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The Director of Advanced Placement (AP), Career Technical Education (CTE) and Career Learning and International Baccalaureate (IB) will provide management and leadership for the enhancement and expansion of multiple district programs, specifically AP, CTE, and IB programs for Portland Public Schools to provide students with meaningful education, employment, and career skills. The Director of AP, CTE, and IB is responsible for all aspects of AP, CTE, and IB instructional programs, including curriculum materials, instructional capacity, use of assessment and industry certifications, building and maintaining industry partnership collaboration, and support of the High School Success Plan and initiatives to integrate CTE with core academics. Direct operational, strategic, and special project planning in applied CTE learning to improve student learning and instruction as well as strategies and implementation planning of K-12 Career Learning.

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- Oversee complete implementation and evaluate multiple career strategic plans, early budgetary grant management and processes for securing and allocating funds
- Lead initiatives for PK-12 middle, high, and focus options schools, design and implement quality improvement options for the district's 11th grade CTE system framework in compliance with District and State diploma requirements, determine grade level requirements, assessment criteria and related policies and procedures
- Provide leadership and technical expertise to AP, CTE, and IB school staff and administrators in areas such as program offerings, state-approved programs of study, program quality, and improvement, strategic short and long range fiscal, and program planning and related activities in accordance with federal, State and District advanced placement, career and technical education, and international baccalaureate goals
- Participate on cross-functional teams to collaborate with District staff and internal project leaders to identify, proactively develop, and promote college and career exploration through CTE partnerships and opportunities that share CTE messages and positive events

- Manage the preparation and submission of necessary required reports and documents and data as required by Oregon Department of Education and federal law governing Career and Technical Education Perkins Legislation and all assigned programs AP and IB
- Develop and manage administrative and programmatic systems and procedures to ensure effectiveness of AP CTE and IB programs and compliance with internal and external requirements and regulations
- Develop and oversee development management and monitoring of grant funds and program budgets ensure compliance with contracting laws District policies grant requirements and related fiscal activities implement and allocate budget approved resources
- Manage the annual Carl Perkins Grant including assisting grant guidelines and reporting requirements are met Search and apply for federal state and other external sources of funds for all assigned programs and activities
- Manage the annual ODE Secondary Pathway Grants for CTE including assisting grant guidelines and reporting requirements are met
- Manage the Benjamin ODE High School Success CTE grant including assisting grant guidelines and reporting requirements are met

- Lead ongoing curriculum development among CTE programs in alignment with district curriculum advisor committee recommendations and state requirements to ensure the District's CTE programs engage student interests and meet the current needs of business and industry Supports the development and implementation of course level competencies
- Work closely with Principals guidance counselors and other district staff to encourage student interest in all assigned programs including CTE programs within a career pathway as a framework Work with staff to support students who may need accommodations or

modifications for successful participation in assigned activities to ensure each student is able to

communicate improvements to school and business practices with awareness and understanding of the impact on a racial and cultural diverse community

- Supervise the performance of assigned personnel, interview and select employees and recommend transfers, reassignment, termination and disciplinary actions
- Perform related duties as assigned

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- Advanced Placement programs curriculum and requirements
- International Baccalaureate IB programs curriculum and requirements
- Career Technical Education programs and pathways to fulfill high school graduation requirements
- Carl D. Perkins Career and Technical Education Act
- Budget development and implementation techniques
- Grant writing and applications techniques and timelines
- Best practices for community engagement and public relations
- Interpersonal written and oral communication skills including public speaking
- Develop CTE business and industry partnerships including recruiting new partners
- Develop and maintain detailed knowledge of secondary and advanced placement, career technical education and international baccalaureate programs
- Communication strategies for multiple constituents to engage diverse multicultural and multilingual populations
- Interpret, explain and apply a variety of complex legislation, statutes, policies and procedures
- Serve on and lead a variety of internal business and state committees related to advanced placement, career and technical education and international baccalaureate programs
- Communicate a culture of equity that is student centered

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Work is performed primarily in a standard office environment with frequent interruptions

Potential conflict situations

Primary functions require consistent physical and mobility to work in an office setting. Repeated use of hands and fingers to operate a computer keyboard and other office equipment. Standing or kneeling for extended periods of time. Reaching overhead above the shoulders and horizontally to retrieve and store files and supplies. Lifting, pushing, pulling and carrying office equipment, supplies and materials weighing up to pounds. Repeated hand movement and fine coordination to use a computer keyboard. Hearing and speaking to exchange information in person or on the telephone. Seeing to read, prepare and assemble the accurate documents.

Ad hoc

FLSA Exempt

Approval Date: November 7, 2022

Bargaining Unit: Licensed Administrator

Salary Grade: Licensed Administrator Salary Structure - Academic Director, Pay Level 4

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and non-discrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service (Board of Education Policy 1.8002OP).

Human Resources partners with district leadership to recruit, develop, and support a culturally diverse workforce dedicated to the highest standards of equity and achievement that creates an environment of empowerment and success for our students, employees, and the communities we serve.