

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR - EARLY COLLEGE ACADEMY

GENERAL STATEMENT OF JOB

Articulates the vision of The Early College Academy Program, and the respective high schools to the school community including students, parents, and faculty. Works with principals and their appointed Early College Academy Facilitator in each high school to recruit students likely to be successful and who demonstrate an interest in the Academy theme of study of each academy. Monitors the progress of students and guides them for success in preparation to enter college as a senior in high school. Structures the college experience for the students so they will be successful on the college campus. Sets recruitment and college enrollment goals in collaboration with principals and reports progress at least twice annually. Reports to the appropriate regional superintendent.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Recruits 8th grade students early in their 8th grade year through presentations, recruitment nights, fairs, assemblies, parent letters, phone calls and conferences.

Provides information to the faculty, student body, and local community about the Academies through faculty meetings, websites, brochures, phone calls, promotional meetings, fairs, and conferences.

Invites students to participate who are academically qualified through targeted recruitment.

Disseminates brochures and applications to Guilford County School families.

Meets monthly with targeted students at the high school and twice a week (office hours) with seniors on college campuses to monitor student achievement through conferencing with the student, communicating with advisors/designated college liaisons, checking student syllabi, and communicating with parents.

Keeps an active recruitment list of students to fill in open seats as necessary.

Monitors scheduling students into classes that meet the requirements of the Academies.

Monitors student success in classes through reports from the respective facilitator using observations, benchmark tests, SAT, PSAT, progress reports, attendance, parental feedback, meeting with teachers, and parent and student conferences.

Keeps accurate records of student participation in the Academies.

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Works closely with the Student Assignment Office on application process development and implementation.

Creates and utilizes an internal (within the individual school) application process for interested students assigned to that school.

Meets twice a month with Academy Facilitators to discuss status and progress of Academy programs and to share and promote the use of strategies for success.

Keeps the principals informed monthly regarding the status and progress of the Academy program on each campus, school and college.

Holds quarterly and called parent meetings for students enrolled in college and for parents of students in grades 9-11 to share college information, to update parents on the progress of the program, and to celebrate the success of the students.

Conducts parent conferences quarterly or on an as needed basis for students in grades 9-11 who are enrolled in the Academies.

Organizes college visits and/or college speakers to educate students and parents about the various campuses and their opportunities for students.

In collaboration with the counselors and Academy Facilitator on each campus, ensures that all Academy students take the SAT and/or ACT in time to apply for their dual-enrollment college year.

Provides academic interventions to college students who are struggling in classes by finding tutors, monitoring tests, contacting parents, and participating in parent conferences.

Provides applications to participating colleges, collects required information from the students and turns in applications to the colleges.

Develops promotional materials (brochures, power point presentations, TV clips, etc) to promote the Academy program.

Facilitates monthly, professional development, science group sessions for elementary schools in both the Southeastern and Western Regions (separate sessions for each region).

Assists K-12 schools in these regions with instructionally-effective and inquiry-based science strategies

Assists K-12 teachers in both regions with in-depth data analysis according to standards on assessments

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Assists K-12 teachers, curriculum facilitators, and principals by providing feedback on teacher observations and/or demonstration lessons at designated schools in the Southeastern and Western Regions.

Assists K-12 teachers with pedagogical practices necessary to foster the rigor and understanding needed for proper Common Core and Essential Standards implementation.

Works more prescriptively with schools that needed greater attention with respect to science. Prescriptive services may include PLC groups, individual teacher requests, and assistance with lesson planning.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree in Education or Master's degree in Education, Education Administration or related field, 3-5 years of experience as a teacher, with program coordination and supervisory experience preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

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, calculators, cellular phones, 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, charts, strategic plans, etc. Requires the ability to prepare correspondence, reports, forms, appraisals, charts, 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.

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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.

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 algebra, 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.

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.

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.