

AGENDA

SPECIAL BOARD MEETING

GADSDEN COUNTY SCHOOL BOARD
MAX D. WALKER ADMINISTRATION BUILDING
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA

May 8, 2012

9:00 A.M.

THIS MEETING IS OPEN TO THE PUBLIC

1. CALL TO ORDER
2. DISCUSSION AND REQUEST TO ADVERTISE THE BOARD'S INTENT TO AMEND SCHOOL BOARD POLICY 2.25 (JOB DESCRIPTIONS)
3. ITEMS BY THE SUPERINTENDENT
4. SCHOOL BOARD REQUESTS AND CONCERNS
5. ADJOURNMENT

Rubenstein

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____

DATE OF SCHOOL BOARD MEETING: May 8, 2012

TITLE OF AGENDA ITEM: Discussion and Request to Advertise the Board's Intent to Amend School Board Policy 2.25 (Job Descriptions).

DIVISION: Administration

_____ This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The purpose of this item is to discuss amending School Board Policy 2.25 (Job Descriptions) and approval to advertise the Board's intent to amend School Board Policy is also requested.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Rose Raynak

POSITION: Director of Federal Programs

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: *R. Raynak*

**THE SCHOOL BOARD OF GADSDEN COUNTY, FLORIDA
NOTICE OF INTENT TO AMEND A POLICY**

DATE OF THIS NOTICE: May 8, 2012

The School Board of Gadsden County, Florida hereby gives notice of its intent to amend Gadsden County School Board Policy Numbered 2.25 (Job Descriptions).

PURPOSE AND EFFECT: The purpose and effect of this policy revision is to update job descriptions.

RULEMAKING AUTHORITY: Subsection 1000.41, and 1000.43, Florida Statutes

LAWS IMPLEMENTED: 1000.40, 1000.42, and 1000.43, 1003.31 Florida Statutes

SUMMARY OF THE ESTIMATED ECONOMIC IMPACT: NONE

FACTS AND CIRCUMSTANCES JUSTIFYING RULE: It is necessary to amend Policy 2.25 (Job Descriptions) in order to update the School Board Job Descriptions.

A PUBLIC HEARING WILL BE HELD DURING THE BOARD MEETING SCHEDULED FOR 6:00 P.M. ON: Tuesday, June 5, 2012.

PLACE: Max D. Walker School Administration Building
35 Martin Luther King, Jr., Blvd.
Quincy, Florida 32351

IF A PERSON DESIRES TO APPEAL ANY DECISION MADE BY THE SCHOOL BOARD WITH RESPECT TO ANY MATTER CONSIDERED AT ANY SUCH HEARING, HE/SHE WILL NEED A RECORD OF THE PROCEEDINGS, AND FOR SUCH PURPOSE HE/SHE MAY NEED TO ENSURE THAT A VERBATIM RECORD OF THE PROCEEDINGS IS MADE, WHICH RECORD INCLUDES THE TESTIMONY AND EVIDENCE UPON WHICH THE APPEAL IS TO BE BASED.

NAME OF THE PERSON ORIGINATING THIS RULE: Rosalyn W. Smith
Assistant Superintendent for Academic Services

NAME OF THE PERSON WHO APPROVED THIS RULE: Reginald C. James
Superintendent of Schools

DATE OF SUCH APPROVAL: May 8, 2012

A COPY OF THE POLICY PROPOSED FOR AMENDMENT MAY BE EXAMINED DURING BUSINESS HOURS AT THE MAX D. WALKER SCHOOL ADMINISTRATION BUILDING, 35 MARTIN LUTHER KING, JR. BLVD., QUINCY, FLORIDA 32351.

Reginald C. James, Superintendent of Schools
For Gadsden County, Florida, and Secretary and
Chief Executive Officer of the School Board of
Gadsden County, Florida.

SCHOOL DISTRICT OF GADSDEN COUNTY

JOB DESCRIPTION

BILINGUAL STAFF ASSISTANT

QUALIFICATIONS:

- (1) High School Diploma or equivalent with post-secondary business / secretarial skills training or equivalent work experience.
- (2) Seven (7) years successful secretarial / clerical experience.
- (3) Type 60 WPM.
- (4) Computer proficiency, specifically e-mail, Microsoft Word, Microsoft Excel, and Microsoft PowerPoint
- (5) Fluent in English and Spanish, both written and verbal.

KNOWLEDGE, SKILLS AND ABILITIES:

Good communication skills. Good interpersonal skills. Broad basic math background. Excellent organizational skills. High tolerance for stress. Confidentiality. Knowledge of software. Ability to interact positively with others.

REPORTS TO:

Director of Education Transformation Operations

JOB GOAL

To provide clerical assistance to the staff of the Education Transformation Office.

SUPERVISES:

N/A

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No. 11

PERFORMANCE RESPONSIBILITIES:

STAFF ASSISTANT (Continued)

Service Delivery

- * (1) Answer telephone, screen calls, schedule appointments, prepare correspondence, type purchase orders, open all mail and respond or forward to appropriate person, order office supplies, and data entry as needed.
- * (2) Oversee the confidential fax machine.
- * (3) Clock in all leave forms and verify complete data.
- * (4) Take notes at meetings conducted by the Director of Education Transformation Operations, transcribe and distribute.
- * (5) Complete purchase orders generated by School Improvement Grant (SIG) schools.
- * (6) Complete monthly payroll and expense vouchers for School Improvement Grant (SIG) schools and Education Transformation Office employees.
- * (7) Compose monthly budget reports for expenditures related to all School Improvement Grant (SIG) schools.
- * (8) Maintain meeting schedules for all Education Transformation Office employees.
- * (9) Complete travel arrangements for all Education Transformation Office employees.
- * (10) Provide translation services, both written and verbal, for all Education Transformation Office communication.

Employee Qualities / Responsibilities

- * (11) Maintain confidentiality of student and personnel information as well as District information.
- * (12) Report to work punctually and regularly.
- * (13) Exhibit positive attitude toward work and others.
- * (14) Maintain sensitivity to internal political changes.

System Support

- * (15) Attend all regular School Board meetings for school improvement actions and other areas as needed.
- * (16) Prepare payroll for the extended day at all School Improvement Grant (SIG) schools.
- * (17) Transmit report letters to Department of Education (DOE) after each Instructional Audit.
- * (18) Maintain the Education Transformation Office's social media sites.
- (19) Perform other duties as assigned.

***Essential Performance Responsibilities**

SCHOOL DISTRICT OF GADSDEN COUNTYJOB DESCRIPTION**DIRECTOR OF SCHOOL TRANSFORMATION OPERATIONS****QUALIFICATIONS:**

- (1) Master's Degree from an accredited educational institution.
- (2) Florida certification in administration / supervision, administration, school principal, professional school principal, or educational leadership.
- (3) Minimum of five (5) years successful work experience, with at least two (2) years as an administrator; or, at least two (2) years of successful experience in personnel management; or, at least two (2) years of successful experience with an emphasis on student achievement and demonstrated success implementing alternative learning models in K-12 educational settings.
- (4) Extensive knowledge and experience with Florida's Differentiated Accountability requirements, strategies, and support structure.
- (5) Robust experience utilizing data to facilitate instructional change in a systemic setting.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of Florida Statutes and State Board of Education rules as they pertain to assigned areas. Ability to communicate effectively orally and in writing with educators and the public. Outstanding organizational skills and high attention to detail. Ability to manage multiple challenging priorities. Proactive problem solver who demonstrates initiative. Commitment and belief that all students can learn and to the mission of educational equity. Strong working knowledge of the national K-12 landscape, specifically with respect to measuring school effectiveness and how to deploy the various models used to achieve academic excellence. Strong critical thinking skills and the ability to select, develop and/or implement useful resources to drive improved educational outcomes. Exceptional interpersonal skills with demonstrated success in navigating complex environments while building and maintaining relationships, particularly in a time of growth and change. Professional maturity with the ability to manage multiple competing priorities, while consistently demonstrating sound judgment and disciplined thinking. Ability to be visionary and strategic.

REPORTS TO:

Deputy Superintendent or Assistant Superintendent for Academic Services

JOB GOAL

To direct implementation of Turnaround Model and Transformation Model for school improvement in targeted, low-performing schools required by state and federal regulations and provide technical expertise and support services that are needed.

SUPERVISES:

Elementary Reading Program Specialist
Secondary Reading Program Specialist
Mathematics Program Specialist
Science Program Specialist
RtI/Data Analyst
Career and Technical Education Coordinator
School Improvement Grant schools
Assigned Support Personnel

PHYSICAL REQUIREMENTS:

DIRECTOR OF SCHOOL TRANSFORMATION OPERATIONS (Continued)

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No. 11**PERFORMANCE RESPONSIBILITIES:****Service Delivery**

- * (1) Direct the authorization, review, and coordination of all District research projects and activities.
- * (2) Prepare studies and reports according to District and School Board priorities.
- * (3) Recommend research policies and procedures.
- * (4) Direct and coordinate the collection, analysis, verification, and interpretation of federal, state, and District required reports for District programs, administrative functions, and student performance.
- * (5) Direct, manage, and coordinate all program, special project, grant and contract evaluation activities.
- * (6) Assist with the development, monitoring, and evaluation of School Improvement Plans.
- * (7) Facilitate the operation of monthly instructional audits to provide regular assistance to schools.
- * (8) Assist with development of job descriptions and evaluation systems.
- * (9) Present reports and disseminate information as required by project / grant / contract specifications, the School Board, or school and District administrators, and as needed to support District programs and school improvement planning.
- * (10) Develop and provide services and support in the Transformation Model and Turnaround Model as required by state and federal regulations for school improvement as the Turnaround Leader prescribed in state guidance.
- * (11) Apply knowledge and understanding of federal No Child Left Behind accountability and Florida accountability requirements to district and school actions.
- * (12) Assist targeted low-performing schools in their program planning, implementation, and audit requirements for the school improvement Turnaround Model or Transformation Model.
- * (13) Demonstrate the ability to plan and implement effective staff development for district staff, school staff, parents, and the community.
- * (14) Plan and direct a system of feedback and assessment through the School Improvement Plan Monitoring Tool to determine school needs and school improvement progress toward increased student achievement.
- * (15) Assist principals in monitoring and evaluating effectiveness of programs as well as identifying and acquiring appropriate program resources to ensure that curricula are student-focused and aligned with schools' missions, core values, academic standards, and strategic goals.
- * (16) Collaborate with hiring of staff when appropriate.
- * (17) Assist principals in planning and training for data-driven instruction.

Interagency Communication and Delivery

- * (18) Act as a liaison with District, federal, state, university, and community resources to support ongoing student information, research, and evaluation activities related to school improvement and accountability.
- * (19) Serve as state and federal contact for School Improvement Grant related activities.

DIRECTOR OF SCHOOL TRANSFORMATION OPERATIONS (Continued)

- *(20) Work with other Teaching and Learning Leaders, Directors, and Staff Development office in the areas of instructional programs and teaching methodology design and implementation.
- *(21) Work cooperatively with other administrators on problems of mutual concern.
- *(22) Model the routine, intentional, and effective use of technology in daily work, including communications, organization, and management tasks.
- *(23) Communicate pending and adopted rules and actions by the Florida State Board of Education to all district- and school-level administrators.
- *(24) Provide weekly updates related to School Improvement Grant schools to the Regional Executive Director of Differentiated Accountability.

Professional Growth and Improvement

- *(25) Keep abreast of current trends and research in areas of responsibility.
- *(26) Participate in workshops, conferences, and meetings to update information and to assist others in keeping current.
- *(27) Attend Florida State Board of Education meetings on a monthly basis.

Systemic Functions

- *(28) Provide assistance to the District and School Board in the development, adoption, implementation and updating of Gadsden County School Board Rules related to school improvement and accountability.
- *(29) Direct and carry out cost center operations, including personnel supervision and appraisal, budgeting, preparing reports and maintaining files.
- *(30) Assist with interpretation of Florida Statutes, Florida State Board of Education rules, Gadsden County School Board rules and other regulations pertinent to school improvement and accountability.
- *(31) Serve on special task forces and advisory groups.
- *(32) Assist in the development of school improvement grant budgets in the Title I funding acquired through legislative action to achieve district priorities through strategic planning and to produce a return on investment to move student achievement as a result of effective and accountable budget planning and expenditures.
- (33) Perform other duties as assigned.

Leadership and Strategic Orientation

- *(34) Provide proactive leadership for departmental functions and activities.
- *(35) Provide instructional leadership to coordinate, collaborate, and assist district efforts in implementation of Differentiated Accountability interventions and the Gadsden County Public Schools Strategic Plan.
- *(36) Serve on the Superintendent's Executive Leadership Team.
- *(37) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- *(38) Identify potential problems and issues and take appropriate action to address them.
- *(39) Facilitate problem-solving by individuals and groups.
- *(40) Develop leadership in subordinates.
- *(41) Support principals to ensure high-quality implementation of each school's educational design, including standards, assessments, instructional guidelines, and school culture.
- *(42) Model high standards of professional conduct.

*Essential Performance Responsibilities

SCHOOL DISTRICT OF GADSDEN COUNTY**JOB DESCRIPTION****ELEMENTARY READING PROGRAM SPECIALIST****QUALIFICATIONS:**

- (1) Bachelor's Degree from an accredited educational institution.
- (2) Florida certification in Elementary Education (K-6), Reading (K-12) or Reading Endorsement (K-12).
- (3) Minimum of five (5) years successful teaching experience, with at least two (2) years of documented success as an instructional coach.
- (4) Extensive knowledge and experience with Florida's Differentiated Accountability requirements, strategies, and support structure.
- (5) Robust experience utilizing data to facilitate instructional change in a systemic setting.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to communicate effectively orally and in writing with educators and the public. Outstanding organizational skills and high attention to detail. Ability to manage multiple challenging priorities. Proactive problem solver who demonstrates initiative. Commitment and belief that all students can learn and to the mission of educational equity. Strong working knowledge of the national K-12 landscape, specifically with respect to measuring school effectiveness and how to deploy the various models used to achieve academic excellence. Strong critical thinking skills and the ability to select, develop and/or implement useful resources to drive improved educational outcomes. Exceptional interpersonal skills with demonstrated success in navigating complex environments while building and maintaining relationships, particularly in a time of growth and change. Professional maturity with the ability to manage multiple competing priorities, while consistently demonstrating sound judgment and disciplined thinking. Ability to be visionary and strategic. Extensive knowledge of the five components of reading and how they contribute to literacy development.

REPORTS TO:

Director of Education Transformation Operations

JOB GOAL

To provide additional support for the administration of the School Improvement Grant, specifically to coordinate external providers; collect and report data required by the site, district, state, and United States Department of Education; assist administrators and instructional coaches with management of resources and human capital provided by the School Improvement Grant; monitor the school's progress toward meeting School Improvement Grant goals; ensure the school site fully implements all required components of the School Improvement Grant application and the Turnaround Model or Transformation Model.

SUPERVISES:

Instructional Coaches at designated School Improvement Grant schools
Assigned Support Personnel

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

ELEMENTARY READING PROGRAM SPECIALIST (Continued)**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No. 11**PERFORMANCE RESPONSIBILITIES:****Service Delivery**

- * (1) Provide site-based training in conducting and participating in professional learning communities.
- * (2) Provide direct support to schools, classrooms, and teachers through personal visitation/observation, demonstration teaching and training in transformational reform best practices.
- * (3) Provide leadership in planning and implementing a variety of extended opportunities for student learning and recognition.
- * (4) Provide reports, as required, to the principal, Turnaround Office, or Differentiated Accountability team.
- * (5) Identify and disseminate information to teachers regarding best transformational practices in classroom instruction, assessment, technology, equity, and staff development.
- * (6) Participate fully in professional development and facilitate the transformation of research-based knowledge into useful tools for integration into the transformation reform process.
- * (7) Assist instructional coaches and teachers in planning, sequencing, and scaffolding of instruction.
- * (8) Facilitate the integration of reading skills/strategies and technology into reading, language arts, social studies, science, mathematics, and elective-level courses.
- * (9) Serve as a member of school literacy leadership teams.
- * (10) Provide community and parent training in embedding literacy instruction in the home.
- * (11) Develop a written plan for each School Improvement Grant school.
- * (12) Develop a professional development program linked to reading for each School Improvement Grant school.
- * (13) Provide continual support to classroom teachers and principals according to each school's written intervention plan.
- * (14) Monitor progress of implementation activities and progress toward instructional activities on a monthly basis.

Employee Qualities/Responsibilities

- * (15) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- * (16) Identify potential problems and issues and take appropriate action to address them.
- * (17) Facilitate problem-solving by individuals and groups.
- * (18) Model the routine, intentional, and effective use of technology in daily work, including communications, organization, and management tasks.
- * (19) Model high standards of professional conduct.

System Support

- * (20) Serve on special task forces and advisory groups.
- * (21) Support instructional initiatives required to support improved academic achievement.
- * (22) Participate in cooperative long-range planning with School Improvement Planning teams.
- * (23) Serve as a liaison between the principal and the Turnaround Office.
- * (24) Facilitate the collaboration between teachers, teams, and parents.

ELEMENTARY READING PROGRAM SPECIALIST (Continued)

- *(25) Promote the overall effectiveness of the organization by performing tasks and sharing responsibilities of other members of the department during peak periods or when there is an overload of duties.

Worksite Service Standards

- *(26) Support principals to ensure high-quality implementation of each school's educational design, including standards, assessments, instructional guidelines, and school culture.

Assessment and Other Services

- *(27) Develop leadership in subordinates.
- *(28) Assist in the administration and interpretation of reading progress monitoring and diagnostics and keep accurate records of the scores.
- *(29) Assist in formal and informal assessments and interpretation of the results.
- *(30) Assist in the review of student reading portfolios.
- *(31) Serve as a liaison to outside agencies in order to articulate the transformational reform model in order to articulate the mission of the district.
- *(32) Establish assessment procedures in collaboration with other Program Specialists, school personnel, and district staff.
- *(33) Perform other duties as assigned.

*Essential Performance Responsibilities

DRAFT

SCHOOL DISTRICT OF GADSDEN COUNTYJOB DESCRIPTION**MATHEMATICS PROGRAM SPECIALIST****QUALIFICATIONS:**

- (1) Bachelor's Degree from an accredited educational institution.
- (2) Florida certification in Elementary Education (K-6), Mathematics (5-9) or Mathematics (6-12).
- (3) Minimum of five (5) years successful teaching experience, with at least two (2) years of documented success as an instructional coach.
- (4) Extensive knowledge and experience with Florida's Differentiated Accountability requirements, strategies, and support structure.
- (5) Robust experience utilizing data to facilitate instructional change in a systemic setting.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to communicate effectively orally and in writing with educators and the public. Outstanding organizational skills and high attention to detail. Ability to manage multiple challenging priorities. Proactive problem solver who demonstrates initiative. Commitment and belief that all students can learn and to the mission of educational equity. Strong working knowledge of the national K-12 landscape, specifically with respect to measuring school effectiveness and how to deploy the various models used to achieve academic excellence. Strong critical thinking skills and the ability to select, develop and/or implement useful resources to drive improved educational outcomes. Exceptional interpersonal skills with demonstrated success in navigating complex environments while building and maintaining relationships, particularly in a time of growth and change. Professional maturity with the ability to manage multiple competing priorities, while consistently demonstrating sound judgment and disciplined thinking. Ability to be visionary and strategic. Extensive knowledge of the five components of reading and how they contribute to literacy development.

REPORTS TO:

Director of Education Transformation Operations

JOB GOAL

To provide additional support for the administration of the School Improvement Grant, specifically to coordinate external providers; collect and report data required by the site, district, state, and United States Department of Education; assist administrators and instructional coaches with management of resources and human capital provided by the School Improvement Grant; monitor the school's progress toward meeting School Improvement Grant goals; ensure the school site fully implements all required components of the School Improvement Grant application and the Turnaround Model or Transformation Model.

SUPERVISES:

Instructional Coaches at designated School Improvement Grant schools
Assigned Support Personnel

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

MATHEMATICS PROGRAM SPECIALIST (Continued)

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No. 11**PERFORMANCE RESPONSIBILITIES:****Service Delivery**

- * (1) Provide site-based training in conducting and participating in professional learning communities.
- * (2) Provide direct support to schools, classrooms, and teachers through personal visitation/observation, demonstration teaching and training in transformational reform best practices.
- * (3) Provide leadership in planning and implementing a variety of extended opportunities for student learning and recognition.
- * (4) Provide reports, as required, to the principal, Turnaround Office, or Differentiated Accountability team.
- * (5) Identify and disseminate information to teachers regarding best transformational practices in classroom instruction, assessment, technology, equity, and staff development.
- * (6) Participate fully in professional development and facilitate the transformation of research-based knowledge into useful tools for integration into the transformation reform process.
- * (7) Assist instructional coaches and teachers in planning, sequencing, and scaffolding of instruction.
- * (8) Facilitate the integration of mathematics skills/strategies and technology into reading, language arts, social studies, science, mathematics, and elective-level courses.
- * (9) Serve as a member of school literacy leadership teams.
- * (10) Provide community and parent training in embedding mathematics instruction in the home.
- * (11) Develop a written plan for each School Improvement Grant school.
- * (12) Develop a professional development program linked to mathematics for each School Improvement Grant school.
- * (13) Provide continual support to classroom teachers and principals according to each school's written intervention plan.
- * (14) Monitor progress of implementation activities and progress toward instructional activities on a monthly basis.

Employee Qualities/Responsibilities

- * (15) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- * (16) Identify potential problems and issues and take appropriate action to address them.
- * (17) Facilitate problem-solving by individuals and groups.
- * (18) Model the routine, intentional, and effective use of technology in daily work, including communications, organization, and management tasks.
- * (19) Model high standards of professional conduct.

System Support

- * (20) Serve on special task forces and advisory groups.
- * (21) Support instructional initiatives required to support improved academic achievement.
- * (22) Participate in cooperative long-range planning with School Improvement Planning teams.
- * (23) Serve as a liaison between the principal and the Turnaround Office.
- * (24) Facilitate the collaboration between teachers, teams, and parents.

MATHEMATICS PROGRAM SPECIALIST (Continued)

- *(25) Promote the overall effectiveness of the organization by performing tasks and sharing responsibilities of other members of the department during peak periods or when there is an overload of duties.

Worksite Service Standards

- *(26) Support principals to ensure high-quality implementation of each school's educational design, including standards, assessments, instructional guidelines, and school culture.

Assessment and Other Services

- *(27) Develop leadership in subordinates.
- *(28) Assist in the administration and interpretation of mathematics progress monitoring and diagnostics and keep accurate records of the scores.
- *(29) Assist in formal and informal assessments and interpretation of the results.
- *(30) Assist in the review of student mathematics portfolios.
- *(31) Serve as a liaison to outside agencies in order to articulate the transformational reform model in order to articulate the mission of the district.
- *(32) Establish assessment procedures in collaboration with other Program Specialists, school personnel, and district staff.
- *(33) Perform other duties as assigned.

*Essential Performance Responsibilities

DRAFT

SCHOOL DISTRICT OF GADSDEN COUNTY**JOB DESCRIPTION****RESPONSE TO INTERVENTION/DATA ANALYST****QUALIFICATIONS:**

- (1) Bachelor's Degree from an accredited educational institution.
- (2) Florida certification in any subject area.
- (3) Minimum of five (5) years successful teaching experience, with at least two (2) years of documented success as an instructional coach, or two (2) years successful experience as a Guidance Counselor, or two (2) years successful experience working with at-risk youth or dropout prevention operations.
- (4) Extensive knowledge and experience with Florida's Differentiated Accountability requirements, strategies, and support structure.
- (5) Robust experience utilizing data to facilitate instructional change in a systemic setting.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to communicate effectively orally and in writing with educators and the public. Outstanding organizational skills and high attention to detail. Ability to manage multiple challenging priorities. Proactive problem solver who demonstrates initiative. Commitment and belief that all students can learn and to the mission of educational equity. Strong working knowledge of the national K-12 landscape, specifically with respect to measuring school effectiveness and how to deploy the various models used to achieve academic excellence. Strong critical thinking skills and the ability to select, develop and/or implement useful resources to drive improved educational outcomes. Exceptional interpersonal skills with demonstrated success in navigating complex environments while building and maintaining relationships, particularly in a time of growth and change. Professional maturity with the ability to manage multiple competing priorities, while consistently demonstrating sound judgment and disciplined thinking. Ability to be visionary and strategic. Extensive knowledge of the five components of reading and how they contribute to literacy development.

REPORTS TO:

Director of Education Transformation Operations

JOB GOAL

To provide additional support for the administration of the School Improvement Grant, specifically to coordinate external providers; collect and report data required by the site, district, state, and United States Department of Education; assist administrators and instructional coaches with management of resources and human capital provided by the School Improvement Grant; monitor the school's progress toward meeting School Improvement Grant goals; ensure the school site fully implements all required components of the School Improvement Grant application and the Turnaround Model or Transformation Model.

SUPERVISES:

Instructional Coaches and Guidance Counselors at designated School Improvement Grant schools
Assigned Support Personnel

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

RESPONSE TO INTERVENTION/DATA ANALYST (Continued)**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No. 11**PERFORMANCE RESPONSIBILITIES:****Service Delivery**

- * (1) Use data from environmental and instructional quality assessments to identify areas of strength and opportunity.
- * (2) Provide direct support to schools, classrooms, and teachers through personal visitation/observation, demonstration teaching and training in transformational reform best practices.
- * (3) Provide leadership in planning and implementing a variety of extended opportunities for student learning and recognition.
- * (4) Provide reports, as required, to the principal, Turnaround Office, or Differentiated Accountability team.
- * (5) Identify and disseminate information to teachers regarding best transformational practices in classroom instruction, assessment, technology, equity, and staff development.
- * (6) Participate fully in professional development and facilitate the transformation of research-based knowledge into useful tools for integration into the transformation reform process.
- * (7) Assist instructional coaches and teachers in planning, sequencing, and scaffolding of instruction.
- * (8) Work with instructional coaches and teachers to establish and support positive classroom climates using a Positive Behavior Support (PBS) model.
- * (9) Utilize the coaching model to provide instructional coaches and teachers an interactive, integrated, hands-on, inquiry-based instructional model at the school site.
- * (10) Provide community and parent training in embedding character education in the home.
- * (11) Develop a written plan for each School Improvement Grant school.
- * (12) Develop a professional development program linked to data use and Response to Intervention (RtI) for each School Improvement Grant school.
- * (13) Provide continual support to classroom teachers and principals according to each school's written intervention plan.
- * (14) Monitor progress of implementation activities and progress toward instructional activities on a monthly basis.
- * (15) Use data to help teachers plan whole group and small group instruction.

Employee Qualities/Responsibilities

- * (16) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- * (17) Identify potential problems and issues and take appropriate action to address them.
- * (18) Facilitate problem-solving by individuals and groups.
- * (19) Model the routine, intentional, and effective use of technology in daily work, including communications, organization, and management tasks.
- * (20) Model high standards of professional conduct.

System Support

- * (21) Serve on special task forces and advisory groups.
- * (22) Support instructional initiatives required to support improved academic achievement.

RESPONSE TO INTERVENTION/DATA ANALYST (Continued)

- *(23) Participate in cooperative long-range planning with School Improvement Planning teams.
- *(24) Serve as a liaison between the principal and the Turnaround Office.
- *(25) Facilitate the collaboration between teachers, teams, and parents.
- *(26) Promote the overall effectiveness of the organization by performing tasks and sharing responsibilities of other members of the department during peak periods or when there is an overload of duties.

Worksite Service Standards

- *(27) Support principals to ensure high-quality implementation of each school's educational design, including standards, assessments, instructional guidelines, and school culture.

Assessment and Other Services

- *(28) Develop leadership in subordinates.
- *(29) Assist in the administration and interpretation of science progress monitoring and diagnostics and keep accurate records of the scores.
- *(30) Assist in formal and informal assessments and interpretation of the results.
- *(31) Assist in the review of student science portfolios.
- *(32) Serve as a liaison to outside agencies in order to articulate the transformational reform model in order to articulate the mission of the district.
- *(33) Establish assessment procedures in collaboration with other Program Specialists, school personnel, and district staff.
- *(34) Perform other duties as assigned.

*Essential Performance Responsibilities

DRAFT

SCHOOL DISTRICT OF GADSDEN COUNTYJOB DESCRIPTION**SCIENCE PROGRAM SPECIALIST****QUALIFICATIONS:**

- (1) Bachelor's Degree from an accredited educational institution.
- (2) Florida certification Elementary Education (K-6), in General Science (5-9), Earth/Space Science (6-12), Chemistry (6-12), Biology (6-12), or Physics (6-12)
- (3) Minimum of five (5) years successful teaching experience, with at least two (2) years of documented success as an instructional coach.
- (4) Extensive knowledge and experience with Florida's Differentiated Accountability requirements, strategies, and support structure.
- (5) Robust experience utilizing data to facilitate instructional change in a systemic setting.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to communicate effectively orally and in writing with educators and the public. Outstanding organizational skills and high attention to detail. Ability to manage multiple challenging priorities. Proactive problem solver who demonstrates initiative. Commitment and belief that all students can learn and to the mission of educational equity. Strong working knowledge of the national K-12 landscape, specifically with respect to measuring school effectiveness and how to deploy the various models used to achieve academic excellence. Strong critical thinking skills and the ability to select, develop and/or implement useful resources to drive improved educational outcomes. Exceptional interpersonal skills with demonstrated success in navigating complex environments while building and maintaining relationships, particularly in a time of growth and change. Professional maturity with the ability to manage multiple competing priorities, while consistently demonstrating sound judgment and disciplined thinking. Ability to be visionary and strategic. Extensive knowledge of the five components of reading and how they contribute to literacy development.

REPORTS TO:

Director of Education Transformation Operations

JOB GOAL

To provide additional support for the administration of the School Improvement Grant, specifically to coordinate external providers; collect and report data required by the site, district, state, and United States Department of Education; assist administrators and instructional coaches with management of resources and human capital provided by the School Improvement Grant; monitor the school's progress toward meeting School Improvement Grant goals; ensure the school site fully implements all required components of the School Improvement Grant application and the Turnaround Model or Transformation Model.

SUPERVISES:

Instructional Coaches at designated School Improvement Grant schools
Assigned Support Personnel

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

SCIENCE PROGRAM SPECIALIST (Continued)**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No. 11**PERFORMANCE RESPONSIBILITIES:****Service Delivery**

- * (1) Provide site-based training in conducting and participating in professional learning communities.
- * (2) Provide direct support to schools, classrooms, and teachers through personal visitation/observation, demonstration teaching and training in transformational reform best practices.
- * (3) Provide leadership in planning and implementing a variety of extended opportunities for student learning and recognition.
- * (4) Provide reports, as required, to the principal, Turnaround Office, or Differentiated Accountability team.
- * (5) Identify and disseminate information to teachers regarding best transformational practices in classroom instruction, assessment, technology, equity, and staff development.
- * (6) Participate fully in professional development and facilitate the transformation of research-based knowledge into useful tools for integration into the transformation reform process.
- * (7) Assist instructional coaches and teachers in planning, sequencing, and scaffolding of instruction.
- * (8) Facilitate the integration of science skills/strategies and technology into reading, language arts, social studies, science, mathematics, and elective-level courses.
- * (9) Utilize the coaching model to provide instructional coaches and teachers an interactive, integrated, hands-on, inquiry-based instructional model at the school site.
- * (10) Provide community and parent training in embedding science instruction in the home.
- * (11) Develop a written plan for each School Improvement Grant school.
- * (12) Develop a professional development program linked to science for each School Improvement Grant school.
- * (13) Provide continual support to classroom teachers and principals according to each school's written intervention plan.
- * (14) Monitor progress of implementation activities and progress toward instructional activities on a monthly basis.

Employee Qualities/Responsibilities

- * (15) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- * (16) Identify potential problems and issues and take appropriate action to address them.
- * (17) Facilitate problem-solving by individuals and groups.
- * (18) Model the routine, intentional, and effective use of technology in daily work, including communications, organization, and management tasks.
- * (19) Model high standards of professional conduct.

System Support

- * (20) Serve on special task forces and advisory groups.
- * (21) Support instructional initiatives required to support improved academic achievement.
- * (22) Participate in cooperative long-range planning with School Improvement Planning teams.
- * (23) Serve as a liaison between the principal and the Turnaround Office.
- * (24) Facilitate the collaboration between teachers, teams, and parents.

SCIENCE PROGRAM SPECIALIST (Continued)

- *(25) Promote the overall effectiveness of the organization by performing tasks and sharing responsibilities of other members of the department during peak periods or when there is an overload of duties.

Worksite Service Standards

- *(26) Support principals to ensure high-quality implementation of each school's educational design, including standards, assessments, instructional guidelines, and school culture.

Assessment and Other Services

- *(27) Develop leadership in subordinates.
- *(28) Assist in the administration and interpretation of science progress monitoring and diagnostics and keep accurate records of the scores.
- *(29) Assist in formal and informal assessments and interpretation of the results.
- *(30) Assist in the review of student science portfolios.
- *(31) Serve as a liaison to outside agencies in order to articulate the transformational reform model in order to articulate the mission of the district.
- *(32) Establish assessment procedures in collaboration with other Program Specialists, school personnel, and district staff.
- *(33) Perform other duties as assigned.

*Essential Performance Responsibilities

DRAFT

SCHOOL DISTRICT OF GADSDEN COUNTYJOB DESCRIPTION**SECONDARY READING PROGRAM SPECIALIST****QUALIFICATIONS:**

- (1) Bachelor's Degree from an accredited educational institution.
- (2) Florida certification in Reading (K-12) or Reading Endorsement (K-12).
- (3) Minimum of five (5) years successful teaching experience, with at least two (2) years of documented success as an instructional coach.
- (4) Extensive knowledge and experience with Florida's Differentiated Accountability requirements, strategies, and support structure.
- (5) Robust experience utilizing data to facilitate instructional change in a systemic setting.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to communicate effectively orally and in writing with educators and the public. Outstanding organizational skills and high attention to detail. Ability to manage multiple challenging priorities. Proactive problem solver who demonstrates initiative. Commitment and belief that all students can learn and to the mission of educational equity. Strong working knowledge of the national K-12 landscape, specifically with respect to measuring school effectiveness and how to deploy the various models used to achieve academic excellence. Strong critical thinking skills and the ability to select, develop and/or implement useful resources to drive improved educational outcomes. Exceptional interpersonal skills with demonstrated success in navigating complex environments while building and maintaining relationships, particularly in a time of growth and change. Professional maturity with the ability to manage multiple competing priorities, while consistently demonstrating sound judgment and disciplined thinking. Ability to be visionary and strategic. Extensive knowledge of the five components of reading and how they contribute to literacy development.

REPORTS TO:

Director of Education Transformation Operations

JOB GOAL

To provide additional support for the administration of the School Improvement Grant, specifically to coordinate external providers; collect and report data required by the site, district, state, and United States Department of Education; assist administrators and instructional coaches with management of resources and human capital provided by the School Improvement Grant; monitor the school's progress toward meeting School Improvement Grant goals; ensure the school site fully implements all required components of the School Improvement Grant application and the Turnaround Model or Transformation Model.

SUPERVISES:

Instructional Coaches at designated School Improvement Grant schools
Assigned Support Personnel

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

SECONDARY READING PROGRAM SPECIALIST (Continued)

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Job Description Supplement No. 11**PERFORMANCE RESPONSIBILITIES:****Service Delivery**

- * (1) Provide site-based training in conducting and participating in professional learning communities.
- * (2) Provide direct support to schools, classrooms, and teachers through personal visitation/observation, demonstration teaching and training in transformational reform best practices.
- * (3) Provide leadership in planning and implementing a variety of extended opportunities for student learning and recognition.
- * (4) Provide reports, as required, to the principal, Turnaround Office, or Differentiated Accountability team.
- * (5) Identify and disseminate information to teachers regarding best transformational practices in classroom instruction, assessment, technology, equity, and staff development.
- * (6) Participate fully in professional development and facilitate the transformation of research-based knowledge into useful tools for integration into the transformation reform process.
- * (7) Assist instructional coaches and teachers in planning, sequencing, and scaffolding of instruction.
- * (8) Facilitate the integration of reading skills/strategies and technology into reading, language arts, social studies, science, mathematics, and elective-level courses.
- * (9) Serve as a member of school literacy leadership teams.
- * (10) Provide community and parent training in embedding literacy instruction in the home.
- * (11) Develop a written plan for each School Improvement Grant school.
- * (12) Develop a professional development program linked to reading for each School Improvement Grant school, including implementation of Next Generation Content Area Reading-Professional Development (NGCAR-PD) across all subject areas.
- * (13) Provide continual support to classroom teachers and principals according to each school's written intervention plan.
- * (14) Monitor progress of implementation activities and progress toward instructional activities on a monthly basis.

Employee Qualities/Responsibilities

- * (15) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- * (16) Identify potential problems and issues and take appropriate action to address them.
- * (17) Facilitate problem-solving by individuals and groups.
- * (18) Model the routine, intentional, and effective use of technology in daily work, including communications, organization, and management tasks.
- * (19) Model high standards of professional conduct.

System Support

- * (20) Serve on special task forces and advisory groups.
- * (21) Support instructional initiatives required to support improved academic achievement.
- * (22) Participate in cooperative long-range planning with School Improvement Planning teams.
- * (23) Serve as a liaison between the principal and the Turnaround Office.
- * (24) Facilitate the collaboration between teachers, teams, and parents.

SECONDARY READING PROGRAM SPECIALIST (Continued)

- *(25) Promote the overall effectiveness of the organization by performing tasks and sharing responsibilities of other members of the department during peak periods or when there is an overload of duties.

Worksite Service Standards

- *(26) Support principals to ensure high-quality implementation of each school's educational design, including standards, assessments, instructional guidelines, and school culture.

Assessment and Other Services

- *(27) Develop leadership in subordinates.
- *(28) Assist in the administration and interpretation of reading progress monitoring and diagnostics and keep accurate records of the scores.
- *(29) Assist in formal and informal assessments and interpretation of the results.
- *(30) Assist in the review of student reading portfolios.
- *(31) Serve as a liaison to outside agencies in order to articulate the transformational reform model in order to articulate the mission of the district.
- *(32) Establish assessment procedures in collaboration with other Program Specialists, school personnel, and district staff.
- *(33) Perform other duties as assigned.

*Essential Performance Responsibilities

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