

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: EXECUTIVE DIRECTOR – CHOICE SCHOOLS & PROGRAMS**

#### **GENERAL STATEMENT OF JOB**

Reporting directly to the Interim Chief Innovation Officer, the Executive Director of Choice Schools & Programs is a critical leadership role that directly affects the direction for the development/design, planning, implementation, instruction, evaluation, and support of the District's equitable portfolio of non-traditional/specialty instructional programs. The Executive Director will support the Chief Innovation Officer in coordinating the efforts of the GCS board, principals, parents and families to ensure each Guilford County student has the opportunity and access to the best innovative instructional model that allows high achievement to ensure college and career readiness.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

###### **Project Management & Implementation**

- Ensures equity as it relates to: the placement of choice schools and programs across the county, the parity of student experiences and outcomes across choice schools and programs, school-wide implementation of innovative choice programming and student access to choice schools and programs
- Assists with the development of strategic goals/objectives related to the implementation, and sustainable operation of the District's non-traditional educational options (STEM centers, magnet, IB, virtual, etc.)
- Works as project manager with related departments when modifying and/or in the execution of a new systemic instructional option
- Coordinates and maintains a consistent student recruitment and common application process for non-traditional educational options (STEM centers, magnet, IB, virtual, etc.)
- Ensures compliance with state and federal grant programs and other applicable mandates
- In partnership with the Grants Office, serves as the lead writer and editor for grant applications to receive Federal funds to implement programs; monitors grant expenditures; ensures programs are implemented within Federal rules and regulations; authorizes the purchase of materials, supplies and equipment and is responsible for their distribution to the project centers
- Continuously monitors the overall effectiveness of choice programs; conducts assessment activities to determine needs and effectiveness of choice schools and programs

###### **Stakeholder Engagement & Communication**

- Meets regularly with choice/option school principals to share information and solicit feedback regarding implementation, assessment and recruitment activities; represents magnet/option

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principals' interests and concerns to central office and community groups

- Annually, leads the district-wide effort to increase awareness of choice schools and programs, highlighting specific schools which are under-subscribed and focusing efforts on communities that are underrepresented in choice schools and programs
- Collaborates with District Relations and maintains GCS brand standards in all marketing and public relations efforts, including the development of campaign materials and advertisements
- Collaborates with the grants office and community relations to build and maintain relationships with private donors and potential donors
- Works with Communications, but serves as primary for messaging to the stakeholders of Guilford County Schools the essential information about curriculum alignment, resource needs, and expected student growth outcomes for the various non-traditional programs offered
- Cultivates and maintains those business and post-secondary partnerships that add value to non-traditional programs and student experiences (e.g., student mentorship/internships)
- Meets regularly with key personnel throughout the District to ensure that proper information flows through leadership, including establishing goals, objectives and long-range plans
- Partners with Professional Development to provide appropriate professional learning experiences for choice/option schools and staff

### **Talent Management**

- Develops and keeps current theme- and grade-specific standards for choice schools and optional programs and supports principals, instructional leadership teams and teachers to integrate these into the standard course of study and the overall student experience
- Maintains appropriate records and databases and ensures that staff training and other requirements of various certifying agencies such as Montessori, AP Academy, IB, virtual, etc., are met on an annual basis
- Maintains data on choice schools and programs and works with Accountability and Research, principals and others to evaluate school/program effectiveness on a regular basis
- Ability to effectively manage time and budget of projects and department

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Master's degree in Education, Education Administration or a related field preferred, at least 5 to 7 years of experience as an educator or administrator, with program development, coordination and supervisory experience; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

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### **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, etc. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and 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 medical, 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.

**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:** Requires the ability to differentiate between colors and shades of color.

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**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**

Considerable knowledge of school academic, career technology education, and dual enrollment programming strategies and options.

Considerable knowledge of current literature, trends and developments in the field of non-traditional instructional programming face-to-face or online.

Considerable knowledge of the principles of equity programming, project management, organizational change and implementation science.

Skills in supervising and coordinating large programs.

Ability to assess equitable distribution of resources, equitable access to instructional programming and program effectiveness and make recommendations for improvement.

Ability to set high level goals and develop long range plans.

Ability to develop, implement and evaluate programs.

Ability to maintain complete and accurate records and to develop meaningful reports from them.

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to communicate effectively both orally and in writing.

Ability to make oral presentations before large groups of people.

Ability to establish and maintain effective working relationships as necessitates by work assignments.

Ability to exercise considerable tact and courtesy in frequent contact with the public.

### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work

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performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.