

Hawaii State Department of Education
Complex Area Superintendent Position Description
(Revised July 23, 2018, July 2019; Feb 2021)

INTRODUCTION

Pursuant to the State Strategic Plan, the DOE is committed to ensuring that all students have the academic and personal skills required to succeed in life. As the ninth largest school district in the country, the DOE has a workforce of over 22,000 full-time employees, 20,000 substitutes and other casual employees, and a \$2.1 billion budget. The system consists of 257 public schools and 37 charter schools spanning seven islands that collectively serve nearly 175,000 students, of whom nearly 52 percent are economically disadvantaged.

The statewide, single school district is comprised of three levels of governance: state, complex areas, and schools. There are 15 complex areas. Each complex area is comprised of two to four school complexes, consisting of a high school and the elementary and middle/intermediate schools that feed into it. The complex area office, lead by a Complex Area Superintendent (CAS) consist of functions that meet the needs of the respective portfolio of schools, students, parents, employees, educators, and community stakeholders to focus on transforming school design and learning experiences through strong leadership, student voice, and educator and school community collaboration that leads to strong student outcomes.

The complex area superintendent and staff are tasked with providing support and direction to schools within that geographic region, by situating resources with decision making closer to schools as a means of improving student learning.

PURPOSE OF POSITION

The CAS is the highest ranking educational leader closest to the schools and is responsible for modeling collaborative community leadership attuned to the local and cultural context, setting direction, providing thought-partnership, holding complex area staff and principals accountable, and building the capacity of principals to improve the conditions for teaching and learning in all classrooms, pursuant to the vision and mission of the Hawaii State Department of Education. The CAS holds decision making authority to address day-to-day academic and operational school issues and is tasked with ensuring that exemplary teaching and learning occurs at every school in the complex area.

The CAS must balance: 1) supervising and monitoring principal performance with the equally critical responsibility to support and develop principals and their teams; 2) supervise and support complex area direct reports' performance to set and attain high levels of student achievement across the complex area; and 3) ensure efficient and effective use of DOE and community resources through adherence to policy and ethical decision-making.

MAJOR DUTIES, RESPONSIBILITIES, AND ESSENTIAL FUNCTIONS

The CAS provides executive leadership by upholding the values of high expectations, equity, and cultural understanding in all matters through a productive professional culture. Major responsibilities include the following:

Executive Leadership for Student Achievement: The CAS must demonstrate executive and community leadership by setting, communicating, and reviewing direction; lead development of a complex area plan to reach the system's shared vision of instruction and achievement; strategically connect resources and develop mechanisms for addressing parent concerns and fostering positive complex area/community relations through strategic use of resources and communications; manage processes for school teams to identify short and long term goals within an annual academic plan, facilitate the periodic review of performance against the complex area plan, and coach, and direct when appropriate, principals and direct reports to make mid-course adjustments as necessary (25%).

Accountable Empowerment of Schools: The CAS must work closely with principals, individually and as a group, to grow their leadership capacity through the use of frequent and actionable feedback focused on instruction, data analysis, and aligned interventions; coach and support principals and other leaders, including the community, in resolving unexpected situations and meeting their outcome-based performance targets, help school principals create a PK-12 feeder school, educational systems and structures for shared leadership in their schools to support teaching and learning; gather and analyze feedback from schools to inform statewide education policy and implementation; engage in personal development and continuous improvement to increase student learning; and cultivate a productive professional culture across and within the complex area, complex and schools. (20%)

Support and Accountability Systems: The CAS conducts reviews of the total school program of all schools in the complex area portfolio to ensure: 1) the administration of the development, implementation, and assessment of educational programs and services are consistent with state and federal policies and mandates; 2) collaboration and direction with school communities and partners to meet the vision, mission, and needs and aspirations of students and their families; and 3) monitoring of administrative decisions at complex area and school level, promote effective and efficient operations of the schools and complex area offices. (15%)

Feedback and Performance Evaluation of Leaders in Complex Area: The CAS must conduct in a timely manner direct reports' and principal evaluations and provide high quality feedback on actions and behaviors of successful leadership, such as effective management of instructional staff, implementation of evidence-based research practices, use of data, and establishment of a positive complex area/school culture. Furthermore, the CAS needs to strengthen and mediate accountability processes so direct reports'/principals' experience support in their growth as instructional leaders. (15%)

Systems for Talent Management: The CAS must implement talent management procedures for complex area and school leaders and relevant non-instructional personnel as well as recruiting, selecting, onboarding, assigning, and retaining quality school leaders, educators, and relevant non-instructional personnel, and ensure protocols are in place to develop and implement an effective system of professional development and technical assistance focused on improving educational and operation services for each school as well as the complex area office. (10%)

Operational Leadership: The CAS must interface with the relevant state offices to resolve matters of fiscal and resource management, school safety and culture, civil rights, personnel issues, investigations, and reporting; serve as a safeguard to external distractions/non-instructional issues. (10%)

Evidence/Data: Reduction in number of procurement violations, system for remediation system for fiscal audit findings, reduction of IEP process-based settlements.

The CAS must perform other related duties as assigned. (5%)