



Executive Director, Black Student Success

Purpose Statement

The job of Executive Director, Black Student Success is done for the purposes of providing leadership and support to accelerate Black Student success across District 65. This position directly partners with the Assistant Superintendent of Schools and Assistant Superintendent of Curriculum and Instruction, principals, curriculum coordinators across content areas, and with Special Services staff to ensure Black Student success. This position collaborates with Curriculum and Instruction staff to provide curriculum and professional learning opportunities to teachers and staff that promotes high-quality instruction and implementation of district curricula with the goal of accelerating Black student success.

The District has identified instructional, school climate and culture, and partnership strategies aimed at advancing Black Student Success. The Executive Director will provide leadership in helping the District focus these efforts, ensuring that initiatives are well-designed, adequately supported, and meeting the needs of Black students upon implementation. This position will also identify best practices used elsewhere that lead to Black student success and that can be implemented successfully in D65. This position will partner with district managers, school leaders, educators, and community stakeholders to identify barriers to successful implementation of initiatives and programs focused on Black Student success and will monitor implementation quality and track progress on these efforts.

This job reports to Assistant Superintendent of Schools and the Superintendent of Schools

Essential Functions

- Advances priority district initiatives with a systems perspective and an equity lens, in collaboration with the superintendent's cabinet members for the purpose of accelerating Black student success.
- Assesses with a systems-thinking perspective, and in collaboration with Superintendent's cabinet members, the implementation readiness and district capacities needed for the purpose of executing strategies designed to advance and accelerate Black student success.
- Collaborates and communicates with a wide variety of internal and external groups (e.g. district staff, the Superintendent of Schools, community members, etc.) for the purpose of identifying best practices, focused administrative approaches, and policies and administrative procedures that will lead to Black student success.
- Compiles data from internal and external sources for the purpose of analyzing issues, ensuring compliance with policies and procedures, and/or monitoring program components.
- Designs and facilitates in-service training programs for teachers and administrators for the purpose of improving practice and implementation of district curricula that includes culturally relevant curricula to promote black student achievement.
- Develops a wide variety of documents and presentation materials, independently and/or through delegation to other personnel (e.g. plans, proposals, policies, budgets, grant opportunities, procedures, forms, etc.) for the purpose of implementing and maintaining services and/or programs.
- Develops internal and external communication across multiple platforms highlighting the District's equity work for the purpose of providing information to various stakeholders.
- Develops a data and evidence driven approach to Black Student success for the purpose of assessing and diagnosing needs and improvements in instruction, school culture and school climate.
- Develops and maintains relationships across Evanston's Black community for the purpose of collaborating and improving Black student success.
- Initiates, develops and evaluates partnerships in a select number of schools for the purpose of developing high potential practices for acceleration of Black student success system wide.

- Leads and participates in on-going and job-embedded professional development (e.g. staff meetings, study groups, demonstration lessons with pre-and-post discussion analysis, workshops, trainings, and seminars, etc.), etc.) for the purpose of conveying and/or gathering information related to Black student success.
- Provides coaching and leadership direction to principals and district level administrative staff across all departments for the purpose of strategically improving outcomes for Black students.
- Supervises staff including hiring, development and evaluation for the purpose of ensuring efficient work productivity and implementation of the District's work on Black student achievement and equity.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the school district and Black student success.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: developing and administering budgets; operating standard office equipment including utilizing pertinent software applications; planning and managing multiple projects; preparing and maintaining accurate records; training, developing and supervising staff; applying curriculum and instructional techniques; conducting meetings; investigating problems; planning and managing projects.

KNOWLEDGE is required to perform advanced math; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific Knowledge based competencies required to satisfactorily perform the functions of the job include: current trends and best practices within curriculum, instruction and assessment of Black student success; concepts of professional growth; education code; federal and state grants management; pertinent codes, policies, regulations and/or laws; accounting/bookkeeping principles; health standards and hazards; knowledge of community resources; school safety and security practices; local school budgeting procedures; pertinent laws, statutes, rules, regulations, and collective bargaining agreements affecting the operation of local District 65 schools; principles and practices of education and educational administration.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is significant. Specific Ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; dealing with frequent and sustained interruptions; developing and maintaining positive working relationships; facilitating communication between persons with divergent positions; implementing change; maintaining confidentiality; meeting deadlines and schedules; providing direction and leadership; setting priorities; working as part of a team; plan, develop, and implement innovative educational programs designed to improve student achievement levels; plan, organize, assign, and review the work of subordinate staff; use available technology resources.

Responsibility

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; managing multiple departments; Utilization of significant resources from other work units is routinely required to perform the job's functions. There is a continual opportunity to significantly impact the organization's services.

Work Environment

The usual and customary methods of performing the jobs functions require the following physical demands: some lifting, carrying, pushing, and/or pulling and significant fine finger dexterity. Generally the job requires 70% sitting, 10% walking, and 20% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience within a specialized field with increasing levels of responsibility is required.

Education: Masters degree in job-related area.

Equivalency: -Masters degree in job-related area required; Doctorate or commensurate experience preferred.
- Professional Educator License with General Administrative endorsement. (Type 75 or similar)

- At least 8 years of professional education experience
- Completion of post graduate training in school administration or curriculum development or learning strategies or instructional design and an equivalent combination of training and experience that shows knowledge of and experience in promoting culturally relevant pedagogy, racial equity, critical race theory, social justice and Black student success.

Required Testing:

TB Test

Continuing Educ. / Training:

Maintains Certificates and/or Licenses

Certificates and Licenses

Designated Subject Matter Endorsement
Professional Educators License

Clearances

Criminal Justice Fingerprint/Background Clearance
Pre-Placement Medical Clearance

FLSA Status

Exempt

Approval Date

Salary Grade