

Job Title: Assessment Specialist and Elementary Supervisor

FLSA Exemption Status: Exempt

Term: 251 days

Minimum Qualifications:

1. Tennessee teaching license with appropriate endorsement(s);
2. Preferred - Tennessee Administrator's license;
3. Minimum of five years of teaching and/or administrative experience;
4. Computer and internet navigational skills;
5. Proficiency in the use of the Microsoft suite (EXCEL, WORD, and POWERPOINT) or comparable software;
6. Proficiency in reviewing and interpreting data from national, state, and county assessments;
7. Understand two educational growth models in TVAAS; and
8. Proficiency in creating documents illustrating interpretative findings, conducting training at all levels, and presenting data to all stakeholders.

Job Objectives/Goals:

The position requires continuing interpretation and disaggregation of data associated with all formative and summative assessments conducted within the Franklin County Schools with follow up training to applicable personnel, collaborating with elementary leaders and teachers to support curriculum implementation and instructional practices.

Responsibilities and Essential Functions:

Assessment Specialist

1. Respond to data requests from the Board of Education through the Director of Schools.
2. Create interpretative summaries for all formative and summative assessments used by Franklin County Schools.
3. Monitor, collect, and interpret benchmark data from Summer programs.
4. Assist in producing annual reports to include trend and gap analysis data for the use at the district, school, teacher, and student level, as required or requested.
5. Work with the Instruction department personnel in developing instructional strategies to address identified needs (Scope & Sequence, instructional rigor, curriculum standards alignment, etc.).
6. Assist system coordinators and specialists with training presentation.
7. Develop an understanding of how Tennessee's Value-Added Assessment System interfaces with instruction and the certified evaluation process and schedule training to support the process.
8. Respond to school administrators' requests for data, interpretative results, and training.
9. Assist in coordinating the reporting of district surveys, when required.
10. Assisted in the development and implementation of a district-wide plan for providing individualized, targeted professional development to all administrators and teachers rated below "effective" on the Tennessee Evaluation System.
11. Utilize a state data warehouse (EIS) and student management system and make reports available to schools in the district.
12. Train central office personnel and school administrators in use of data warehouses, student management system, TVAAS, state report card and other data technology as it becomes available.

13. Plan, monitor, and facilitate training of school level Professional Learning Communities (PLC) data coaches in new data including related technology.
14. Assist in developing systems with data teams to track student progress on a school and district level.
15. Provide disaggregated results at the school level.
16. Help to develop a district assessment budget which includes state and local assessment programs.
17. Participate in the setting of performance targets and monitor the progress.
18. Replicate the training provided by the state for the appropriate district personnel.
19. Perform other duties as requested by the Director of Schools.

Elementary Supervisor

1. Complete a thorough curriculum mapping project (seamless progression of learning expectations which are non-redundant as well as challenging for all students) for the system for all elementary grades and transitioning to the secondary level. When this project is completed, all teachers will know exactly what should be taught and what the students are expected to learn before moving to the next grade;
2. Monitor the School Improvement Plans (SIP) of the elementary schools and assist principals in formulating appropriate goals, objectives and strategies (focusing on identified areas of weakness) to bring about improvement;
3. Act as a resource person for elementary teachers in curriculum planning, coordinating instructional services of the schools, and making interesting and effective use of materials for instructions;
4. Assist in the coordination of the annual county-wide in-service session and plans for other staff development activities as needed;
5. Assist in the procurement and distribution of elementary textbooks, instructional materials and supplies;
6. Coordinate in-service/staff development activities for elementary student-teachers;
7. Assist principals, when requested and time permits, in the evaluation of teachers and collaborate with teachers and principals on recommended plan of action;
8. Assists with the annual teacher appreciation and support staff receptions, as needed;
9. Plan and facilitate appropriate activities for new teachers attending the mandatory staff development;
10. Coordinate summer school for elementary students with the assistance of other supervisors, as needed;
11. Plan required training for substitute teachers as well as staff development activities for educational assistants, when needed;
12. Serve as a liaison between principals, Director of Schools, and the state department regarding elementary issues and concerns;
13. Develop and update district assessment for reading/language arts and math;
14. Collaborate with other supervisors on issues of curriculum and instruction;
15. Research and oversee implementation of appropriate intervention programs for reading and math and any other programs or software used in elementary schools;
16. Assist the 504 System Coordinator, as needed;
17. Coordinate and monitor the elementary instructional coaches;
18. Coordinate and monitor the system's RTI Process;
19. Monitor and support the Homebound program and coordinator;
20. Monitor and support the social workers;
21. Prepare and administer the budget and see that projects operate with funded budgets; and
22. Perform other duties as deemed necessary by the Director of Schools.

Skills and Abilities Required:

Skills and Specific capacities and abilities may be required of an individual in order to adequately learn or perform a task or job duty.

1. Intelligence: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. Verbal: Ability to understand meanings of words and the ideas associated with them.
3. Numerical: Ability to perform arithmetic operations quickly and accurately.
4. Data Perception: Ability to understand and interpret information presented in the form of graphs, charts, or tables.

Physical Demands:

This job may require lifting of objects that exceed twenty-five (25) pounds, with frequent lifting and/or carrying objects weighing up to ten (10) pounds. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Stooping and/or kneeling
3. Reaching
4. Talking
5. Hearing

Reports To: Director of Schools

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 in this job.

