

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

ACADEMIC DEAN II 12M – CHESAPEAKE PUBLIC CHARTER SCHOOL

POSITION: Academic Dean II 12M Chesapeake Public Charter School

REPORTS TO: Chesapeake Public Charter School (CPCS) Education Director

LOCATION: Chesapeake Public Charter School (CPCS)

NATURE OF WORK:

The CPCS Academic Dean, is a senior member of the instructional team at CPCS, primarily responsible for overseeing teaching and learning. The CPCS Academic Dean collaborates closely with the Education Director in overseeing curriculum development and alignment, teacher coaching and support, instructional professional development, school-wide assessments, and data analysis. During the summer months, the CPCS Academic Dean works closely with the Education Director to analyze academic data from the previous year, make necessary changes to the school's program based on that data, identify and prepare to address specific curricular and instructional needs, and plan and conduct professional development for teachers' success. Achieving academic excellence requires that the Academic Dean work collaboratively to lead and nurture the members of the school staff and to communicate effectively with the parents and members of the community. Inherent in the position are the responsibilities for discipline of students, supervision of staff, curriculum development, program evaluation, supervision of extracurricular activities and general operations of the school. The CPCS Academic Dean reports to the Education Director, serves on the school's leadership team, and directly coaches and manages teachers.

ESSENTIAL FUNCTIONS:

- Ability to professionally relate to and collaborate with co-workers, students, and community members
- Ability to understand and maintain confidentiality
- Ability to use technology effectively to complete tasks
- Ability to report to work daily and on time
- Ability to organize, supervise, coordinate and establish priorities of tasks to be completed
- Ability to work independently in the absence of detailed instructions and to follow complex oral and/or written instructions
- Ability to communicate orally or in writing, courteously and tactfully, with staff, students, parents, and the community in a timely manner
- Ability to work under pressure
- Ability to oversee and provide direction to the designed department (personnel support for certificated and non-certificated employees)
- Ability to plan and implement short and long-range objectives which relate to the departmental and system-wide objectives
- Ability to lead, support the staff, and communicate professionally and effectively with internal and external stockholders
- Ability to exhibit a personality that demonstrates enthusiasm, and interpersonal skills to relate well with students, staff, administration, parents, colleagues, and the community
- Ability to demonstrate excellent leadership and organizational skills and the ability to motivate people and facilitate productive academic/organizational change
- Possess excellent time management skills and the ability to take initiative and make decisions within assigned responsibility in a challenging, fast-paced professional environment and be flexible in work responsibilities and hours

- Possess thorough knowledge of applicable Maryland laws, State Board of Education rules and regulations, Board of Education policies and regulations, regulations and procedures, and contractual obligations
- Possess knowledge of the programs, policies, and procedures of the St. Mary's County Public Schools

DUTIES AND RESPONSIBILITIES:

School Culture

- Works closely with the Education Director to establish a positive, structured, achievement-oriented, and creative school culture with a commitment to team building and shared decision making
- Builds a cohesive, strong culture that reflects, and is in alignment with, the broader mission and vision of CPCS
- Works closely with the Education Director to design and implement fair, consistent, and effective discipline and attendance systems reflective of the CPCS core virtues
- Holds teachers and all students to high and consistent academic and behavioral expectations by modeling an openness to feedback, a desire to continue their own professional development, and willing to take responsibility for scholar outcomes and achievement
- Participates in school-based and Chesapeake Charter School Alliance Governing Board-sponsored events as appropriate

Curriculum and Instruction

- Collaborates with the Education Director to 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)
- Supervises instructional methods, evaluate lesson plans, and coach teachers to ensure effective instructional strategies
- Regularly reviews student work to ensure that it is rigorous, purposeful, and engaging
- Reviews materials of instruction annually, including textbooks, online platforms, and other instructional resources
- Assists the Education Director to ensure that Professional Learning Communities collaboratively develop integrated units and common assessments for their student cohort
- Participates in the development of all aspects of curriculum and assessment, and ensures coherence, rigor, vertical alignment, and fidelity to CPCS's mission

People Leadership

- Models and fosters a positive, core virtues-driven staff culture
- Supervises the instructional programs assigned by the Education Director, 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
- Acts as a charismatic leader able to motivate a school leadership team, teachers, and other staff
- Acts as a coach and a resource to instructional staff in their practice
- Promotes the school-wide belief that all students can learn and achieve at high levels when they are healthy, safe, engaged, supported, and challenged
- Ensures team leads and teachers have access to and participates in high-quality internal and external professional development
- Evaluates teacher performance and provide continuous feedback to improve instruction

Data and Assessments

- Collaborates with the Education Director to design and implement systems to assess student achievement, uses data to analyze trends, and uses that information to make strategic decisions

- Prepares academic data reports for the Education Director and the Chesapeake Charter School Alliance Governing Board
- Regularly reviews student assessments to ensure that they measure student mastery of the Maryland College and Career Readiness Standards
- Ensures that appropriate intervention/enrichment for individual students is provided, based on results from assessments and other data
- Oversees the Pupil Support Team (PST), including managing 504 plans, and ensuring that students who need them receive the accommodations that will support their academic and social emotional success in order to access the learning environment

Organizational Leadership

- Plans and leads summer professional development for teachers
- Collaborates with school leadership on decisions related to school design and oversight, including scheduling, staff recruitment and hiring, data analysis, and ensuring operational excellence
- Utilizes strong organizational skills, including the ability to multitask and prioritize while assisting the Education Director in managing, evaluating, and implementing clear and effective procedures for the operation and functioning of the school including instructional programs, extracurricular activities, advisory, family/community programming, and discipline systems
- Provides inspiration, mentoring and instructional leadership to staff, and cultivates positive relationships with all members of the school community

QUALIFICATIONS:

Required:

- Master's Degree
- Maryland Advanced Professional Certificate
- Maryland Administrator I or II endorsement
- Minimum of five (5) years teaching experience
- Minimum of three (3) years of experience in a leadership role at the school or district level

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 D.

BARGAINING UNIT ELIGIBILITY: SMASA

Updated 05.2025

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

ACADEMIC DEAN II - CSI ELEMENTARY GRANT-FUNDED

POSITION: Academic Dean II - CSI Elementary Grant-Funded

REPORTS TO: Principal

LOCATION: George Washington Carver Elementary School

NATURE OF WORK:

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

ESSENTIAL FUNCTIONS:

- Ability to professionally relate to and collaborate with co-workers, students, and community members
- Ability to understand and maintain confidentiality
- Ability to use technology effectively to complete tasks
- Ability to report to work daily and on time
- Ability to organize, supervise, coordinate and establish priorities of tasks to be completed
- Ability to work independently in the absence of detailed instructions and to follow complex oral and/or written instructions
- Ability to communicate orally or in writing, courteously and tactfully, with staff, students, parents, and the community in a timely manner
- Ability to work under pressure
- Ability to oversee and provide direction to the designed department (personnel support for certificated and non-certificated employees)
- Ability to plan and implement short and long-range objectives which relate to the departmental and system-wide objectives
- Ability to lead, support the staff, and communicate professionally and effectively with internal and external stockholders
- Ability to exhibit a personality that demonstrates enthusiasm, and interpersonal skills to relate well with students, staff, administration, parents, colleagues, and the community
- Ability to demonstrate excellent leadership and organizational skills and the ability to motivate people and facilitate productive academic/organizational change
- Possess excellent time management skills and ability to take initiative and make decisions within assigned responsibility in a challenging, fast-paced professional environment and be flexible in work responsibilities and hours
- Possess thorough knowledge of applicable Maryland laws, State Board of Education rules and regulations, Board of Education policies and regulations, regulations and procedures, and contractual obligations
- Possess knowledge of the programs, policies, and procedures of the St. Mary's County Public School System

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

DUTIES AND RESPONSIBILITIES:

Program Management

- Organizes, manages, evaluates, and assists 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 CSI initiatives and identified students
- Adheres to Maryland school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations
- Leads program level planning processes for CSI to ensure the development, implementation, improved achievement, and evaluation of the CSI components within the Title I program at GWCES
- Establishes the schedule of CSI instructional programs and interventions, ensuring learning experiences for identified students that meet and exceed curriculum standards
- Provides and supervises 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
- Notifies immediately 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
- Assumes 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
- Notifies appropriate Central Office staff immediately of any unusual circumstances.
- Implements 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
- Completes, 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
- Communicates with the Chief of Equity, Engagement, and Early Access and appropriate Central Office personnel regularly about the needs, successes, and general operation of the CSI status
- Supervises all personnel assigned to support CSI, establishing clear expectations for roles, responsibilities, and performance to ensure that all job responsibilities are met and exceeded
- Supports the Concentration of Poverty Grant with deep understanding of the programs and practices included in the grant
- Ensures 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.

- Observes 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
- Performs 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

- Establishes and promotes high standards and expectations for all students and staff for academic performance particularly as it relates to eliminating the school's CSI status
- Supports 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
- Coordinates resources for comprehensive student and family health and social services
- Displays the highest ethical and professional behavior and standards when working with students, parents, program personnel, and agencies associated with the Title I School
- Serves as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession
- Keeps the staff informed and seek ideas for the improvement of services that support Title I students identified as at risk
- Provides leadership opportunities to a variety of certificated and non-certificated staff members

Instructional Practices

- Supervises 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
- Ensures 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
- Reviews regularly student work to ensure that it is rigorous, developmentally appropriate, purposeful, and engaging
- Reviews regularly 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
- Ensures IEP processes and procedures are followed with fidelity

Data Driven Instruction

- Collaborates to develop a comprehensive plan with annual student achievement targets, supported by parents, staff, and community members under the direction of the principal
- Organizes and facilitates 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

- Organizes and supervises 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
- Collects and analyzes 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
- Ensures that appropriate intervention/enrichment for individual students are provided, based on results of assessments using multiple measures that support a whole child philosophy
- Analyzes student attendance, discipline, and achievement data to identify and eliminate disproportionality
- Monitors the amount of instruction students miss due to absences and/or misbehavior
- Analyzes data obtained through observing teaching and learning to make recommendations for improvement for individual teachers and in the instructional program

Technology

- Demonstrates proficient use of student data management systems in order to analyze individual student data, teacher data and the effectiveness of the instructional program.
- Uses technology for on-going root cause analysis of student performance to drive instructional decision making.
- Demonstrates 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.
- Demonstrates proficient use of technology resources to observe and evaluate staff.

Professional Development

- Facilitates 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; including the CSI portion of the plan.
- Involves staff in determining their professional development needs.
- Facilitates professional development for all staff focused on developing cultural proficiency.

Engage the Community

- Works 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.
- Maintains positive, cooperative, and mutually supportive relationships with the central administration, parents, and representatives of resource agencies within the community.
- Maintains visibility with students, staff, parents, and the community, attending program and community functions regularly to demonstrate a genuine interest in the students and staff.

QUALIFICATIONS:

Required:

- Master's degree
- Maryland Advanced Professional Certificate
- Maryland Administrator I endorsement
- Four (4) years excellent experience in teaching and working at the appropriate level
- Three years of successful experience in a leadership role at the school or system level

Preferred:

- Title I experience
- Oral and written proficiency with Spanish language

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 D.

BARGAINING UNIT ELIGIBILITY: SMASA

Revised 05.2025

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

ACADEMIC DEAN II –Lexington Park Elementary School Grant-Funded

POSITION: Academic Dean II – Lexington Park Elementary School Grant-Funded

REPORTS TO: Principal

LOCATION: Lexington Park Elementary School

NATURE OF WORK:

The Academic Dean serves as the instructional leader of a Title I School Wide designated school, responsible for implementing and managing the intervention programs, staff, and required documentation for the Title I program; 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.

ESSENTIAL FUNCTIONS:

- Ability to professionally relate to and collaborate with co-workers, students, and community members
- Ability to understand and maintain confidentiality
- Ability to use technology effectively to complete tasks
- Ability to report to work daily and on time
- Ability to work under pressure
- Ability to organize, supervise, coordinate and establish priorities of tasks to be completed
- Ability to work independently in the absence of detailed instructions and to follow complex oral and/or written instructions
- Ability to communicate orally or in writing, courteously and tactfully, with staff, students, parents, and the community in a timely manner
- Ability to oversee and provide direction to the designed department (personnel support for certificated and non-certificated employees)
- Ability to plan and implement short and long-range objectives which relate to the departmental and system-wide objectives.
- Ability to lead, support the staff, and communicate professionally and effectively with internal and external stockholders.
- Ability to exhibit a personality that demonstrates enthusiasm, and interpersonal skills to relate well with students, staff, administration, parents, colleagues, and the community.
- Ability to demonstrate excellent leadership and organizational skills and the ability to motivate people and facilitate productive academic/organizational change
- Possess thorough knowledge of applicable Maryland laws, State Board of Education rules and regulations, Board of Education policies and regulations, regulations and procedures, and contractual obligations.
- Possess excellent time management skills and the ability to take initiative and make decisions within assigned responsibility in a challenging, fast-paced professional environment and be flexible in work responsibilities and hours
- Possess knowledge of the programs, policies, and procedures of the St. Mary's County Public School

DUTIES AND RESPONSIBILITIES:

Program Management

- Organizes, manages, evaluates, and assists 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 Title I initiatives and identified students
- Adheres to Maryland school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations
- Leads program-level planning processes for Title I to ensure the development, implementation, improved achievement, and evaluation of the Title I components within the Title I program at LPES
- Establishes the schedule of Title I instructional programs and interventions, ensuring learning experiences for identified students that meet and exceed curriculum standards
- Provides and supervises 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
- Notifies appropriate personnel and agencies immediately, and follows 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
- Assumes responsibility for the health, safety, and welfare of students, staff, and visitors; Develops clearly understood procedures and provides regular drills for emergencies and disasters, following State, local, and SMCPs guidelines
- Notifies appropriate Central Office staff immediately of any unusual circumstances
- Implements 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
- Completes, 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
- Maintains accurate records
- Answers correspondence promptly
- Communicates with the Chief of Equity, Engagement, and Early Access and appropriate Central Office personnel regularly about the needs, successes, and general operation of the Title I program
- Supervises all personnel assigned to support Title I, establishing clear expectations for roles, responsibilities, and performance to ensure that all job responsibilities are met and exceeded
- Coordinates with the Concentration of Poverty Grant with a deep understanding of the programs and practices included in the grant
- Ensures 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
- Observes 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 submits in a timely fashion the required annual disclosure statement regarding employment and financial interests
- Performs other related and non-related job duties as assigned

Program Culture

- Establishes and promotes high standards and expectations for all students and staff for academic performance
- Supports 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 which will result in increased attendance and student achievement
- Coordinates resources for comprehensive student and family health and social services
- Displays the highest ethical and professional behavior and standards when working with students, parents, program personnel, and agencies associated with the Title I School
- Serves as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession
- Keeps the staff informed and seek ideas for the improvement of services that support Title I students identified as at-risk
- Conducts meetings as necessary for the proper functioning of the program and complete all required meeting documentation
- Provides leadership opportunities to a variety of certificated and non-certificated staff members
- Serves as the leader or in a leadership role for summer programs funded through ESSRs, Title I, Title IV, etc.

Instructional Practices

- Supervises 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
- Ensures 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, and 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
- Reviews student work to ensure that it is rigorous, developmentally appropriate, purposeful, and engaging
- Reviews 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
- Ensures IEP processes and procedures are followed with fidelity

Data Driven Instruction

- Works collaboratively to develop a comprehensive plan with annual student achievement targets, supported by parents, staff, and community members under the direction of the principal
- Organizes and facilitates 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
- Organizes and supervises data-based procedures for identifying and addressing the 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
- Collects and analyzes data regarding the needs and achievements 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

- Ensures that appropriate intervention/enrichment for individual students is provided, based on results of assessments using multiple measures that support a whole child philosophy
- Analyzes student attendance, discipline, and achievement data to identify and eliminate disproportionality
- Monitors the amount of instruction students miss due to absences and/or misbehavior
- Analyzes data obtained through observing teaching and learning to make recommendations for improvement for individual teachers and in the instructional program

Technology

- Demonstrates proficient use of student data management systems to analyze individual student data, teacher data, and the effectiveness of the instructional program
- Uses technology for ongoing root cause analysis of student performance to drive instructional decision-making
- Demonstrates 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...
- Demonstrates proficient use of technology resources to observe and evaluate staff

Professional Development

- Facilitates 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
- Involves staff in determining their professional development needs

Engage the Community

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

QUALIFICATIONS:

Required:

- Master's degree from an accredited college or university
- Maryland Advanced Professional Certificate
- Maryland Administrator I endorsement
- Four (4) years excellent experience in teaching and working at the appropriate level
- Three (3) years of experience in a leadership role at the school or system level

Preferred:

- Oral and written proficiency in Spanish
- Title I experience

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 D.

BARGAINING UNIT ELIGIBILITY: SMASA

Revised: 05.2025

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

ACADEMIC DEAN II – Park Hall Elementary School Grant-Funded

POSITION: Academic Dean II – Park Hall Elementary School Grant-Funded

REPORTS TO: Principal

LOCATION: Park Hall Elementary School

NATURE OF WORK:

The Academic Dean II serves as the instructional leader of a Title I School Wide designated school, responsible for implementing and managing the intervention programs, staff, and required documentation for the Title I program. 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.

ESSENTIAL FUNCTIONS:

- Ability to professionally relate to and collaborate with co-workers, students, and community members
- Ability to understand and maintain confidentiality
- Ability to use technology effectively to complete tasks
- Ability to report to work daily and on time
- Ability to work under pressure
- Ability to organize, supervise, coordinate, and establish priorities of tasks to be completed
- Ability to work independently in the absence of detailed instructions and to follow complex oral and/or written instructions
- Ability to communicate orally or in writing, courteously and tactfully, with staff, students, parents, and the community in a timely manner
- Ability to oversee and provide direction to the designed department (personnel support for certificated and non-certificated employees)
- Ability to plan and implement short and long-range objectives which relate to the departmental and system-wide objectives.
- Ability to lead, support the staff, and communicate professionally and effectively with internal and external stockholders.
- Ability to exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, colleagues, and the community.
- Ability to demonstrate excellent leadership and organizational skills and the ability to motivate people and facilitate productive academic/organizational change
- Possess thorough knowledge of applicable Maryland laws, State Board of Education rules and regulations, Board of Education policies and regulations, regulations and procedures, and contractual obligations.
- Possess excellent time management skills and the ability to take initiative and make decisions within assigned responsibility in a challenging, fast-paced professional environment and be flexible in work responsibilities and hours
- Possess knowledge of the programs, policies, and procedures of the St. Mary's County Public School

DUTIES AND RESPONSIBILITIES:

Program Management

- Organizes, manages, evaluates, and assists 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 Title I initiatives and identified students
- Adheres to Maryland school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations
- Leads program-level planning processes for Title I to ensure the development, implementation, improved achievement, and evaluation of the Title I components within the Title I program at PHES
- Establishes the schedule of Title I instructional programs and interventions, ensuring learning experiences for identified students that meet and exceed curriculum standards
- Provides and supervises 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
- Notifies appropriate personnel and agencies immediately and follows 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
- Assumes responsibility for the health, safety, and welfare of students, staff, and visitors; Develops clearly understood procedures and provides regular drills for emergencies and disasters, following State, local, and SMCPs guidelines
- Notifies appropriate Central Office staff immediately of any unusual circumstances
- Implements schedules and procedures for the supervision of Title I students in non-classrooms, including before and after school, bus loading and unloading, cafeteria, and intervention services
- Completes, 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
- Maintains accurate records
- Answers correspondence promptly
- Communicates with appropriate Central Office personnel regularly about the needs, successes, and general operation of the Title I program
- Supervises all personnel assigned to support Title I, establishing clear expectations for roles, responsibilities, and performance to ensure that all job responsibilities are met and exceeded
- Coordinates with the Concentration of Poverty Grant with a deep understanding of the programs and practices included in the grant
- Ensures 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
- Observes 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 submits in a timely fashion the required annual disclosure statement regarding employment and financial interests
- Maintain documentation that aligns with the Title I Progress Monitoring Tool
- Performs other related and non-related job duties as assigned

Program Culture

- Establishes and promotes high standards and expectations for all students and staff for academic performance
- Supports 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, which will result in increased attendance and student achievement
- Coordinates resources for comprehensive student and family health and social services
- Displays the highest ethical and professional behavior and standards when working with students, parents, program personnel, and agencies associated with the Title I School
- Serves as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession
- Keeps the staff informed and seeks ideas for the improvement of services that support Title I students identified as at-risk
- Conducts meetings as necessary for the proper functioning of the program and completes all required meeting documentation
- Provides leadership opportunities to a variety of certificated and non-certificated staff members
- Serves as the leader or in a leadership role for summer programs funded through ESSRs, Title I, Title IV, etc.

Instructional Practices

- Supervises 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
- Ensures 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, and 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
- Reviews student work to ensure that it is rigorous, developmentally appropriate, purposeful, and engaging
- Reviews 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
- Ensures IEP processes and procedures are followed with fidelity

Data Driven Instruction

- Works collaboratively to develop a comprehensive plan with annual student achievement targets, supported by parents, staff, and community members under the direction of the principal
- Organizes and facilitates 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
- Organizes and supervises data-based procedures for identifying and addressing the 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
- Collects and analyzes data regarding the needs and achievements 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

- Ensures that appropriate intervention/enrichment for individual students is provided based on results of assessments using multiple measures that support a whole child philosophy
- Analyzes student attendance, discipline, and achievement data to identify and eliminate disproportionality
- Monitors the amount of instruction students miss due to absences and/or misbehavior
- Analyzes data obtained through observing teaching and learning to make recommendations for improvement for individual teachers and in the instructional program

Technology

- Demonstrates proficient use of student data management systems to analyze individual student data, teacher data, and the effectiveness of the instructional program
- Uses technology for ongoing root cause analysis of student performance to drive instructional decision-making
- Demonstrates 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.
- Demonstrates proficient use of technology resources to observe and evaluate staff

Professional Development

- Facilitates 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
- Involves staff in determining their professional development needs

Engage the Community

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

QUALIFICATIONS:

Required:

- Master's degree from an accredited college or university
- Maryland Advanced Professional Certificate/License
- Maryland Administrator I endorsement
- Four (4) years excellent experience in teaching and working at the appropriate level
- Three (3) years of experience in a leadership role at the school or system level

Preferred:

- Oral and written proficiency in Spanish
- Title I experience

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 D.

BARGAINING UNIT ELIGIBILITY: SMASA

Revised: 06.2025