

Job Title: CHIEF ACADEMIC OFFICER
Reports to: Superintendent of Schools
Dept./School: Executive Office
Wage/Hour Status: Exempt
Date Revised: August 19, 2024

Primary Purpose

The Chief Academic Officer (CAO) is a Cabinet-level position who serves under the general direction of the Superintendent. The Chief Academic Officer provides direct support and feedback to instructional staff on the development of district-wide school improvement efforts and the related programs that support student services grades K through 12. This position is responsible for all matters related to the development and delivery of instructional programs, professional development, and use of instructional technology in the school district. In addition, the Chief Academic Officer (CAO) is responsible for setting the vision, direction, and strategic plan for Innovative Model Schools and serving as the point-person for Innovation Initiatives throughout the District. The CAO leads innovation school principals, identified innovation teams, and communities through the unique phases of, start-up, and expansion of schools and programs as well as provides instructional management and communications support to an identified portfolio of innovation schools. This position is responsible for the management of instructional services based on the effective use of data, collaborative processes that include all stakeholder groups, and the use of research based instructional strategies. The Chief Academic Officer makes budget and staffing projections/allocations for the maximum effective use of human and financial resources in the academic department.

QUALIFICATIONS

Education/Certification

Master's degree
Texas Mid-management or other appropriate Texas Principal certificate
Texas Teacher Evaluation Support System (TTESS), preferred

Special Knowledge/Skills

Knowledge of curriculum and instruction
Ability to evaluate instructional program and teacher effectiveness
Ability to manage budget and personnel
Ability to coordinate district functions
Ability to interpret policy, procedures, and data
Strong organizational, communication, public relations, and interpersonal skills

Experience

Five years leadership experience in school administration
Elementary and Secondary Principal experience, preferred
Central Office experience, preferred

MAJOR RESPONSIBILITIES AND DUTIES

Instructional Management

1. Applies the findings of research and district student achievement results to improve the content, sequence and outcomes of the teaching/learning process.
2. Utilizes knowledge of curriculum content and the curriculum development process to facilitate teacher development of appropriate learning experiences for pupils to ensure that it is continuous and responsive.
3. Plans, implements and evaluates TEKS-based instructional programs with teacher and principals, including learning objectives, instructional strategies and assessment techniques.
4. Works with appropriate staff to develop, maintain and revise curriculum documents based on systematic review and analysis.

5. Encourages and supports the development and implementation of innovative instructional programs to achieve identified needs.
6. Is effective in involving instructional staff with evaluating and selecting instructional materials to meet student learning needs.
7. Coordinates and supervises core curriculum programs and prepares federal reports and budgets. Supervises Directors, Instructional Supervisors, Facilitators, and Coordinators.
8. Coordinates and supervises all summer programs and summer school. Coordinates and supervises district professional development and organizational improvement. Supports Dropout Prevention and Recovery programs.
9. Coordinates the district's curricular and instructional implementation with an emphasis on academic performance standards.
10. Conference regularly with supervised staff, jointly develops instructional plans and supports individual professional development activities, as appropriate.
11. Provide student data and access student data for effective instructional program implementation and decision-making.
12. Provide leadership as a member of a collaborative team to ensure that curriculum and instruction initiatives are aligned with District priorities.
13. Direct the planning, implementing, and evaluating the district instructional programs with teachers and principals, including learning objectives, instructional strategies, and assessment techniques.
14. Direct and oversee the instructional and curriculum services to meet the students' needs.
15. Apply research and data to improve the content, sequence, and outcomes of the teaching-learning process.
16. Cooperatively develop long and short range objectives and goals for all academic areas of the school district.
17. Ensure effective use of technology integration in the classroom as related to technology assessment and training; and evaluation of district-wide technology programs.
18. Ensure district-wide compliance with federal and state assessment requirements and oversee district-wide federal and state testing.
19. Inform superintendent of developments in state, federal, and local laws and changes in public policy affecting curriculum and instruction.

School/Organizational Climate

20. Uses surveys and feedback from others to maintain or create a positive school climate.
21. Demonstrates high expectations of students and staff.
22. Demonstrate skills in conflict resolution with administrators, parents, teachers, staff, and/or the community.
23. Ensures the goals and objectives for school climate are developed with the involvement of specialists, teachers, parents and/or students, when appropriate.
24. Promotes collegiality, teamwork, and participatory decision making among all district staff members.
25. Communicates effectively with staff, students, parents and community.
26. Relates to staff, students and parents in ways that convey equality and mutual respect.

27. Demonstrates skills in conflict resolution with administrators, parents, teachers, staff and/or the community.
28. Responds appropriately to situations that could impair the teaching/learning process or could threaten safety and the well-being of students and staff (i.e. guidelines, policies, and laws).
29. Facilitate communication and collaboration among campus administrators and district departmental leaders to enhance service delivery, program development and customer satisfaction, particularly around innovative schools and programs.
30. Set the vision and strategic plan for the District's model innovative schools and programs.

School Improvement

31. Assist the Superintendent in developing, implementing, and evaluative practices and procedures designed to improve the instructional effectiveness and productivity.
32. The Chief Administrative Officer is the designated District Coordinator for School Improvement (DCSI).
33. The Chief Administrative Officer works with campus principals to facilitate, lead, and support district and campus school improvement efforts using the Effective Schools Framework.
34. The Chief Administrative Officer is responsible for monitoring and implementing all components of the Targeted Improvement Grant through the Texas Education Agency.
35. Works cooperatively with others in developing the mission and articulating a vision for the school/district program.
36. Systematically monitors school improvement activities or program activities as they pertain to special programs (Bilingual/ESL, Special Education).
37. Monitor performance of all schools, including innovation schools, by regularly and collaboratively reviewing campus and student level data with principals to drive continuous improvement.
38. Develop, maintain and use information systems and records necessary to show progress on performance objectives that address the Texas Academic Performance Report (TAPR) indicators, campus improvement plans and district long-range plans.
39. Uses evaluative findings and disaggregated data to determine the extent to which goals and objectives are met.
40. Demonstrates appropriate use of student achievement data in interpreting, reporting, and acting on results.
41. Actively supports the efforts of others to achieve district goals and objectives.
42. Works closely with campus principals to ensure special programs support overall campus objectives.
43. Secures consultants, specialists, and other community resources for principals and instructional staff to assist in attaining objectives.
44. Provide for systematic evaluation of the effectiveness of the different departments and data-driven plans for improvement. Decisions will be data-based driven.
45. Coordinate long-range planning efforts in collaboration with the Superintendent.
46. Coordinate the development and implementation of instructional technology plan, program and services.

Personnel Management

- 47. Assists with recruitment, selection, orientation and assignment of district employees in special program areas.
- 48. Demonstrates skill in “coaching” staff, provides technical assistance to principal, teachers, and/or staff concerning the teaching/learning process, and encourages improved overall performance.
- 49. Provides instructional resources and curriculum materials to teachers within the limits of available resources.
- 50. Uses the mission of the school district, program evaluation outcomes, input from teachers and others to provide effective staff development.

Administration and Fiscal/Facilities Management

- 51. Defines the program and fiscal needs in the budget development process for special programs, ensuring that fiscal resources address the mission of the district and state/federal guidelines.
- 52. Monitors the Curriculum and Instruction Department and related expenditures to ensure compliance with regulations and guidelines.
- 53. Ensures that district policies, procedures, and regulations are followed.
- 54. Demonstrates responsible fiscal control over assigned program budgets.
- 55. Provides necessary reports and documentation for special programs in a timely manner.
- 56. Ensure that programs are cost effective and are managed wisely.
- 57. Compile budget and cost estimates based on documented program needs.

Professional Growth and Development

- 58. Uses information provided through assessment instruments, the district appraisal process, and evaluative feedback to improve performance.
- 59. Strives to improve leadership skills through self-initiated professional development activities (e.g., undertaking professional reading, attending conferences, participating in training programs.)
- 60. Utilizes information and insights gained in professional development programs for self-improvement.
- 61. Disseminates ideas and information to other professionals; provides leadership in addressing the challenges facing the profession.
- 62. Conducts oneself in a professional, ethical manner in accordance with generally accepted community standards; complies with TEA code of ethics and Board policies. Take initiative to develop needed professional skills appropriate to job assignments.

School/Community Relations

- 63. Participate in community activities (to extent feasible and appropriate) that foster rapport and mutual response between the district and the larger community.
- 64. Serve as the administrative liaison between the district and the Texas Education Agency as it relates to his/her department.
- 65. Understand the mission of the district and communicates that mission within the community.

66. Prepare and present data reports, instructional reports, usage reports, and/or any report requested to the school board during monthly school board meetings.

Supervisory Responsibilities

67. Supervises all staff for the designated offices and departments as assigned.
68. Assist in the supervision of all campus principals as it pertains to the instruction and academics.
69. Monitor the campus and district leaders that make up assigned district strategic planning committees.

Other

70. Perform other duties assigned by Superintendent.
71. Maintain confidentiality of information.

WORKING CONDITIONS

Mental Demands/ Physical Demands/Environmental Factors

Maintain emotional control under stress. Frequent district and statewide travel; frequent prolonged and irregular hours.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by: _____ **Date:** _____

Approved by: _____ **Date:** _____