

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



JOB DESCRIPTION

POSITION TITLE:	Director, School Performance & Accountability
CONTRACT YEAR:	Twelve Months
SALARY BAND:	D
BARGAINING UNIT:	ESMAB

MINIMUM QUALIFICATIONS

EDUCATION:	An earned master's degree from an accredited institution. Doctorate preferred.
EXPERIENCE:	A combined total of nine (9) years within the last fourteen (14) years of school-based/area/district administrative/teaching and/or supervisory work experience, which includes three (3) years of required experience as a principal.

ADDITIONAL REQUIREMENTS

REQUIRED:	Eligible for or hold Florida certification in administration and supervision, educational leadership, school principal or professional school principal. Excellent analytical, interpersonal, and evaluation skills. Computer skills as required for the position.
PREFERRED:	Degree majors in education, educational leadership, public administration, or related field. Bilingual skills preferred.
REPORTS TO:	Chief School Performance and Accountability Officer
SUPERVISES:	<u>School Principals and Staff</u> as assigned
POSITION GOAL:	To support the Chief School Performance & Accountability Officer in improving the quality of education <u>and principal leadership within schools</u> ; to work independently to assist the Chief School Performance and Accountability Officer in meeting the district goals and

objectives; to perform work of broad scope and complexity involving responsibility for independently planning and accomplishing the work; to provide leadership for the district operations to maximize the delivery of education to the students through the principals; to assist the Board and Superintendent in ensuring all students reach their highest potential.

ESSENTIAL PERFORMANCE RESPONSIBILITIES

The Director, School Performance & Accountability shall carry out the essential Performance responsibilities listed below.

1. Develop strategies and provide leadership for administering effective schools through supporting principals' growth as instructional leaders; provide coaching and monitoring for the high quality implementation of ~~implementing~~ relevant and rigorous instruction, with strong emphasis on acquisition of 21st century skills and hands-on learning, including alternatives for student scheduling, staffing, and appropriate placement of students; ~~for monitoring~~ pupil progression plans and/or individualizing instruction.
2. Provide leadership for a collaborative team to ensure that curriculum and instructional initiatives are student focused, researched-based, and aligned with statutes, policies, standards, the District's strategic plan, school goals and improvement plans.
3. Provide reports and analyses to the Chief School Performance and Accountability Officer, regarding the status of assigned schools' performance progress in the areas of teaching and learning, including, but not limited to, recommendations to strengthen instructional programs.
4. Conduct school visits and maintain a close working relationship with the school-based administrators to provide technical assistance to the school-based administrators in instructional leadership, supervision, evaluation and other management and leadership practices.
5. Engage in effective adult learning practices while leading principal communities of practice through collaboration ~~collaborate~~ with the appropriate district divisions in planning, designing and implementing ongoing professional learning and high quality structured coaching and mentoring for principals and assistant principals.
6. Provide regular monitoring of school administrators and school performance using student achievement data, employee performance data and a variety of techniques and sources.
7. Participate in and monitor the membership of school improvement teams, as well as the implementation of School Improvement Plans, ~~and coordinate the organization and functioning of area curriculum councils.~~
8. Ensure Pre-K-Adult alignment of curriculum and initiatives within the innovation zones.
9. Serve on various District committees and task forces, as assigned by the Chief School Performance and Accountability Officer, to support programs, analyze data, improve collaboration and communication within and between

- schools and parent organizations, and district divisions.
10. Provide leadership to assist school-based administrators in strengthening relationships with school and district parent advisory groups, including but not limited to, the School Advisory Council (SAC), the School Advisory Forum (SAF), the District Advisory Council (DAC) and the Parent/Teacher Association (PTA).
 11. Collaborate with the appropriate staff to facilitate operational and budgetary procedures to maximize the delivery of education.
 12. Collaborate with various District Divisions, Departments, and Level Chair Principals in planning and ~~conducting~~ communicating ~~principal meetings to continually~~ updates to school-based administrators on all educational policy decisions.
 13. Represent the Chief School Performance and Accountability Officer, as designated in matters such as grades, personnel, grievances, and the selection and placement of school-based administrators.
 14. Provide all aspects of leadership, as designated and assigned, in the absence of the Chief School Performance and Accountability Officer.
 15. Supervise, develop and evaluate school principals using a performance assessment that includes frequent communication and feedback.
 16. Engage in structured professional development programs and professional learning communities with colleagues in the principal development supervision process that allows for individual and collective on going reflection and growth to improve their practices related to roles and responsibilities.
 17. Perform and promote all activities in compliance with equal employment and non-discrimination policies of The School Board of Broward County, Florida.
 18. Review current developments, literature and technical sources of information related to job responsibility.
 19. Ensure adherence to good safety procedures.
 20. Follow Federal and State laws, as well as School Board policies.
 21. Perform other duties as assigned by the Chief School Performance and Accountability Officer or designee.

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Works with the Chief School Performance and Accountability Officer, District leadership at all levels, parent/school/community groups to support, develop, and supervise school leaders to improve student achievement, deliver quality instruction, create a positive and safe school environment and effective communication.

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 School Board.

FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 4/5/94 &

Adopted: 4/26/94

Board Adopted: 6/1/04

Board Approved: 4/17/12

Board Adopted 5/30/12

Point Factor Listing
 Director, School Performance and Accountability
 Point Range: 1045 - 1214

Position Factors

1. Knowledge: Combined required **minimum education/experience for competent performance**

<u>Education</u>	<u>Experience Range - Years</u>		
	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>
A. High School	1	2	3
B. A.A/Vocational training	1	2	3
C. B.S/B.A.	1	2	3
D. M.S/ M.A.	1	2	3
E. MS+ (Sr. Mgmt.)	1	2	3

2. Human Relations Skills: All interpersonal skills required to produce the desired end result

<u>Required skill level</u>	<u>*Organization Contact Level</u>			
A. Moderately important; courtesy/ tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/ motivate	1	2	3	4

***Definitions**

1 - Immediate workgroup	2 - Outside of immediate workgroup
3 - Assistant/ Associate/Deputy Superintendents external	4 - Superintendent, School Board; critical parties

3. Problem Solving: Thinking environment to perform job duties

- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives**
- E. Establish policies based on goals/ strategies

Point Factor Listing

Director, School Performance and Accountability

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Position Factors

4. Decision Making Freedom: Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas**
- E. Regular independent action; follows broad policies

5. Position Impact: Degree of job impact on the District

- A. Minor to total organization; moderate to work unit
- B. Advisory to work unit; used by others to take action
- C. Substantial support, advice, and counsel to work unit
- D. Substantial direct impact on unit's results**
- E. Authoritative to unit/substantial to District

Position Analysis Criteria

1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
D3	C3	D	D	D