

DeKalb County School District

Position Specification

Title: Associate Superintendent, Accountability

DIVISION: Office of Accountability	GRADE: ASP
DEPARTMENT: Office of Accountability	WORK DAYS: 246
REPORTS TO: Superintendent	FLSA STATUS: Exempt
RETIREMENT: Teachers Retirement System	APPROVED (HCM): July 1, 2019

General Statement of Job

Plans, develops, directs, implements and monitors DeKalb County School District's (DCSD) student assessment program and standardized testing services in accordance with applicable federal, state and local requirements.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

• Directs and monitors the administration of the standardized testing program for all students in grades K-12 in coordination with principals and area assistant superintendents
• Responds to problems and provides direction (e.g., dropout students returning to take high school graduation test to earn a diploma; legal challenges regarding special education students and administration of standardized tests)
• Ensures that all schools are in compliance with accreditation standards; resolves issues related to violations of standards
• Ensures that errors on student answer documents are corrected and returned to the Georgia Department of Education (GA DOE) to ensure accurate reporting and to determine adequate yearly progress (AYP); uses data to develop sound rationale for submission of appeals to GA DOE for school district funding to challenge negative AYP designations for school systems
• Directs, monitors and appraises the performance of departments/work units; has responsibility for fiscal management of funds allocated to departments/work units under sphere of supervision
• Analyzes and interprets test data for school district and school-based goal setting and instructional improvement
• Trains area assistant superintendents, executive directors, principals, assistant principals, and teachers to use data to develop School Improvement Plans
• Performs other duties as assigned

Education and/or Experience

Master's Degree from a Professional Standards Commission approved accredited college or university required.

Minimum ten (10) years of progressively responsible administrative and supervisory experience in a school system setting or as an executive with demonstrated successful advancement through the administrative or executive managerial hierarchy, as appropriate, required.

Experience in research, planning and/or assessment preferred.

Certificates, Licenses, Permits: Valid Georgia Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6 or above required. If a level L-5, NL-5, PL-6 or above certificate is not held, the individual must be eligible for the NPL certificate in educational leadership.

Knowledge, Skills & Abilities

May require:

Knowledge of organizational and department planning and operational procedures; the organization of specific assigned area; budgeting and spending, labor issues and efficiencies; DCSS policies and procedures; manpower and facilities requirement forecasting; all relevant available public and private resources and services; curriculum guidelines for the school system and state requirements; standardized testing in accordance with school system policies and state laws; school system policies, programs and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment.

Skill in coordinating and collaborating with federal, state, regional and local organizations and departments to establish and execute responsibilities; administration and management skills gained through increasingly responsible management positions; recruiting, training and motivating employees; effective oral, written, and interpersonal communication; preparing assignments and tests for in-school preparation and homework; maintaining order in a classroom setting; administering the school system's discipline policies; counseling students with academic difficulties and behavioral problems.

Ability to direct and administer the programs and services of a non-profit educational and/or service organization; establish objectives and procedures governing the performance of assigned activities among employees; develop and understand financial and/or operating reports; maintain confidential information; analyze, interpret and report test data; use of relevant computer applications; prioritize assignments; and manage multiple tasks simultaneously.

ADA Requirements:

Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. 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.

Fingering: Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Performance Factors:

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given precise directions relative to work steps or the final project.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Decision Making: Ability to make appropriate business decisions.

Attention to Detail: Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.