

DeKalb County School District Position Specification

Title: Area Superintendent

DIVISION: School Leadership

GRADE/SCHEDULE: RGS

DEPARTMENT: School Leadership

WORKDAYS: 246

REPORTS TO: Chief of Schools

FLSA STATUS: Exempt

RETIREMENT: Teachers Retirement System

APPROVED (HR): July 1, 2023

GENERAL DESCRIPTION OF JOB

Under limited supervision, provides direct supervision and support to principals to ensure the achievement and maintenance of premier educational programs and services in all local schools. Supervises a support leadership team comprised of Executive Administrators, Culture and Climate Coordinators and other area office staff. Provides leadership relative to the implementation of the DeKalb County School District's (DCSD) educational philosophy, goals, and objectives.

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. The Regional Superintendent is expected to perform any other tasks, duties, and responsibilities assigned to support the educational goals and objectives in concurrence with implementing the DeKalb County School District Strategic Plan.

- Supports and supervises the establishment and sustainability of high-performing instructional programs that ensure learning for all by emphasizing, monitoring, and supporting:
 - collaborative processes for developing, implementing, and promoting a shared vision, mission, and instructional program focused on quality teaching and learning for all
 - systematic practices for ensuring implementation of explicit and rigorous curriculum standards in all aspects of the instructional program
 - collaborative processes for engaging instructional staff in the implementation of evidence-based, innovative practices that support effective teaching, learning, and assessment for all
- Supports a positive culture and climate in schools that is conducive to learning by:
 - providing support to school leaders and educators in professional development
 - encouraging schools to advocate for parental involvement by building relationships with students and parents
- Determines the types of interaction that provide the most appropriate support for principals in the context of specific situations while effectively implementing a well-developed evaluation system that emphasizes instructional leadership by:
 - discerning the appropriate mode of support to develop the capacity of principals while addressing specific needs
 - providing effective and appropriate feedback to support the continued development of the principal as an instructional leader
 - using multiple forms of data to identify priorities for effective evaluation of principals

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<ul style="list-style-type: none"> • Supports and supervises the development and implementation of inclusive partnerships characterized by productive relationships and mutual accountability to support learning for all by: <ul style="list-style-type: none"> ○ establishing and maintaining learning-centered partnerships that provide a basis of support and mutual accountability for student learning ○ emphasizing, monitoring, and supporting collaborative processes for establishing effective communities of practice that support collegial learning among school leaders ○ establishing and maintaining collaborative processes for brokering resources to ensure the timely and appropriate support from all central office divisions is available for each school ○ emphasizing, monitoring, and supporting collaborative processes for establishing effective partnerships with family and community stakeholders that fully engage diverse groups in meaningful collaboration to support learning and achievement
<ul style="list-style-type: none"> • Supports and supervises the effective use of data for continuous improvement and decision-making by emphasizing, monitoring, and supporting collaborative processes for engaging instructional staff and stakeholders in: <ul style="list-style-type: none"> ○ effective analysis and use of data for continuous school improvement aligned to the District's Strategic Plan ○ data-driven decision-making processes that ensure learning for all
<ul style="list-style-type: none"> • Supports and supervises the establishment of local school governance structures and management processes for allocating resources in support of learning, equity, and safety for all by emphasizing, monitoring, and supporting: <ul style="list-style-type: none"> ○ effective, legal, and ethical processes for implementation of building-level budgets that align with instructional needs by allocating resources in a manner that best supports learning ○ creating and maintaining an equitable learning environment that provides access to quality learning for all ○ ensuring a safe and welcoming learning environment in all schools ○ ensuring legal, ethical, and effective school governance functions are practiced in all decision-making processes
<ul style="list-style-type: none"> • Performs other duties as assigned

MINIMUM QUALIFICATIONS

- Master's Degree in Education, Education Administration, or closely related area from a Georgia Professional Standards approved accredited college or university required.
- Minimum ten (10) years of experience in education that includes classroom teaching, school leadership, and other closely related experience is required. A minimum of three (3) years of successful service as a principal is preferred.
- 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 (after July 2016 must be eligible for GA PSC Tier 2 Educational Leadership Certification). Must obtain credentials for state and local evaluation systems within six (6) weeks of hiring.

KNOWLEDGE, SKILLS & ABILITIES

Knowledge of curriculum guidelines for the state and school system requirements; evidence-based instructional practices; formative assessment practices; instructional resources available from area office staff and state agencies; state and local policies related to standardized testing; school system policies, programs, and procedures pertinent to learning disabilities, child and substance abuse, and social adjustment; organizational and department planning and operational procedures; the organization of specifically assigned areas; budgeting and spending, labor issues and efficient operational practices; transportation policies and

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procedures; DCSD policies and procedures; forecasting for personnel and facilities resources; availability of technology resources; and all relevant available public and private resources and services.

Skill in effective oral, written, and interpersonal communication with multiple and diverse individuals; coordinating and collaborating with departments to establish and execute responsibilities; data analysis and use of data in decisions; establishing and maintaining productive relationships with internal and external partners; general administration and management skills gained through increasingly responsible management positions; creating a caring and positive environment; fair and equitable administration of the school system's discipline policies; conflict resolution; mediation and collaboration; planning; and public relations.

Ability to establish and maintain communities of practice that promote high levels of learning for principals and other leaders; utilize multiple sources of data and tools for performance management and evaluation of staff; develop and understand financial and/or operating reports; use relevant computer applications; prioritize assignments; administer the programs and services of a non-profit educational and/or service organization and manage multiple tasks simultaneously.

PHYSICAL 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 using 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

- Prioritizes and preserves time to engage in teaching practices with individual leaders and the leaders' learning community through well-defined structures
- Develops the capacity of leaders to facilitate the planning and implementation of evidence-based teaching, learning, and assessment practices that support diverse learners through culturally competent instruction
- Provides or finds resources to support the principal's growth as an instructional leader while demonstrating knowledge of adult learning theory in the utilization of effective communication strategies for each leader
- Sustains a productive partnership with each assigned principal to ensure differentiated support for their growth as instructional leaders
- Involves principals and other leaders in establishing communities of practice that provide regular opportunities for new learning, inquiry related to problems of practice, and reflective dialogue
- Models facilitation skills that evidence a clear, consistent focus on learning while attending to the principles of adult learning

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- Engages in selective and strategic collaboration with district leaders from all divisions through well-defined structures and processes for communication and collaboration
- Engages in collaborative work with principals and other leaders to establish working relationships with parents, business/industry, and community members
- Provides descriptive, constructive, and reflective feedback that is appropriate for specific situations while engaging leaders in reflective analysis of their practices
- Models the effective use of instructive and directive assistance in interactions designed to support principals' growth as instructional leaders
- Provides descriptive, constructive, and reflective feedback that is appropriate for specific situations while engaging leaders in reflective analysis of their practices
- Involves principals in reflective reviews of multiple forms of data as part of developing a performance plan that targets personal and professional growth as an instructional leader
- Engages in collaborative work with principals to develop procedures that ensure the equitable and adequate distribution of all available resources that promote the success of all students and staff
- Develops and monitors the capacity of leaders to ensure that all instructional, extracurricular, and operational systems are implemented in support of equity
- Models protocols for engaging the cooperation of all stakeholders, especially staff, students, and families in maintaining a safe, culturally responsive, and welcoming school
- Models and advises principals and other leaders in complying with all standards of the Georgia Code of Ethics for Educators
- Engages in collaborative work with principals and other leaders to ensure the values of democracy, equity, fairness, community, and diversity are safeguarded through effective and inclusive governance practices

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