at organizing and prioritizing in a demanding context to maximize teaching time with principals, including time management skills and an ability to schedule based on short- and long-term principal learning needs.
4. Proven ability in collaborating and negotiating with central office colleagues in support of principals' instructional leadership efforts, including an understanding of the key roles and responsibilities in the central office; knowledge of how resources are allocated to schools; and an ability to communicate principals' needs to a variety of stakeholders.

ADDITIONAL REQUIREMENTS:

1. Demonstrated successful, recent leadership experience in a medium to large size school district or similar public educational institution, including significant experience with district-wide programs as a school administrator.
2. Successful experience working with and teaching adults.
3. Demonstrated experience-closing gaps in student achievement.
4. Successful experiences collecting, organizing and using student and teacher data.
5. Demonstrated skill and fluency in the use of the teacher evaluation system and the principal

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evaluation system.

6. Proven successful experience in implementing and directing a variety of large-scale instructional programs and/or operations in a medium/large district.
7. Proven successful experience as a leader for equity and cultural responsive practices.

PREFERRED QUALIFICATIONS:

Doctoral degree or currently enrolled in a doctoral program

CONDITION OF EMPLOYMENT:

Work scheduled hours on a consistent basis

Valid Washington State driver's license

KNOWLEDGE OF:

Proficient knowledge and excellent skills regarding grammar, spelling, proofreading and oral and written communication

Proficient knowledge of basic bookkeeping/accounting procedures

Proficient with Microsoft Word, Microsoft Excel, Microsoft Publisher and PowerPoint

Proficient with the District's student information systems and finance systems

Proficient with an e-mail system and willingness and ability to reach a high level of proficiency with the District's current e-mail system

Proficient with operating personal computer systems

Expert knowledge of district discipline policies, procedures, operations and processes

Expert knowledge of secretarial procedures

ABILITY TO:

Demonstrate a high degree of initiative, judgment, discretion and ability to carry out assigned duties.

Demonstrate aptitude and ability for successful performance of the responsibilities listed.

Demonstrate aptitude and ability to effectively serve as a communication link with various organizations, employees, departments and the public.

Excellent and proven customer service skills and communication skills are a requirement of this position.

Structure and format reports and graphs on a variety of software systems.

Demonstrate skill in operating a variety of office machines.

Be flexible in work schedule.

Demonstrate technology oriented aptitude.

Cope with interruptions as part of a daily routine.

Work effectively under pressure and meet multiple deadlines.

Work independently and timely initiate appropriate projects.

Calmly cope with and assist angry or distraught staff, parents and other community members.

Maintain strict confidentiality.

Demonstrate customer service oriented attitude and have the ability to establish and maintain positive and effective working relationships with staff, parents, principals, administrators, vendors, outside agencies and the general public.

Relate effectively with parents, staff, students, vendors and the public in a multicultural and multiracial community.

Routinely resolve problems and make decisions based on good judgment.

Work collaboratively and work as a team member.

Demonstrate proficiency at multi-tasking and organization skills.

Accomplish work with absolute accuracy.

REQUIRED KNOWLEDGE, SKILLS AND ABILITIES RELATED TO CULTURAL COMPETENCE AND EQUITY:

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Knowledge/awareness of own cultural identity and how this influences behavior, and desire to learn about the cultural identity of others.

Ability to establish and nurture an environment that promotes cultural competence and equitable treatment of staff, students, and patrons of the District.

Ability to understand and hold self and others accountable for promoting the Federal Way Public Schools' commitment to "Each Scholar: A Voice. A Dream. A Bright Future."

Ability to recognize that each person is a unique individual celebrating his or her group cultural heritage.

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

While performing the duties of this job, the employee will constantly sit, stand and walk, bend neck and back, use hands for fine manipulation, repetitive grasping and pushing/pulling. The employee will occasionally be required to climb stairs/ladder, lift and reach overhead, and lift/carry. The employee must constantly lift/carry up to 5 pounds and must frequently lift /carry up to 10 pounds. The employee will occasionally lift/carry a maximum of 20 lbs. The employee is occasionally required to push/pull a maximum weight of 100 pounds.

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

This is an exempt executive secretarial/administrative support position with expectations for maximum confidentiality due to the sensitive nature of the work and works with minimum supervision. Employee is expected to accomplish work of high quality and accuracy under time pressure, frequent interruptions and inflexible deadlines. All standard office skills are required while performing the duties of this job, the employee regularly works in indoor conditions and regularly works near video display. The noise level in the work environment is usually moderate. The position constantly deals with frequent interruptions, demanding deadlines, and occasionally deals with angry and distraught employees and community members.

WORK SCHEDULE

This is a twelve (12) month, 260 day a year position. Some evening work may be required.

REPORTING RELATIONSHIP

This position reports to and is evaluated by the Superintendent and the Deputy Superintendent

REPRESENTATION

Non-Represented

LEVEL OF COMPENSATION

\$156,450

DISCLAIMER

The preceding list is not exhaustive and may be supplemented as necessary. The statements contained herein reflect general details as necessary to describe the principal functions of this job, the scope of responsibility and the level of knowledge and skills typically required, but should not be considered an all-inclusive listing of work requirements, skills or duties so classified. All personnel may be required to perform duties outside their normal responsibilities from time to time as needed.

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All employment open positions are made available on a nondiscriminatory basis without regard to race, color, creed, religion, sexual orientation, national origin, gender, age, disability or veteran status.

CLASSIFICATION HISTORY

Update with physical demands/working conditions 11/2015

Updated with secondary preferences for posting 05/2017

*Job descriptions are written as a representative list of the **ADA essential** duties performed by the entire classification. They cannot include, and are not intended to include, every possible activity and task performed by every specific employee.*