

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DEPUTY CHIEF ACADEMIC OFFICER

GENERAL STATEMENT OF JOB

Reporting directly to the Chief Academic Officer (CAO), the Deputy Chief Academic Officer supports the team in executing the academic strategy and the instructional framework and pedagogical approach to GCS's academic programs and is a key lever to accomplish GCS' five key goals (listed above). The Deputy Chief Academic officer must be an experienced and accomplished instructional leader, advocate and expert in curriculum, instruction, pedagogy, and learning. This role works closely with the CAO and academic teams to develop and execute the short and long-term instructional vision and academic priorities for GCS and collaboratively establishes a culture of high expectation and shared responsibility for equitable access to high quality and culturally relevant instruction. The Deputy Chief Academic Officer ensures that the academic team is partnering across the district departments, working closely with the Chief Schools Officer and principal supervisors to ensure alignment of district resources with school needs, to implement an instructional plan for the district that ensures effective teaching in every classroom, and to create conditions that ensure systemic improvement of practice over time in every classroom.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Equity Leadership and Student Success

Cultivate a commitment among all district staff to enable all students to achieve high standards.

Confront preconceptions and model open dialogue around race, culture, class and other issues of difference.

Demonstrate the cultural proficiency, sensitivity, and equity to ensure students' needs are met.

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

Instructional Leadership and Strategic Thinking

Support the development and implementation of the academic team's vision for instruction and curriculum services aligned around the strategic plan, with a laser like focus on the delivery of rigorous and standards-aligned instruction and instructional supports in every classroom, for every GCS student.

Assist with the management of the academic service areas (i.e. instructional improvement, curriculum and instruction, professional development, exceptional children services, etc.)

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Continually assess the effectiveness of the academic service areas and effectively prioritize, plan, and implement improvements, as needed.

Partner closely with the Chief of Schools, Chief Student Services Officer and School Support Officers to identify and coordinate differentiated academic supports based on essential data, such as formative and summative assessments, and equity gap analyses for at-risk students.

Apply research and best practices to inform the development of theories of pedagogy, intervention programs and improve the delivery of rigorous instruction and related services.

Deliver written and oral presentations on academic strategy, academic outcomes and accountability as directed by the CAO to various stakeholders (i.e. Board of Education, principals, teachers, parents and community groups).

Represent the CAO, as needed, on the Superintendent's Cabinet, Advisory Board, committees, and the community regarding all educational issues (i.e. attend regular Board, staff meeting, and other related meetings).

Systems and School Supports

Establish performance management processes for evaluating the effectiveness of programs, quality controls, operational efficiency, and accuracy in the district support and school level implementation.

Create proactive systems that garner feedback from stakeholders (Chief of Schools team, principals, teachers) to inform academic strategy and practice.

Assess the efficacy and effectiveness of the academic programs through coaching conversations, regular observations and school walk-throughs and support the team in identifying appropriate resources to ensure alignment in implementation.

Provide support for school improvement efforts by monitoring the progress of school performance, student achievement objectives and academic excellence indicators to align strategies for school improvement.

Ensure cross-collaboration with Research and Accountability and Student Services to provide support of all teachers and the effective delivery of instructional programs and services.

Collaborate with principals, principal supervisors, and district departments to provide supports for a variety of school settings and build school support systems with the necessary resources.

Support the allocation and management of resources (including money, people, time, etc.) aligned to students' needs.

Effectively communicate and share data with broad audiences to improve transparency, trust, and confidence in the district and to promote sharing learning.

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Provide technical assistance to staff, families, and outside agencies related to the implementation of legal mandates.

Talent Management and Professional Learning

Lead and coach an effective team of content experts, leaders in special education and multilingual learners who will unite around a common vision of excellence and improvement for all students.

Support staff to develop, implement, and evaluate project plans and strategy to achieve goals and objectives.

Cultivate positive relationships among staff internally and within the broader district, including principals, support staff and the larger community.

Provide input on professional development activities and coordinate district-wide professional development programs for GCS ensuring a robust, systemic approach that meets student needs.

Partner with the Chief of Schools and School Support Officers to create, deliver and monitor professional development programs and supports that build the capacity of school-based teachers and leaders.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

A clear track record of improving academic outcomes for students and closing opportunity gaps.

Master's degree in educational administration, or a related field from an accredited college or institution. Doctorate preferred.

Six years of supervisory/administrative/management experience, preferably in a large urban school district. Experience as a teacher and/or school leader with documented success in improving student outcomes preferred.

Experience building high quality, highly functional teams with clear expectations for serving schools and achieving student success.

Ability to navigate uncertainty and ambiguity, and to prioritize work efforts to execute overall strategy.

Knowledge of best practices, and current on national trends and research for the instruction of diverse and multilingual learners

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Eligible for NC Administrator license preferred, but not required.

Eligible for valid NC driver's license at time of hire.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, overhead projectors, video cassette recorders, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, articles, proposals, contracts, etc. Requires the ability to prepare correspondence, reports, forms, evaluations, contracts, policies, handbooks, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical or professional languages including education, legal and counseling terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of descriptive statistics, statistical inference and statistical theory.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

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Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Vision and Courage to Ensure All Students Achieve

Demonstrate belief and hold self and others accountable for reaching high academic achievement of all students.

Foster and inspire a clear and compelling vision.

Be courageous in addressing matters of equity, race, and bias in decision-making.

Content Knowledge and Instructional Best Practice

Exhibit deep understanding of the complex nature of teaching and tools necessary to drive academic performance for all students.

Demonstrate pedagogical content knowledge in the core content areas.

Understand and implement promising, innovative and effective instructional practices and models.

Identify high quality teaching and develop improvement strategies to build capacity of teachers and school leaders.

Demonstrate understanding of school improvement initiatives.

Demonstrate knowledge of federal and state regulations and compliance related to students with special needs and multi-lingual learners.

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Influence and Leadership

Demonstrate leadership presence that gains the confidence of others in order to fulfill the vision of the CAO.

Facilitate and skillfully navigate political structures, relationships, and dynamics to challenge ideas and enable better decisions our outcomes for students.

Listen actively to others and effectively interprets motivations/perceptions. Seek and integrate feedback from others to achieve better results.

Communicates effectively, tailoring message for the audience, context, and mode of communication.

Build positive relationships and coalitions. Maintain visibility and work collaboratively with diverse stakeholders at all levels (i.e. district staff, students, families, communities, advocacy groups, etc.)

Strategic Planning and Effective Execution

Offer innovative solutions to seemingly intractable problems.

Demonstrate critical thinking skills and the ability to analyze data, identify trends, and diagnose root causes.

Exhibit a strong focus on goals and results. Set clear metrics for success.

Monitor progress continually and demonstrate persistence to overcome obstacles to achieve goals.

Team Leadership and Management

Build and lead effective teams to achieve ambitious goals.

Assess team and individual skills and identify development needs; provide feedback and support to improve practice, build capacity, and maximize talent.

Promote professional learning and utilize effective adult learning techniques.

Lead teams to collaborate with other departments, teams, and stakeholders.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted

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as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.