

Chief Schools Officer

The Howard County Public School System (HCPSS) is one of the leading school systems in Maryland and the nation. Our mission is to ensure academic success and social-emotional well-being for our approximately 57,000 students in an inclusive and nurturing environment that closes opportunity gaps. To learn more about employment with HCPSS, please visit <https://www.hcpss.org/employment/>.

DESCRIPTION

Under the direction of the Superintendent, the Chief Schools Officer is responsible for supervising school leaders as well as the Department of Student Well-Being and Office of Safety and Security. The Chief Schools Officer will focus efforts on student achievement, implementation of school improvement plans, and sound data-driven decisions in the pursuit of continuous improvement. This position requires an inspiring, collaborative, courageous, innovative, and visionary leader with outstanding people and management skills.

ESSENTIAL POSITION RESPONSIBILITIES

Leadership and Management

- Responsible for the supervision and leadership of the:
 - Division of Schools.
 - Department of Student Well-Being.
 - Office of Safety and Security.
- Leads and manages the School Improvement Planning (SIP) process in the five focus areas: reading by Grade 3, middle school mathematics, on track for College and Career, attendance, and effective discipline practices.
- Ensures alignment between the district's strategic plan and school improvement plans (SIPs) to ensure the success of all students.
- Works with school leaders to monitor school improvement and make needed adjustments.
- Drives the successful integration of evidence-based strategies to ensure the growth and success of all schools.
- Creates a shared understanding of challenges at the school level and identifies opportunities for improved student achievement.

Collaboration and Partnership

- Establishes collaborative and effective communication channels between Central Office staff and school-based administrators.
- Collaborates with the Division of Academics to support the implementation of instructional programs.
- Collaborates with the Division of Equity and Innovation to evaluate existing programs, services, and practices.
- Partners with the Department of Human Resources to support the recruitment, hiring, and promotion of excellent teachers and school-based administrators.
- Supports the differentiated professional development of the Division of Schools staff to ensure they have the skills to select, develop, and evaluate principals.
- Allocates and monitors the effectiveness of mentoring and coaching resources to provide differentiated support to schools as needed.
- Establishes and maintains clear, consistent interactions with parents, families, and community partners to receive input and feedback on the effectiveness of schools and to resolve concerns.

- Keeps direct reports informed of current educational trends, practices, and proposed legislation impacting the schools.
- Collaborates with the Department of Student Well-Being to ensure processes exist for schools to connect students and families with necessary resources and supports.

Supervision and Support

- Develops principals' and their instructional leadership teams' ability to create, implement, and monitor their schools' School Improvement Plans (SIPs) that help meet student achievement goals, including engagement in root cause analyses, development of theories of action, and building coherent multi-year strategies.
- Supports principals' implementation of the change management process.
- Supports principals to ensure high-quality implementation of each school's educational design, including school culture, standards, assessments, and instructional guidelines.
- Ensures the effective management, coaching, and mentorship of school leaders in ways that drive significant student achievement gains.
- Collaborates with school leaders to closely monitor school improvement through a cycle of continuous improvement and sound management practices.
- Assesses the leadership capacity of each principal and their leadership teams (including teacher leaders and assistant principals) and develops individualized leadership development plans for each leader; conducts regular performance evaluations to support the goals in the plans.

Development and Implementation

- Works collaboratively with the Department of Leadership Development to design and implement job-embedded professional learning opportunities for school leaders in an effort to enhance their roles as instructional leaders and effective managers.
- Develops a high-performing community of principals who leverage each other's strengths and support each other in achieving shared goals via principal network meetings, peer mentoring, and/or individual job-embedded coaching focused on instructional leadership.
- Develops and builds a high-performing network team focused on supporting the work of school leaders and their leadership teams that will:
 - Foster meaningful relationships with families and community stakeholders to create a strong neighborhood structure to support the learning of all students.
 - Differentiate resources and support to schools in accordance with their SIPs and student achievement goals.
 - Leverage the resources of Central Office departments and teams and coordinate their delivery in the best interests of principals, their leadership teams, and schools' SIPs.
 - Pursue the district's goals for diversity, equity, and inclusion, with a particular focus on ensuring equitable access to high-quality instruction for students and eliminating opportunity gaps.
- Designs and implements meaningful student services programs such as school-based mental health, bullying prevention, threat assessment, suicide prevention, and social-emotional learning.

The above list is a summary of the functions of the job, not an exhaustive or comprehensive list of all possible job responsibilities, tasks, and duties.

MINIMUM QUALIFICATIONS

Applicants must meet all of the following qualifications listed below to be considered for the vacancy. Use the application, letter of introduction, and resume to specifically address each qualification.

Education

- Master's Degree from an accredited college or university in educational administration, educational leadership, business administration, or a related field.

Certification/Licensure

- Current Professional Maryland State Department of Education (MSDE) certificate/license with the following endorsements:
 - Administrator II
 - Superintendent I

Experience

- Five (5) years of experience as a school district administrator in a PreK-12 public education setting, three (3) years of which should include:
 - The position of principal with effective performance evaluations.
 - Direct communication, collaboration, and partnership with the Board of Education, school system leadership and staff, school communities, and families.

PREFERRED QUALIFICATIONS

- Doctoral degree in educational administration, educational leadership, or a related field.
- Current Professional Maryland State Department of Education (MSDE) certificate/license with the Superintendent II endorsement.
- Comprehensive knowledge of the principles, practices, and procedures of school administration.
- Comprehensive knowledge of school division objectives, procedures, and organization.
- Comprehensive knowledge of school personnel and administrative practices, procedures, and methods.
- Ability to conceptualize, initiate, monitor, and evaluate new and/or current programs.
- Thorough knowledge of current PreK-12 public education issues.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)

- Excellent organizational, supervisory, written, and oral communication skills.
 - Knowledgeable and effective in leading large-scale, sustainable improvement efforts, whether in school transformation or elevation from good to great.
 - Ability to influence and develop leaders, build effective collaborative teams, and coach team members to ensure professional growth.
 - Ability to clearly articulate a vision and build consensus among a diverse set of stakeholders around the common purpose of setting high standards for all students, helping students succeed and effectively driving schools to fully commit to high expectations.
 - Ability to build collaborative relationships with a broad variety of constituent groups, including both internal and external partnerships.
 - Ability to analyze and synthesize multiple sources of data to inform daily decisions and identify areas requiring improved instructional practice.
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- Adept at seeking out and sharing research and evidence-based best practices; exploring innovative ideas, understanding practical challenges and how to overcome them.
- Skilled at navigating politically charged environments with integrity, honesty, and courage in the best interests of students.
- Aptitude and commitment to continuous self-improvement, and an unwavering belief that all students can achieve at high levels.
- Ability to make challenging decisions, remain professional under stress and exhibit exceptional judgment.

SELECTION REQUIREMENTS

Applicants who meet the minimum qualifications will be included in further evaluation. The evaluation may be a rating of your application based on your education, training, and experience as they relate to the requirements of the position. Therefore, it is essential that you provide complete and accurate information on your application. Please report all related education, dates, and hours of work. Clearly indicate your college degree and major on your application, if applicable.

For education obtained outside the U.S., any job offer will be contingent on the candidate providing an evaluation for equivalency by a foreign credential evaluation service prior to starting employment (and may be requested prior to interview).

HCPSS requires an official [evaluation of foreign credentials](#) to verify educational qualifications.

EMPLOYMENT INFORMATION

This is a 12-month per year position in the Executive Unit. The minimum starting salary for this position is \$190,000. Actual salary placement will be in accordance with the salary procedures of the Howard County Public School System. Under the Fair Labor Standards Act, this position is exempt from overtime.

APPLICATION REQUIREMENTS

Complete applications must be submitted by the closing date. Information submitted after this date will not be added. Incomplete applications will not be accepted. Resumes will not be accepted in lieu of a completed application.

Only applicants who submit all the requested information by the closing date of the vacancy will be considered for this position. Interviews will be limited to those applicants who, in addition to meeting the basic requirements, have experience and education that most closely match the position qualifications and the needs of the school system.

Please note that a completed application includes:

- A complete application form that includes a listing of employment locations with dates of employment and names of direct supervisors.
- All supplemental materials (i.e.: resume, letter of introduction, transcripts, certificate/license) required to verify that you meet the minimum qualifications.

For questions regarding this vacancy, please contact recruitmentinquiries@hcpss.org.

Equal Opportunity Employer

HCPSS celebrates diversity and is committed to creating an inclusive environment for all employees and applicants and prohibits discrimination, harassment, and retaliation of any kind. HCPSS is committed to the principle of equal employment opportunity for all employees in providing them with a work environment free of discrimination and harassment. All employment decisions at HCPSS are based on organizational needs, job requirements and individual qualifications, without regard to race, color, religion or belief, national, social or ethnic origin, sex (including pregnancy), age, physical, mental or sensory disability, sexual orientation, gender identity and/or expression, marital, civil union or domestic partnership status, veteran status or present military service, family medical history or genetic information, family or parental status, or any other characteristic protected by federal, state or local laws.