

DeKalb County School District

Position Specification

Title: Deputy Chief Academic Officer

DIVISION: Curriculum & Instruction	GRADE: ASP
DEPARTMENT: Curriculum & Instruction	WORKDAYS: 246
REPORTS TO: Chief Officer	FLSA STATUS: Exempt
RETIREMENT: Teachers Retirement System	APPROVED (HR): November 2023

General Statement of Job

Reports directly to the Chief Academic Officer to ensure the daily, effective and efficient delivery of instructional programs for all aspects of the DeKalb County School District's (DCSD) Curriculum and Instruction Division. Assists the Chief Academic Officer in ensuring compliance with established Board goals, the school district's strategic plan, and all legal and procedural requirements attendant to the effective operation of the school district. Assist the CAO in creating partnerships between District offices and schools to ensure closer 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 Functions:

The following duties are representative of 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. Tasks and responsibilities will be in concurrence with implementing the Strategic Plan and Aligned Management System. Other duties may be required and assigned.

- Collaborates with the Chief Academic Officer, develops districtwide instructional priorities that improve student growth and proficiency on state local, state, and federal assessments and reduce academic performance gaps between the identified student groups.
- Analyzes the needs, interests and strengths of students to strategically identify programs, services, and resources to enhance their learning experiences.
- Advocates, facilitates and monitors the alignment of curriculum, instruction, assessment, and improvement in the accomplishment of district goals and School Improvement Plans.
- Provides leadership and direction for the development and implementation of strategic plans within the division, aligned with and supportive of the District Strategic Plan.
- Interprets impact of legislation, state board rule and policy as it relates to curriculum, instruction, assessment and reporting student progress.
- Develops requirements for promotion and graduation of students consistent with state requirements.

- Monitors and communicates trend, benchmark and comparison data in the areas of curriculum, instruction, assessment, and improvement activities to assist school personnel in analyzing data for continuous improvement of student achievement.
- Vested with the authority of the Chief Academic Officer to resolve issues related to the day-to-day operations of the division including Elementary; Secondary; and Career, Technical and Adult Education departments.
- Collaborates in the development of the division's annual budget, recommends school staffing models and the progress report schedule and provides input to school calendar.
- Participates in cross divisional work to include: FTE projections, student assignment and represents division in planning capital outlay projects.
- Develops and monitors program processes and services based on data and the needs of students, teachers, administrators, families, businesses and community.
- Provides direction for the improvement of student achievement in grades PreK-12-Adult systemwide.
- Develops, organizes and implements models of technical assistance for schools with low student achievement and organizes and implements models' programs & practices, for schools with average to high student achievement including acceleration mechanisms.
- Supports an achievement team of Executive Directors, their directors and staff members to provide direct assistance to schools served by that team with the delivery of technical assistance to schools.
- Works collaboratively with Area Superintendents, school system departments, community agencies, local universities, research laboratories, etc. •
- Performs other related duties as assigned.

Education and/or Experience:

Master's degree from a Professional Standards Commission approved accredited college or university in curriculum and instruction required.

Minimum seven (7) years of experience as an administrator in a school district setting with demonstrated successful advancement through the instructional administrative hierarchy required.

Certificates, Licenses, Permits:

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

Knowledge, Skills & Abilities:

Knowledge of organizational and department planning and operational procedures; the organization of specific assigned area; budgeting and spending, labor issues and efficiencies; all relevant federal, state, and local laws and regulations attendant to public education; DCSD policies and procedures; manpower and facilities requirement forecasting; all relevant available public and private resources and services; curriculum guidelines for the school district and state requirements; child development; and instruction, assessment and professional learning legal requirements and "best practices"

Skill in oral, written, and interpersonal communication; 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; leading school improvement initiatives; leading change process in a large, complex and diverse organization; analytical processing; systems thinking; negotiation, diplomacy and public relations

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; plan and develop course of study suitable for specific grade levels; use relevant computer applications; prioritize assignments; delegate; and manage multiple assignments 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 district. 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.

Travel: Ability to travel throughout the school district and across the country and abroad on behalf of the school district.