

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR I - RESTART PROGRAMMING

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks in overseeing the successful implementation of Restart flexibility. Employee is responsible for providing leadership in the design, development, implementation, monitoring and evaluation of programming to promote student learning and teacher effectiveness for the benefit of the system's Restart schools' educational program. Employee will support the district's effort in transforming schools to higher levels of student engagement and learning, thereby resulting in increased student learning outcomes. The employee will market, recruit, screen, and onboard the highest quality teacher-leaders to build capacity in Restart schools and significantly increase student achievement. Employee will be tasked with supporting and developing principals, designated teams, teacher-leaders, and Multi-classroom leaders throughout the initiative. The Director of Restart Programming will provide ongoing feedback to the school level instructional leaders and their principals to ensure that the conditions to improve teaching and learning are pervasive and consistently applied. Reports to the appropriate supervisor.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Leads the design, implementation and evaluation of Opportunity Culture.

Leads the marketing, recruitment, talent pool screening, and hiring of the teacher-leader positions in Opportunity Culture.

Analyzes data regarding teacher evaluations, school and student performance.

Ensures alignment of Opportunity Culture program as a strategy to meet each school improvement plan/90-day plan/Indistar Plan.

Develops schedule, budget for Opportunity Culture program services.

Collaborates with district departments to confirm position allocation, funding, title, and responsibilities.

Aligns and coordinates school turnaround initiatives.

Creates, maintains, and updates related website(s) as needed.

Builds instructional leadership capacity of multi-classroom leaders and teacher-leaders in the areas of instruction, data driven instruction, school/classroom culture, and

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observation/feedback and supports principals by providing feedback that focuses them on the instructional capacity of their leadership teams.

Leads or coordinates differentiated professional learning experiences for principals, teacher-leaders, and multi-classroom leaders.

Writes grant applications and manages program grants.

Observes and interacts with school level instructional leaders.

Provides feedback from schools to inform district policy and programming.

Researches creative, innovative programs in the nation and world that engage student learners and increase learning outcomes.

Provides leaders with research-based data that allows for informed decision-making.

Prepares reports and other essential information for district and school leaders.

Perform related duties as assigned.

ADDITIONAL JOB FUNCTIONS

Provides guidance and leadership in the development of conferences, workshops, research and publications projects, consultation, and support for Restart meetings and projects; provides personal leadership to most important initiatives.

Facilitates and manages the comprehensive strategy that includes vendor supplier development.

Develops an annual report for Board of Education, Superintendent, and the public.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree from an accredited college or university with major course work in education, or a related field; 3-5 years of experience in Educational Leadership; Three years classroom experience; Experience with marketing and recruiting; Experience in leading instructional professional development; Successful school turnaround experience; Knowledge of effective facilitation of Opportunity Culture, data driven instruction and observation/feedback; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

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SPECIAL REQUIREMENTS

- Must be certified to teach in the State of North Carolina. Must possess a valid North Carolina Driver's License. Administrator's Certificate K-12 Preferred
- Completion of the following training: Opportunity Culture, Observation & Feedback, and Data Driven Instruction
- National Board Certification (NBPTS) preferred
- Project Management certification (PMI or AAPM) preferred

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, overhead projectors, typewriters, copiers, facsimile machines, calculators, protractors, compasses, etc. Must be physically able to operate a motor vehicle. 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, applications, purchase orders, test results, etc. Requires the ability to prepare correspondence, reports, presentations, newspaper articles, requisitions, forms, evaluations, 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 standard English.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

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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: Does not require the ability to differentiate between colors and shades of color.

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

Knowledge of current research and national trends on school redesign programs.

Knowledge of K-12 curriculum, instructional programs, teaching methodologies, and best practices.

Knowledge of ESSA, Title I, and other Federal, State and Local laws and policies concerning the education of children.

Knowledge of challenges facing large, diverse, urban school districts.

Knowledge of district organization, operations, policies and objectives.

Knowledge of supervision, training and performance evaluation.

Knowledge of and experience in sound fiscal practices, including management of initiative resources.

Knowledge of program design, implementation and evaluation.

Knowledge and skills in the area of instructional leadership with experience providing professional development.

Knowledge of strategic planning and project management protocols.

Ability to gain cooperation through a discussion and persuasion with peers in a team setting.

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Ability and willingness to collaborate with multiple stakeholders.

Ability to analyze situations accurately and recommend an effective course of action.

Demonstrated skills in developing recruiting brands and leveraging diverse sourcing and candidate development strategies to source high caliber talent.

Experience developing and executing selection and screening management processes in a public school setting.

Ability to establish and accomplish project goals and objectives within the preconceived project constraints (typically scope, time, and money).

Ability to create a project plan that optimizes the integration of inputs necessary to meet pre-defined objectives.

Ability to handle sensitive and confidential information appropriately.

Ability to inspire trust. Possesses high levels of self-confidence and optimism. Models high standards of integrity and ethical behavior.

Ability to communicate clearly and concisely, both orally and in writing.

Ability to lead others to implement high-quality instructional practices consistently across classrooms and school sites.

Has thorough technical competence.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to develop meaningful annual budgets.

Ability to effectively express ideas orally and in writing.

Ability to make effective oral presentations before large groups of people.

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

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

DISCLAIMER

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