# JOB DESCRIPTION

## Executive Director (Equitable Learning Environments)

<table>
<thead>
<tr>
<th>DIVISION:</th>
<th>Equity &amp; Social Justice</th>
<th>GRADE:</th>
<th>140</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT:</td>
<td>Equity &amp; Social Justice</td>
<td>WORK DAYS:</td>
<td>Annual</td>
</tr>
<tr>
<td>REPORTS TO:</td>
<td>Chief Equity &amp; Social Justice Officer</td>
<td>FLSA STATUS:</td>
<td>Exempt</td>
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</tbody>
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## POSITION SUMMARY

The Executive Director (Equitable Learning Environments) works closely with the Chief Equity and Social Justice Officer (CESJO) to develop, monitor, manage, and present the Equity and Social Justice Office’s strategic priorities and progress regarding closing the opportunity gap for Atlanta Public Schools’ African-American, Latinx, and other underrepresented student populations. The Executive Director also participates in the creation and execution of the District’s vision, mission, and strategic plan.

## MINIMUM REQUIREMENTS

**EDUCATION:**
- Master’s degree in education, education leadership, public administration, or related field

**CERTIFICATION/LICENSE:**
- Must possess or be eligible to obtain Georgia Professional Standards Commission Certification at a level 5 or higher in Educational Leadership or Instructional/Curriculum Leadership
- Valid driver’s license and availability of private transportation, or the ability to attend off-site meetings.

**WORK EXPERIENCE:**
- 7 years of successful experience in education with
  - 3 years of administrative experience as a central office leader, principal, assistant principal, or another administrator responsible for supervising staff, and professional learning, including design, facilitation, and/or evaluation, and
  - 3 years of experience as a leader or trainer in diversity, equity, and inclusion (DEI) work
- Proven track record of successfully engaging with and improving outcomes for diverse communities and student populations
- Prior urban school district experience preferred

## KNOWLEDGE, SKILLS & ABILITIES

- Commitment to equity as demonstrated by a proven track record of success engaging with and improving outcomes for diverse communities and student populations.
- Is courageous and successful at challenging and influencing peers to approach all work with an equity lens.
- Comfortable engaging peers in difficult and courageous conversations related to inequities around race, gender, sexual orientation, ability status etc.
- Ability to engage with diverse staff, leadership, and constituents to promote trust, collaboration, and partnerships, both internal and external to the organization.
- Deep content knowledge of research on critical pedagogy, culturally responsive pedagogy, and social justice pedagogical practices.
- Ability to create/design adult learning and teaching of the content and skills associated with operating with an equity lens.
- Understands the impact of trauma and behavioral health on student learning outcomes.
• Focus on data-driven results: Relentlessly pursues the improvement of school leadership, instruction, and operations, and is driven by a desire to produce quantifiable student achievement gains.

• Innovative problem-solving: Approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving; takes initiative to explore issues and find potential innovative solutions.

• Adaptability: Excels in constantly changing environments and adapts flexibly in shifting projects or priorities to meet the needs of a dynamic transformation effort; comfortable with ambiguity and non-routine situations.

• Teamwork: Leads cross-functional teams across divisions and departments to instill an equity lens across the organization; increases the effectiveness of surrounding teams through collaborations, constant learning and supporting others; respects and is committed to learning from others.

• Strong written and verbal communication skills, including effective presentation skills.

ESSENTIAL DUTIES

• Directs the implementation of the District’s Equity Policy and Strategic Plan for advancement toward eliminating the opportunity gaps.

• Examines and evaluates school-based and district practices to identify marginalized students and families’ inequities and creates programs, plans, and policies to address the inequities.

• Oversees a coalition of schools’ equity improvement efforts and ensures resources to support schools regarding the district’s equity framework.

• Employs best practices and policies for African American, Latinx, English Speakers of Other Languages (ESOL) student achievement, including directing and overseeing the Black and Brown Excellence Initiative.

• Develops targeted strategies to create a more inclusive and supportive environment for the success of African American, Latinx, ESOL, LGBTQIA, Special Education, and Gifted student populations.

• Collaborates, with appropriate staff, to design an access improvement framework for marginalized groups.

• Partners with the Schools and Academics divisions to ensure continuous learning and quality improvement of organizational culture and practices through the development of Key Performance Indicators (KPI), DEI metrics.

• Designs and facilitates high-quality professional learning for stakeholder groups to promote cultural proficiency and competency and a climate of equity and inclusion.

• Collaborates with experts to evaluate APS’s practices, stays current on DEI and culturally responsive pedagogy research and best practices in the education field and beyond, and recommends relevant adaptation of district activities and actions under that learning.

• Partners with students and families in identifying barriers to success, exploring growth opportunities, and developing plans for improvement and engagement.

• Employs best practices in change management and organizational development to support the District’s culture as an antiracist, multicultural organization so that it can achieve its equity goals.

• Represents the District in regional and local associations, civic clubs, ethnic and non-profit organizations as assigned.

• Manages assigned portion of department’s budget, including developing budget proposals, justifying expenses and monitoring spending.

• Collaborates with consultants and stakeholders that impact the goals of diversity, equity, inclusion, and social justice throughout the organization.

• Delivers reports to the Superintendent, Board and stakeholders on the District’s progress related to assigned projects.

• Supervises assigned personnel, provides assistance, conducts annual performance appraisals and makes recommendations for appropriate employment actions.
• Required to have prompt, regular attendance in-person or virtually and be available to work on-site, in-person during regular business hours and as needed
• Performs other duties as assigned by an appropriate administrator or their representative

PHYSICAL ABILITIES AND WORKING CONDITIONS

The Physical Abilities and Other Conditions of Continued Employment listed in this section are representative of but are not intended to provide an exhaustive list of Physical Abilities and Other Conditions of Continued Employment which may be required of positions in this class. Atlanta Public Schools encourages persons with disabilities who are interested in employment in this class and need a reasonable accommodation of those disabilities to contact the Human Resources Department for further information.

**Vision:** Ability to read small print and view a computer screen for prolonged periods.

**Hearing:** Ability to tolerate exposure to noisy conditions

**Speech:** Ability to be understood in face-to-face communications, to speak with a level of proficiency and volume to be understood over a telephone or computer.

**Upper Body Mobility:** Ability to use hands to grasp and manipulate small objects; manipulate fingers, twist and bend at wrist and elbow; extend arms to reach outward and upward; use hands and arms to lift objects; turn, raise, and lower head.

**Strength:** Ability to lift, push, pull and/or carry objects which weigh as much as 15 or more pounds on a frequent basis.

**Environmental Requirements:** Ability to encounter constant work interruptions; work cooperatively with others; work independently; work indoors.

**Mental Requirements:** Ability to read, write, understand, interpret and apply information at a moderately complex level essential for successful job performance; math skills at a high school proficiency level; judgement and the ability to process information quickly; learn quickly and follow verbal procedures and standards; give verbal instruction; rank tasks in order of importance; copy, compare, compile and coordinate information and records. Understand how to manage stress

**Additional Work Conditions & Physical Abilities:** May require travel within District

*Atlanta Public Schools assures Equal Employment Opportunities and equal education opportunities for employees and students as required by Federal and State Orders and Laws. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks. This job description is intended to accurately reflect the position activities and requirements. However, management and administration reserves the right to modify, add, or remove duties and assign other duties as necessary. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position.*