



Little Rock School District

JOB DESCRIPTION

Position Title: Chief Academic Officer (CAO)

Prepared Date: May 23, 2022

REPORTS TO: Superintendent of Schools

JOB GOAL:

Reporting directly to the Superintendent, the Chief Academic Officer (CAO) sets the strategic vision and direction for the instructional framework and pedagogical approach to LRSD's academic programs and is a crucial lever in accomplishing LRSD's board goals. The CAO is the leader, spokesperson, and resident expert on curriculum, instruction, pedagogy, and learning. This role develops the short and long-term instructional vision for LRSD. It works to establish a culture of high expectation and shared responsibility for equitable access to high-quality and culturally relevant instruction. The CAO works to create authentic partnerships between district offices and schools that ensure closer alignment of district resources with school needs, implement an instructional plan for the district that ensures effective teaching in every classroom and create conditions that provide systemic improvement of practice over time in every classroom.

TERMS OF EMPLOYMENT:

Twelve (12) month contract (245 days), Pay 802 Range 129, Plus Benefits Package. Work Days/Work Hours is 5 days/8 hours. NOTE: Precise placement on the salary schedule will be determined based on experience. **FLSA: Non-Exempt**

MINIMUM QUALIFICATIONS:

1. A Master's Degree (minimum); appropriate Arkansas administrative certificate in Educational Administration
2. A minimum of ten years of school and/or district administration.
3. Previous experience coaching and designing professional learning for teachers and leaders.
4. Such alternatives to the above qualifications as the District may find applicable at the recommendation of the Superintendent.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Equity Leadership and Student Success:

1. Cultivate a commitment among all district staff to enable all students to achieve high standards.
2. Confront preconceptions and model open dialogue around race, culture, class, and other issues of difference.
3. Operate with a lens of cultural proficiency, sensitivity, and equity to ensure students' needs are met.



Little Rock School District

JOB DESCRIPTION

4. Assess the distribution of academic supports with a clear equity lens, ensuring allocations provide the best resources to equitably and effectively meet the needs of all LRSD's students, families, and schools.

Instructional Leadership:

1. Develop, and implement a compelling vision for the district's instructional and curriculum services and set a compelling vision and goals to ensure rigorous and standards-aligned instruction and instructional support in every classroom, for every LRSD student.
2. Direct academic service areas (i.e. instructional improvement, curriculum and instruction, professional development, exceptional children services, gifted services, English as Second Language, etc.) and student support services.
3. Assume a leadership role on the Superintendent's Cabinet responsible for assisting with long-range strategic planning, and developing system-wide budgets, plans, policies, and activities.
4. Support informed decision-making by the Superintendent, cabinet, and senior staff by monitoring and effectively interpreting the latest research, trends, and development in all areas of education.
5. Deliver written and oral presentations on academic accountability to various stakeholders (i.e. Board of Education, principals, teachers, parents, and community groups).
6. Apply research and best practices to inform theories of pedagogy and ensure consistent delivery of high-quality instruction aligned with key standards (i.e. classroom-to-classroom, grade-by-grade, school-by-school).
7. Serve as the key spokesperson to the Superintendent and the community regarding all educational issues (i.e. attend regular Board, staff meetings, and other related meetings).

Instructional Management and Coordinated Services:

1. Collaborate with Executive Directors in all academic areas to evaluate existing curriculum programs based on observation, and results of Accountability Services testing to determine updates to School Improvement Plans.
2. Work collaboratively with cross-departmental teams in Research and Accountability, Student Services, and Teaching and Learning to ensure the support of all teachers and the effective delivery of instructional programs and services.
3. Collaborate with principals, principal supervisors, and district departments to provide support for a variety of school settings and build school support systems with the necessary resources.
4. Collaborate with school systems, community agencies, local universities, and research laboratories to promote shared learning.

Continuous Improvement for School Support:

1. Establish direction for school improvement efforts by monitoring the progress of school performance, student achievement objectives, and academic excellence indicators to align strategies for school improvement.
2. Create the conditions that enable all educators to provide rigorous, authentic, and personalized experiences for all students, particularly historically underserved populations.
3. Develop, organize and implement models of technical assistance for schools with low student achievement; and continuous improvement for schools with average-to-high student achievement.
4. Collaborate with schools to develop instructional programs and implement reform models designed to improve the achievement of all students; develop a two-way feedback loop from school sites to the Office of Chief Academic.



Little Rock School District

JOB DESCRIPTION

5. Create opportunities for teachers to reflect on their practice while engaging in the systemic improvement of practice over time in every classroom.
6. Strategically manage and allocate resources (including money, people, time, etc.) aligned to students' needs.

Talent Management and Professional Learning:

1. Build and lead a highly effective, innovative academic services department that is assessed on the ability to continually improve instructional practices.
2. Support staff to develop, implement, and evaluate project plans and strategies to achieve goals and objectives.
3. Build the capacity of district teachers and leaders to implement inclusive practices for students with special needs.
4. Provide input on professional development activities for LRSD by partnering with the central office to create district-wide professional development programs, ensuring a robust, systemic approach that meets student needs.
5. Ensure that initiatives for school leaders and school teams are coordinated and integrate both academic content and instructional strategies (e.g. Universal Design for Learning, culturally and linguistically relevant pedagogy).
6. Monitor the coordination of all district professional development efforts and the implementation of new and existing educational programs using Professional Learning Communities (PLCs) as a vehicle to provide staff support.

PHYSICAL REQUIREMENTS (Describes physical conditions of this position):

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|--|---|
| <input type="checkbox"/> Sedentary Work | Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently to lift, carry, push, pull or move objects. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met. |
| <input checked="" type="checkbox"/> Light Work | Exerting up to 20 pounds of force occasionally and/or up-to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work. |
| <input type="checkbox"/> Medium Work | Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects. |
| <input type="checkbox"/> Heavy Work | Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up-to 20 pounds of force constantly to move objects. |
| <input type="checkbox"/> Very Heavy Work | Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects. |

PHYSICAL ACTIVITY:

(Physical activities of the job are listed below and are with or without accommodations for disabilities for this position. The frequency of each applicable activity is noted according to the following: R = Regularly; F = Frequently; O = Occasionally, S = Seldom)



Little Rock School District

JOB DESCRIPTION

| | | |
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| R | Sitting | Resting with the body supported by the buttocks or thighs. |
| R | Standing | Assuming an upright position on the feet, particularly for sustained periods of time. |
| R | Walking | Moving about on foot to accomplish tasks, particularly for long distances. |
| O | Climbing | Ascending or descending ladders, stairs, scaffolding, ramps, poles, etc. using feet and |
| O | Balancing | Maintaining body equilibrium to prevent falling when walking, standing, or crouching on narrow, slippery, or erratically moving surfaces. |
| O | Bending | Lowering the body forward from the waist. |
| O | Stooping | Bending the body downward and forward by bending the spine at the waist through the use of the lower extremities and back muscles. |
| O | Kneeling | Bending legs at the knee to come to rest on the knee or knees. |
| O | Crouching | Bending the body downward and forward by bending the leg and spine. |
| S | Crawling | Moving about on hands and knees or hands and feet |
| S | Twisting | Moving body from the waist using a turning motion. |
| F | Reaching | Extending hand(s) and arm(s) in any direction |
| O | Pushing | Using upper extremities to press against something with steady force in order to thrust |
| O | Pulling | Using upper extremities to drag, haul or tug objects in a sustained motion. |
| F | Lifting | Raising objects from a lower to a higher position or moving objects horizontally from position- to position through the use of the upper extremities and back muscles. |
| R | Finger Dexterity | Picking, pinching, typing, or otherwise working primarily with fingers rather than with |
| R | Grasping | Applying pressure to an object with the fingers and palm. |
| R | Feeling | Perceiving attributes of objects, such as size, shape, temperature, or texture by touching with skin, particularly fingertips |
| R | Repetitive | Substantial and continuous movements of the wrists, hands, and/or fingers. |
| R | Talking | Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly, or |
| R | Hearing Acuity | The ability to perceive speech and other environmental sounds at normal loudness |
| R | Visual Acuity | The power to see at a level that allows reading of numbers and text, operations of equipment inspection of machines, etc. |

Little Rock School District JOB DESCRIPTION ACKNOWLEDGEMENT FORM

I have received and fully understand the job description for my position listed below:

Position: _____



Little Rock School District

JOB DESCRIPTION

Date: _____

I have reviewed this job description and I understand all my job duties and responsibilities. I am able to perform the essential functions as outlined. I understand that my job may change on a temporary or regular basis according to the needs of my location, school, or department without being specifically included in the job description. If I have any questions about job duties not specified on this description that I am asked to perform, I should first discuss them with my immediate supervisor or subsequently with the Human Resources staff, if necessary.

I have reviewed any applicable terms and conditions aligned with this position. I have discussed any questions I may have had about this job description prior to signing this form.

Employee's Signature

Date

Employee's Name (please print)