

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

CHESAPEAKE PUBLIC CHARTER SCHOOL EDUCATION DIRECTOR

POSITION: Chesapeake Public Charter School Education Director

REPORTS TO: Director of Curriculum and Instruction, and the Chesapeake Charter School Alliance (CCSA) Governing Board

LOCATION: Chesapeake Public Charter School (CPCS)

**ESSENTIAL FUNCTIONS:**

The Education Director is the senior most school based instructional leader at CPCS. The Education Director sets the instructional vision and leads the school to implement a progressive, reflective education, creating a whole child centered learning community. They are responsible for implementing the School Improvement Plan, for carrying out the strategic goals of CPCS and collaborating with the Charter Director of CPCS to maintain, and promote the mission of the school, all while aligning the vision to the school's core virtues. They are committed to team building and shared decision-making.

The Education Director manages two Academic Deans and the instructional and support staff. The Education Director is hired by and reports to the Chesapeake Charter School Alliance Governing Board and the St. Mary's County Public School's Charter Liaison.

**DUTIES AND RESPONSIBILITIES:**

The Education Director shall:

**Responsibilities**

Curriculum and Instruction

- Serve as the school's Instructional Leader by providing teachers with instructional coaching and supervision, and managing a team of instructional supervisors. Oversee all aspects of curriculum development and assessment to ensure coherence, rigor, vertical alignment, and fidelity to the CPCS mission;
- Supervise instructional methods, evaluate lesson plans, and coach teachers to ensure effective instructional strategies;
- Regularly review student work to ensure that it is rigorous, purposeful, and engaging;
- Coordinate the textbook (including tech books and online platforms) adoption and accountability process for CPCS; and
- Lead professional development that drives improvements in teacher practice.

School Culture

- Lead a positive school culture, which engages and inspires students and ensures consistent adherence to the school's core virtues using Multi-Tiered Systems of Support (MTSS);
- Foster consistency in academic and behavioral expectations;
- Collaborate with school staff to support students' academic and social-emotional development;
- Serve on the Pupil Support Team and MTSS teams;
- Support staff to ensure the smooth administration and effectiveness of after school programs;
- Create and oversee a fair, consistent, and effective attendance systems;
- Make final decisions regarding suspensions, expulsions, and alternative placements for students;
- Oversee the development of extracurricular programs, such as clubs, athletics, and potentially summer programs. Ensure those programs are aligned with the school day, and after-school time;
- Participate in School based and Alliance sponsored events as appropriate; and
- Communicate with CPCS staff and community collaboratively with appropriate staff.

- Manage newsletters, website, social media, and listservs.

### People Leadership

- Be a charismatic leader committed to and able to engage stakeholder groups in supporting the mission and vision of CPCS;
- Utilize excellent verbal, written and organizational skills;
- Model and foster a positive, core virtues-driven staff culture;
- Design and implement team-building opportunities, and promote staff wellness;
- Continue to grow professionally through collaboration with colleagues and professional development opportunities;
- Model an openness to feedback and be willing to take responsibility for outcomes and achievement;
- Promote the school-wide belief that all students can learn and achieve at high levels when they are healthy, safe, engaged, supported, and challenged;
- Ensure equity in instructional delivery and school culture; and
- Lead the recruitment, selection, and hiring processes for instructional and support staff.

### Data and Assessments

- Deep knowledge of and experience with the Maryland College and Career Readiness Standards in grades K-8;
- Ability to assess data, find trends, and use information to make strategic decisions;
- Leverage the collection and analysis of student data to inform instructional practices and drive growth and performance goals for students;
- Implement effective assessment systems and use data to inform decisions;
- Regularly review student assessments to ensure that they measure student mastery of the Maryland College and Career Readiness Standards; and
- Ensure that appropriate intervention/enrichment for individual students are provided, based on results from assessments and other data.

### Organizational Leadership

- Think and act quickly, creatively, and strategically while working under pressure in order to build positive relationships with Chesapeake Charter School Alliance Governing Board, students, parents, teachers, staff, and the broader community;
- Establish the master schedule for instructional programs, ensuring sequential learning experiences for students that meet and exceed the Maryland College and Career Readiness Standards;
- Ensure schedules support instructional and curricular goals for academic and special subjects, and meet the needs of all students, including students classified as having special needs;
- Build strong relationships with parents, families, and the broader CPCS community;
- Maintain a positive, cooperative, and mutually supportive relationship with the SMCPS central administration, parents, CCSA, and representatives of outside agencies;
- Oversee procedures for day-to-day operations of the school, including arrival, dismissal, food service, and transportation;
- Provide input to the Charter Director on the annual budget and strategic priorities; and
- Work with the Chesapeake Charter School Alliance Governing Board, providing them with regular updates regarding the school's successes, challenges, needs, and general operation.

### QUALIFICATIONS:

- Possess a Master's Degree;
- Possesses a Maryland Advanced Professional Certificate;
- Possess a Maryland Administrator I or II endorsement;
- Completed a minimum of five (5) years teaching experience; and
- Completed a minimum of three (3) years of experience in a leadership role.

**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 eleven and twelve-month employees – Range F.

**BARGAINING UNIT ELIGIBILITY: SMASA**

March 2022