

# ST. MARY'S COUNTY PUBLIC SCHOOLS SUPERVISORS AND ADMINISTRATORS POSITION DESCRIPTION

## ACADEMIC DEAN II (Grant Funded)

POSITION: Academic Dean II (Grant-Funded)

REPORTS TO: Principal

LOCATION: George Washington Carver Elementary School

### ESSENTIAL FUNCTIONS:

The Academic Dean II serves as the instructional leader of a Title I School Wide, Targeted Support Intervention (TSI) designated school, responsible for implementing and managing the intervention programs, staff, and required documentation for TSI status.

The Academic Dean II works to ensure that all students are supervised in a safe, student-centered learning environment that meets and exceeds the College and Career Readiness Standards, following the approved curricula and directives of St. Mary's County Public Schools (SMCPS) under the direction of the principal. Achieving academic excellence requires the Academic Dean to work collaboratively with the principal, the assistant principal, school based instructional leaders, and with the Chief of Equity, Engagement, and Early Access and the Director of Special Education for TSI purposes and to mitigate academic challenges that could result in a Comprehensive School Improvement (CSI) rating. The Academic Dean II will lead, support the staff, and communicate effectively with families, members of the community, and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, program development, program evaluation, personnel management, fiscal management, emergency procedures, scheduling, and facilities operations specifically as it relates to TSI status.

**This position is paid through Title I and the ESSR grants. Time and effort reporting are required.**

### DUTIES AND RESPONSIBILITIES:

The Academic Dean II shall:

#### **Program Management**

- Organize, manage, evaluate, and assist the principal in supervising effective and clear procedures for the operation and functioning of the Title I program consistent with the philosophy, mission, values and goals of the district, including instructional programs in the Maryland College and Career Readiness Standards, extracurricular activities, discipline systems to ensure a safe and orderly climate, financial management, facilities maintenance, program evaluation, personnel management, office operations, emergency procedures, and community relations with a priority on support to TSI initiatives and identified students.
- Adhere to Maryland school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

- Lead program level planning processes for TSI to ensure the development, implementation, improved achievement, and evaluation of the TSI components within the Title I program at GWCES.
- Establish the schedule of TSI instructional programs and interventions, ensuring learning experiences for identified students that meet and exceed curriculum standards.
- Provide and supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school and district, in accordance with due process and other laws and regulations.
- Immediately notify appropriate personnel and agencies and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids.
- Assume responsibility for the health, safety, and welfare of students, staff, and visitors. Develop clearly understood procedures and provide regular drills for emergencies and disasters, following State, local, and SMCPs guidelines.
- Notify appropriate Central Office staff immediately of any unusual circumstances.
- Implement schedules and procedures for the supervision of Title I students in non-classrooms, including before and after school, bus loading and unloading, cafeteria and for intervention services.
- Complete, in a timely fashion, all records and reports as required by law and regulation or requested by the principal or Chief of Equity, Engagement, and Early Access. Maintain accurate records. Answer correspondence promptly.
- Communicate with the Chief of Equity, Engagement, and Early Access and appropriate Central Office personnel regularly about the needs, successes, and general operation of the TSI status.
- Supervise all personnel assigned to support TSI, establishing clear expectations for roles, responsibilities, and performance to ensure that all job responsibilities are met and exceeded.
- Support the Concentration of Poverty Grant with deep understanding of the programs and practices included in the grant.
- Ensure that personnel evaluation procedures are accomplished in a fair and consistent manner that encourages accountability, growth, and excellence, in accordance with law, Board policy, and contractual requirements.
- Observe strictly, to avoid the appearance of conflict, all ethics requirements regarding conflicts of interest in employment, purchasing, and other decisions, including solicitation and acceptance of gifts and favors, and submit in a timely fashion the required annual disclosure statement regarding employment and financial interests.
- Perform any duties that are within the scope of employment and certifications, as assigned by the Superintendent and not otherwise prohibited by law or regulation.

### **Program Culture**

- Establish and promote high standards and expectations for all students and staff for academic performance particularly as it relates to eliminating the school's TSI status.
- Support the principal in implementing social emotional learning structures, which actively teach desired behaviors, positively reinforces appropriate behavior, and provides low level interventions for low level misbehavior and will result in increased attendance and student achievement.
- Coordinate resources for comprehensive student and family health and social services.
- Display the highest ethical and professional behavior and standards when working with students, parents, program personnel, and agencies associated with the Title I School.

- Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession.
- Keep the staff informed and seek ideas for the improvement of services that support Title I students identified as at risk.
- Conduct meetings as necessary for the proper functioning of the program and complete all required meeting documentation.
- Provide leadership opportunities to a variety of certificated and non-certificated staff members.
- Serve as the leader or in a leadership role for summer programs funded through ESSRs, Title I, Title IV, etc.

### **Instructional Practices**

- Supervise the instructional programs, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
- Ensure that the instructional programs engage the learner in tasks that require analytical and critical thinking, questioning the known, problem solving and creativity, that they address the range of skills and developmental needs found in the classroom, that they encourage the student to define individual goals and accept responsibility for learning, and that they provide a variety of methods for the student to demonstrate performance and achievement.
- Regularly review student work to ensure that it is rigorous, developmentally appropriate, purposeful, and engaging.
- Regularly review student assessments as well as formative and summative local assessments to ensure that they measure student mastery of the Maryland College and Career Readiness Standards
- Ensure IEP processes and procedures are followed with fidelity.

### **Data Driven Instruction**

- Work collaboratively to develop a comprehensive plan with annual student achievement targets, supported by parents, staff, and community members under the direction of the principal.
- Organize and facilitate a Pupil Services Team, which intervenes to solve behavioral, nutritional, attendance and other problems, receives data-based teacher referrals of students who are not making progress and makes referrals to appropriate health and human service agencies.
- Organize and supervise data-based procedures for identifying and addressing special needs of students including health related concerns, and physical, emotional, and learning disabilities, coordinating the resources of the program and community to assist the student and family at the direction of the principal.
- Collect and analyze data regarding the needs and achievement of students, including local, State and National assessments, and other pertinent information affecting the design and implementation of services and programs, using the information to recommend new programs and modifications to existing programs.
- Ensure that appropriate intervention/enrichment for individual students are provided, based on results of assessments using multiple measures that support a whole child philosophy.
- Analyze student attendance, discipline, and achievement data to identify and eliminate disproportionality.

- Monitor the amount of instruction students miss due to absences and/or misbehavior.
- Analyze data obtained through observing teaching and learning to make recommendations for improvement for individual teachers and in the instructional program.

### **Technology**

- Demonstrate proficient use of student data management systems in order to analyze individual student data, teacher data and the effectiveness of the instructional program.
- Use technology for on-going root cause analysis of student performance to drive instructional decision making.
- Demonstrate proficient use of technology resources for scheduling building use, ordering materials, managing staff absences, communicating with the program community, video camera monitoring, interview/hiring process, etc.
- Demonstrate proficient use of technology resources to observe and evaluate staff.
- Use technology to accomplish daily tasks.

### **Professional Development**

- Facilitate professional development for all staff focused on the achievement of the Maryland College and Career Readiness Standards, aligned with identified curricular, instructional and assessment needs and connected to the Title I School Wide Plan.
- Involve staff in determining their professional development needs.
- Facilitate professional development for all staff focused on developing cultural proficiency.

### **Engage the Community**

- Working with the staff and families, facilitate the development of a written program vision that encompasses values, challenges, and opportunities for the academic, social and emotional development of each student.
- Maintain positive, cooperative, and mutually supportive relationships with the central administration, parents, and representatives of resource agencies within the community.
- Maintain visibility with students, staff, parents, and the community, attending program and community functions regularly to demonstrate a genuine interest in the students and staff.
- Use excellent written and oral English skills when communicating with students, parents, and colleagues.
- Maintain positive, cooperative, and mutually supportive relationships with the central administration, parents, colleagues, and representatives of resource agencies within the community.

### **QUALIFICATIONS:**

The Academic Dean II shall:

- Hold a master's degree from an accredited college or university.
- Hold a Maryland Advanced Professional Certificate.
- Hold a Maryland Administrator I endorsement
- Have at least four (4) years excellent experience in teaching and working at the appropriate level: Title I experience preferred
- Have a minimum of three years of successful experience in a leadership role at the school or system level: Title I experience preferred.
- Demonstrate excellent leadership and organizational skills and the ability to motivate

people and facilitate productive academic change.

- Have excellent integrity and demonstrate good moral character and initiative.
- Demonstrate knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
- Demonstrate knowledge and experience with the IEP process as it relates to TSI status at George Washington Carver Elementary
- Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, colleagues, and the community.
- Oral and written proficiency with Spanish language preferred

TERM OF EMPLOYMENT: Full-time twelve-month position

SALARY GRADE RANGE: The salary for this EXEMPT position will be based on SMASA salary schedule for twelve-month employees – Range C.

BARGAINING UNIT ELIGIBILITY: SMASA