



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Executive Director, Early Learning & Language Acquisition ~~Director, Early Learning/School Readiness~~
JOB CODE: E-145
CLASSIFICATION: Exempt
SALARY BAND: ~~D~~ E
BARGAINING UNIT: ESMAB
REPORTS TO: Chief Academic Officer
CONTRACT YEAR: Twelve Months

POSITION GOAL:

The Executive Director, Early Learning & Language Acquisition ~~Director, Early Learning/School Readiness~~ provides strategic leadership and supports in the development and implementation of the District's strategic plan for Early Childhood and Literacy programming. The position is accountable for coordinating and monitoring internal and community programs focused on the social, emotional, cognitive, physical and academic development of young children and all children's development towards proficiency in literacy acquisition.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Executive Director, Early Learning & Language Acquisition ~~Director, Early Learning/School Readiness~~ shall carry out the performance responsibilities listed below.

- ~~Supervise all employees responsible for designing, developing and delivering early childhood education and literacy development programs. Supervise staff as assigned in the performance of job duties.~~
- Provide ~~provide~~ strategic leadership and support for the development and implementation of the District's strategic plans for Early Childhood and Literacy programming. ~~early childhood programming.~~
- Oversee the supervision of supervisor all internal early childhood education programs (including fee-based, school readiness, voluntary prekindergarten, career and technical child development labs, high school child development labs, and adult high school child development classrooms) to ensure compliance with all early childhood educational programs regulatory and licensing requirement through quality standards, services and support.
- Maintain ~~maintain~~ and advance high quality programs in Early Childhood and Literacy. ~~early childhood programs and high performing classrooms for young children.~~
- Coordinate efforts with private providers in the community in support of high quality early childhood education.
- Promote ~~promote~~ the vision of the early learning program, District's Strategic Plan in support of Early Childhood Development and Literacy. Include inclusive of parent/community input, and present the strategic plan ~~it to the parents and the community.~~
- Conduct ~~conduct~~ outreach and build partnerships with local, state, and federal agencies, churches, non-profits, the business community, NGOs and other organizations engaged in Early Childhood and Literacy ~~early childhood intervention services, particularly those targeting underserved and disadvantaged communities.~~
- Oversee the implementation and monitoring of literacy development programming, including curriculum, interventions, and enrichment.
- Lead District and community efforts to meet the needs of students struggling with literacy acquisition, including students with dyslexia.
- Coordinate literacy celebration events and initiatives within Broward County Public Schools (BCPS) and the community.
- Develop ~~develop~~, review and evaluate new and current programs, to determine their effectiveness and recommend any necessary modifications.
- ~~develop and facilitate the implementation of appropriate curriculum programs aligned to the five core domains of the Early Learning and Developmental Framework and the Common Core State Standards.~~
- Engage ~~engage~~ in ongoing research and development, in support of early learning and literacy acquisition. ~~to keep abreast of trends.~~
- Advise the Chief Academic Officer regarding issues pertaining to the Early Childhood Development and Literacy programs through submission of regular reports and updates.

- Keep District and school-based leadership informed of all education policy decisions and current legislative changes related to Early Childhood Development and Literacy.
- Define curriculum needs of the schools and make recommendations to the Chief Academic Officer; integrate instructional programs in the schools and provide articulate curriculum between grade levels and between the schools levels.
- Provide technical assistance to school principals in program implementation, supervision, evaluations and other management practices.
- Supervise the development, implementation, and provision of professional development for school-based staff and community providers, to support high-quality teaching and learning in classrooms throughout the District. (internally and externally).
- Coordinate efforts with community providers to share student performance data, in order to support external program growth and continuous improvement for a birth to 12th grade system.
- Oversee ~~oversee~~ all program operations, including external communication and proposals for funding opportunities.
- Recruit ~~recruit~~ and retain qualified child development staff and provide a training plan to support current and future goals.
- Communicate ~~communicate~~ policies and operating procedures.
- Coordinate ~~coordinate~~ and support audits and monitoring reviews.
- ~~develop and administer budgets and present regular financial and staff reports.~~ Collaborate in the development and monitoring of the department's budget, expenditures, and inventories in support of short and long-range goals as related to the position responsibilities.
- Maintain ~~maintain~~ an environment that is tolerant and respectful of child and family cultures, values, and differences.
- Establish ~~establish~~ and maintain positive working relationships with families, community agencies, media, and the public.
- Create ~~create~~ and maintain unique division ~~department~~ culture through involvement and understanding of client expectations.
- Represent ~~represent~~ the District at community activities.
- ~~advise the Chief Academic Officer regarding issues pertaining to the early childhood development programs through submission of regular reports and updates.~~
- ~~keep the district and school management continually informed of all education policy decisions and current legislative changes related to early childhood.~~
- ~~clearly define curriculum needs of the schools and make recommendations to the Chief Academic Officer; integrate instructional programs in the schools and provide articulate curriculum between grade levels and between the schools levels.~~
- ~~provide technical assistance to school principals in program implementation, supervision, evaluations and other management practices.~~
- ~~supervise the development, implementation, and provision of professional development for school based staff and community providers, in coordination with the Division of Talent Development, to support high quality teaching and learning in classrooms throughout the district (internally and externally).~~
- ~~coordinate efforts with community providers to share student performance data in order to support external program growth and improvement and better prepare students for the K-12 system.~~
- Coordinate ~~coordinate~~ evaluation procedures of schools in concert with the ~~state~~ State Department of Program Evaluation.
- Initiate ~~initiate~~ and monitor all necessary reports in the area of responsibility.
- Monitor ~~monitor~~ student progress and make recommendations where improvement is needed.
- Service ~~service~~ as liaison with local, state, and national organizations and agencies.
- Ensure ~~ensure~~ continued professional growth through attendance at conferences and workshops.
- Perform ~~perform~~ and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- Participate in the training programs offered to enhance the individual skills and proficiency related to the job responsibility.
- Review ~~review~~ current developments, literature and technical sources of information related to job responsibility ~~responsibilities~~.
- Ensure ~~ensure~~ adherence to ~~good~~ safety rules and procedures.
- Follow ~~follow~~ Federal and State ~~federal and state~~ laws, as well as School Board policies.
- Perform ~~perform~~ other duties as assigned by Chief Academic Officer ~~the immediate supervisor~~ or designee.

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned ~~master's~~ bachelor's degree from an accredited institution.
- Five (5) years of successful teaching experience in a related discipline.
- ~~A combined total of ten (10)~~ A minimum of eight (8) years, within the last ~~fifteen (15)~~ ten (10) years, of progressively more responsible experience in school-based and/or ~~district~~ District office administrative leadership role.
- Florida Professional Educator Certification in Educational Leadership or discipline that is consistent with assigned specialty.
- Demonstrated knowledge of early childhood development and behavior management strategies.
- ~~Proven~~ Prior experience with program planning, staff supervision and budgets.
- ~~Excellent~~ Effective oral verbal and written communication skills.
- Effective interpersonal skills.
- Computer skills as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- An earned doctorate ~~master's~~ degree from an accredited institution in early childhood education, child development, elementary education or early childhood special education. ~~Doctorate preferred.~~
- ~~A combined total of Ten (10)~~ eight (8) years, within the last ~~fifteen (15)~~ twelve (12) years, of progressively more responsible experience in school-based and/or ~~district~~ District office administrative leadership role.
- ~~Eligible or hold Florida certification in administration and supervision; educational leadership; or school principal.~~
- ~~Exposure to~~ Knowledgeable of the National Association for the Education of Young Children (NAEYC) accreditation process, as well as and knowledge of federal, state and local laws.
- Bilingual skills

SUPERVISES:

~~All employees responsible for designing, developing and delivering childhood education curricula (Birth – Third Grade)~~

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

Work closely with senior leaders, department staff, local agencies, regulators, providers, parents and the community, with the goal to ensure high-quality, comprehensive literacy, language and early childhood education and supports that address the educational and developmental needs of all children.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 5/21/13

Board Adopted: 6/25/13

2014-2015 Organizational Chart

Title & Reporting Change: 6/24/14

Position Factor Listing

Executive Director, Early Learning & Language Acquisition ~~Director, Early Learning/School Readiness~~

Point Range: 1215 – 1339

Position Factors

<p>1. Knowledge: Combined required minimum education/experience for competent performance</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="text-align: left;"><u>Education</u></th> <th colspan="3" style="text-align: center;"><u>Experience Range - Years</u></th> <th rowspan="2" style="text-align: center;"><u>8+</u></th> </tr> <tr> <th style="text-align: center;"><u>Up to 3</u></th> <th style="text-align: center;"><u>4-7</u></th> <th style="text-align: center;"><u>8+</u></th> </tr> </thead> <tbody> <tr> <td>A. High School</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td>B. A.A/Vocational training</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td>C. B.S/B.A.</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td>D. M.S/ M.A.</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td>E. MS+ (Sr. Mgmt.)</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> </tbody> </table>					<u>Education</u>	<u>Experience Range - Years</u>			<u>8+</u>	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>	A. High School	1	2	3	3	B. A.A/Vocational training	1	2	3	3	C. B.S/B.A.	1	2	3	3	D. M.S/ M.A.	1	2	3	3	E. MS+ (Sr. Mgmt.)	1	2	3	3
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<p>2. Human Relations Skills: All interpersonal skills required to produce the desired end result</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Required skill level</u></th> <th colspan="4" style="text-align: center;"><u>*Organization Contact Level</u></th> </tr> </thead> <tbody> <tr> <td>A. Moderately important; courtesy/tact</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td>B. Important; communicate ideas/lead team</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td>C. Very important; influencing others; supervise/manage</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td>D. Critical to end result; convincing others; lead/motivate</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </tbody> </table> <p>*Definitions</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1 – Immediate workgroup</td> <td style="width: 50%;">2 – Outside of immediate workgroup</td> </tr> <tr> <td>3 – Assistant/Associate/Deputy Superintendents</td> <td>4 – Superintendent, School Board; critical external parties</td> </tr> </table>					<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	1 – Immediate workgroup	2 – Outside of immediate workgroup	3 – Assistant/Associate/Deputy Superintendents	4 – Superintendent, School Board; critical external parties				
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<p>3. Problem Solving: Thinking environment to perform job duties</p> <p>A. Follow established routine and well-defined patterns</p> <p>B. Some analysis; known solutions</p> <p>C. Apply established principles; determine method</p> <p>D. Follows broad policies; known objectives</p> <p>E. Establish policies based on goals/strategies</p>																																					
<p>4. Decision Making Freedom: Freedom to take action</p> <p>A. Follows instructions; refer decisions to a higher authority</p> <p>B. Occasional independent action; interpret practices/procedures</p> <p>C. Independence within specialty area; report progress</p> <p>D. Frequent independent action; may impact other areas</p> <p>E. Regular independent action; follows broad policies</p>																																					
<p>5. Position Impact: Degree of job impact on the District</p> <p>A. Minor to total organization; moderate to work unit</p> <p>B. Advisory to work unit; used by others to take action</p> <p>C. Substantial support, advice, and counsel to work unit</p> <p>D. Substantial direct impact on unit's results</p> <p>E. Authoritative to unit/substantial to District</p>																																					

Position Analysis Criteria

1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
D3	D4	D	D	E



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Director, Head Start/Early Intervention
JOB CODE: E-063
CLASSIFICATION: Exempt
SALARY BAND: D
BARGAINING UNIT: ESMAB
REPORTS TO: Executive Director, Early Learning & Language Acquisition ~~Chief Academic Officer~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To provide strategic leadership in the development, implementation, and maintenance of the District's Strategic Plan for the Head Start Program. The Director, Head Start/Early Intervention is accountable for providing high-quality early childhood education, health, nutrition and social services for children and families.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Head Start/Early Intervention shall carry out the performance responsibilities listed below.

- ~~Supervise staff as assigned to the Department of Head Start/Early Interventions in the performance of job duties.~~
- Direct ~~direct~~ the planning, implementation and maintenance of all program activities and services related to the Head Start Program in adherence to all federal statutes, regulations, transmittal notices and memoranda.
- Provide ~~provide~~ leadership and support the development and implementation of the District's strategic plans for early childhood education.
- Oversee ~~oversee~~ the development and delivery of written and oral reports on program activities, including requirements for the Department of Health and Human Services, Administration for Children and Families.
- Develop ~~develop~~ and evaluate the program plan and procedures, delegating tasks to appropriate staff and ensuring efficient program operations.
- Monitor ~~monitor~~ program compliance, business practice standards, and quality care and education services.
- Conduct ~~conduct~~ outreach and build partnerships with local, state, and federal agencies, non-profits, the business community and other organizations engaged in early childhood intervention services, particularly those targeting underserved and disadvantaged communities.
- Develop ~~develop~~ and design an ongoing monitoring system to ensure quality control, including program contracts, fiscal accountability and cost effectiveness.
- Participate ~~participate~~ on boards, committees and conferences to identify and link community resources for collaboration efforts.
- Monitor ~~monitor~~ student progress and make recommendations where improvement is needed.
- Participate ~~participate~~ in the development and implementation of staff/parent career development training opportunities in coordination with the Department of Professional Development Standards & Support ~~Office of Talent Development~~.
- Provide ~~provide~~ technical assistance to school principals in program implementation, supervision, evaluations and other management practices.
- Support ~~support~~ the development and identification of relevant research in cooperation with the Department of Professional Development Standards & Support ~~Department of Research and Evaluation~~.
- Foster ~~foster~~ shared decision making with the Head Start Policy Council, working closely with the council to ensure organization, training and effective operation in accordance with federal guidelines.
- Establish ~~establish~~ and maintain positive working relationships with families, community agencies, media and the public.
- Collaborate in the development and monitoring of the department's budget, expenditures, and inventories in support of short and long-range goals as related to the position responsibilities.

- ~~Perform~~ perform and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- ~~Participate~~ participate successfully in professional development programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
- ~~Review~~ review current developments, literature, and technical sources of information related to job responsibilities.
- ~~Ensure~~ ensure adherence to ~~good~~ safety rules and procedures.
- ~~Follow~~ follow federal and state laws, as well as School Board policies.
- ~~Perform~~ perform other duties as assigned by the immediate supervisor or designee. Executive Director, Early Learning & Language Acquisition Chief Academic Officer or designee.

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned ~~master's~~ bachelor's degree from an accredited institution.
- Five (5) years of successful teaching or work experience in a related discipline.
- A minimum of three (3) years of supervisory or administrative experience in a related field or program area, including progressively more responsible experience with programs serving children 0-5.
- ~~Minimum of ten (10) years, within the last twelve (12) years, of progressively more responsible experience in programs serving children 0-5.~~
- Florida Professional Educator Certification in ~~one of the following areas-disciplines:~~ Early Childhood, Primary, Preschool, Pre-K/Primary, Preschool Handicapped or School Psychology.
- Demonstrated leadership experience in administration of Head Start Programs or federally funded pre-school or early childhood programs serving children years 0-5.
- Effective verbal and written communication skills.
- Effective interpersonal skills.
- Computer skills as ~~are~~ required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- An earned ~~doctorate~~ master's degree from an accredited institution.
- Minimum of eight (8) years, within the last ten (10) years, of progressively more responsible experience in programs serving children years 0-5.
- Bilingual skills.

SUPERVISES:

Staff as assigned

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

Works with representatives from public, non-profit and private providers of preschool programs to ensure the Head Start Program offered by Broward County Public Schools is effective and meets the educational needs of the target student population.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 6/18/87

Revised: 4/2/90 & Adopted: 4/17/90

Retitled: 5/19/92

Revised: 5/19/98 & Adopted: 6/9/98

Organizational Chart: 5/9/2000

Board Adopted: 12/16/03

Revised: 7/01/05

Board Adopted: 1/17/06

Revised: 10/15/2012

2012-2013 Organizational Chart

Board Approved: 8/6/13

Board Adopted: 9/3/13

2014-2015 Organizational Chart

Title Change: 6/24/14

DRAFT



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Director, Literacy
JOB CODE: E-115
CLASSIFICATION: Exempt
SALARY BAND: D
BARGAINING UNIT: ESMAB
REPORTS TO: Executive Director, Early Learning & Language Acquisition ~~Executive Director, Instruction & Interventions~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

Provide District leadership in the development, support, communication, and continuous improvement of high-quality literacy curriculum, instruction, assessment, and professional development that supports the academic achievement of K-12 students along the pathway to college and career readiness, in alignment with the District's Strategic Plan.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Literacy shall carry out the performance responsibilities listed below.

- Supervise staff as assigned ~~in the performance of job duties to support high quality literacy curriculum and initiatives.~~
- ~~Lead lead~~ the development, implementation, and support of high quality literacy instruction to improve K-12 student achievement.
- ~~Facilitate facilitate~~ continuous improvement in literacy teaching and learning through data-driven professional development and research-validated literacy curriculum, resources, strategies, and tools.
- ~~Lead lead~~ the development, implementation, and evaluation of the District's Comprehensive K-12 Reading Plan; communicate the vision of literacy teaching and learning to internal and external stakeholders, in support of K-12 student achievement.
- ~~Lead lead~~ the District's implementation of the Florida State Standards for English Language Arts and discipline-specific literacy.
- ~~Engage engage~~ in ongoing research and data-analysis to recommend curriculum; instructional materials; resources; practices; strategies; interventions, including but not limited to the Response to Intervention (RTI) process; and assessments that support K-12 student literacy achievement.
- ~~Monitor monitor~~ and evaluate the effectiveness of literacy curriculum and instruction for data-driven decision-making; facilitate and support the integration of literacy across all curriculum areas.
- ~~Identify identify~~ and communicate the literacy curriculum needs of schools in accordance with educational policy, legislative changes, scientifically validated research, and evidenced-based practice.
- ~~Make make~~ recommendations that support the unique literacy needs of urban schools and the District's diverse populations and ethnic subgroups.
- ~~Coordinate coordinate~~ and collaborate across District offices and departments in support of literacy initiatives focused on increasing academic rigor in literacy teaching and learning.
- ~~Develop develop~~ and deliver a comprehensive, outcome driven catalog of professional learning opportunities aligned to identified needs.
- ~~Serve serve~~ as the District's liaison with local, state and national literacy organizations and agencies; act as liaison for collaboration and communication ~~to~~ with all District stakeholders, including ~~district~~ District and school leadership, teachers, students, parents, business and industry, higher education, the community at large.
- ~~Analyze analyze, monitor, and control the department's budgets to make decisions in support of the District's short and long-range goals;~~ Collaborate in the development and monitoring of the department's budget, expenditures, and inventories in support of short and long-range goals as related to the position responsibilities; support the development of funding opportunities and partnerships, both internal and external.

- ~~Develop~~ develop district ~~District~~, regional, state and federal grant proposals, as required.
- ~~Engage~~ engage in ongoing professional learning and continuous improvement to enhance skills, as related to the job responsibilities.
- ~~Perform~~ perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- ~~Ensure~~ ensure adherence to safety rules and procedures.
- ~~Follow~~ follow federal and state laws, as well as School Board policies.
- ~~Perform~~ perform other duties as assigned by the immediate supervisor or designee. ~~Executive Director, Early Learning & Language Acquisition~~ Executive Director, Instruction & Interventions or designee.

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution. ~~Certification and/or endorsement in literacy related field.~~
- Five (5) years of successful teaching experience in a related discipline.
- A minimum of three (3) years of supervisory or administrative experience in a related field or program area.
- ~~Minimum of six (6) years, within the last ten (10) years, of progressively more responsible school/area/district leadership experience and/or experience in the field related to the title of the position, including a minimum of two (2) years of supervisory or administrative experience.~~
- Florida Professional Educator Certification or Endorsement in Literacy or a related discipline.
- Effective verbal and written communication skills.
- Effective interpersonal skills.
- Computer skills are as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Florida Educational Leadership Certification in the following disciplines: Administration, Supervision, Administration and Supervision, Educational Leadership, School Principal or Professional School Principal Florida.
- Bilingual skills.

SUPERVISES:

Staff as assigned to the Department of Literacy

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

Works with ~~district~~ District, school-based personnel, parents and students to lead the development, implementation, and support of high quality literacy instruction, to improve K-12 student achievement for college and career readiness in the Broward County Public School System.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 10/7/76 & 4/20/78

ER80-12 Approved: 10/2/80

Item G-7: 11/6/86

4/13/89 (C-10)

Revised: 12/7/93 &

Adopted: 1/18/94

Realigned: 4/12/94

Realignment: 3/19/96

Board Item I-7

Realignment: 4/7/98; 3/19/02

Organizational Chart: 4/13/99, 5/9/00

Board Adopted: 12/16/03

Revised: 7/1/05

Updated: 8/17/07

Title & Reporting Change: 10/01/12

2012-2013 Organizational Chart

Board Approved: 3/4/14

Board Adopted: 4/1/14

DRAFT



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Curriculum Supervisor, School Readiness
JOB CODE: E-005.14A
CLASSIFICATION: Exempt
SALARY BAND: C
BARGAINING UNIT: ESMAB
REPORTS TO: Director, Literacy ~~Director or designee~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To ensure improvement of instruction services to meet the needs of children Birth to Age 8 through designing, planning, developing, implementing, coordinating, evaluating, and/or monitoring Early Childhood programs within the community and Broward County Public Schools. ~~in reading in the elementary schools through designing, planning, developing, implementing, coordinating, evaluating, and monitoring the program.~~

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Curriculum Supervisor, School Readiness shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties.
- ~~coordinate district comprehensive plans for reading curriculum in elementary schools, and plan the reading curriculum articulation across all elementary schools.~~
- Develop and provide continuous review of the District's comprehensive plans for curriculum improvement in Early Childhood Development. This includes planning for curriculum articulation across all elementary schools and community programs.
- Review review each elementary school's system- wide goals to determine if they align with the community needs assessment and are effective in implementing instructional plans. ~~are effective in implementing instructional plans and at the same time are based on an adequate community needs assessment.~~
- Determine determine the extent to which reading Early Childhood curricula and programs is are being implemented in the schools and provide appropriate recommendations and support.
- Work collaboratively in cross-functional teams to provide direct/indirect support and assistance to teachers, focused on improved student achievement.
- Enhance the quality of service and support provided through leveraging technology in the design, planning and delivery of curriculum.
- ~~provide direct assistance to classroom teachers.~~
- ~~determine the extent to which the standards of excellence and service in instructional programs are being maintained.~~
- Coordinate coordinate the efforts of respective school-based curriculum representatives at the elementary school and community level.
- Participate participate in the development and/or coordination of the development of all-reading early childhood programs and management systems being implemented in the district-District.
- Serve serve in staff advisory capacity to the reading Early Childhood curriculum councils.
- Participate participate in the evaluation and the selection of materials and equipment appropriate to teaching reading curriculum in the elementary schools the early childhood years in community programs and elementary schools.
- Represent represent the Director or designee, Charter Schools Support on all matters pertaining to early childhood reading.
- Participate participate in the coordination, development, and/or teaching of reading early childhood and early literacy in-service courses in coordination with the Director, Professional Development Standards & Support.
- Represent represent the district District on Literacy and Early Childhood at the national, state and local levels, including interaction with parents and community groups. (This includes speaking to parent and community groups.)
- Participate participate in coordinating the planning and staging of activities in Early Literacy and Early Childhood.

- ~~Perform perform~~ and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- ~~Participate participate successfully~~ in training programs to enhance the individual's skills and proficiency related to the job responsibilities.
- ~~Review review~~ current developments, literature and technical sources of information related to job responsibilities.
- ~~Ensure ensure~~ adherence to ~~good~~ safety procedures.
- ~~Follow follow~~ federal and state laws, as well as School Board policies.
- ~~Perform perform~~ other duties as assigned by the ~~Director~~ immediate supervisor or designee.

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- ~~Minimum five~~ Five (5) years of successful teaching experience in the Broward County School District or seven (7) eight (8) years of successful outside teaching experience.
- Florida Professional Educator Certification in the following discipline(s): Early Childhood or Elementary Education.
- Demonstrated expertise in the design, implementation, and evaluation of curriculum for Reading (Elementary).
- Effective verbal and written communication skills.
- Effective interpersonal skills.
- ~~Computer skills are required for the position.~~

PREFERRED QUALIFICATIONS & EXPERIENCE:

- ~~Florida certificate in Reading or Elementary Education.~~
- Progressively more responsible successful work experience, including department head, ~~or~~ grade chairperson, or an equivalent position.
- Bilingual skills.

SUPERVISES:

~~Provides supervisory services in reading to elementary schools.~~

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

Frequently communicates with department and school personnel to ensure the effective implementation of all reading programs and management systems in the School District.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 3/21/89 &

Adopted: 4/13/89

ER88-89-7 Approved: 6/22/89 &

Adopted: 7/18/89

Board Approved: 3/22/94 &

Adopted: 4/12/94

(94-95 Organizational Chart, title change,
pay upgrade and realignment)

Realignment: 5/9/2000

Board Adopted: 12/16/03

Revised: 10/15/2012

2012-2013 Organizational Chart

2014-2015 Organizational Chart

Title Change: 6/24/14

DRAFT



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Director, Student Assessment & Research
JOB CODE: R-031
CLASSIFICATION: Exempt
SALARY BAND: D
BARGAINING UNIT: ESMAB
REPORTS TO: Chief Academic Officer ~~Executive Director, Strategy & Continuous Improvement or designee~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To provide services which support the activities and goals of the Florida A+ Accountability Plan in areas of student assessment, school performance and ~~district~~ District outcomes.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Student Assessment & Research shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties. ~~This position supervises the testing and assessment staff.~~
- Oversee ~~oversee~~ all ~~district-wide~~ District-wide testing programs, testing operations and functions of administration and operations including: purchasing, acquisition, maintenance of all testing materials; ~~coordination of~~ coordinating the distribution of materials and reports; and directing the scanning, scoring, and processing of test records and results.
- Oversee ~~oversee~~ compliance with the Statewide Assessment program Rules and Regulations regarding the Florida Standards Assessment (FSA), Comprehensive Achievement Test (FCAT) as identified in F.S. 220.57; State Rule 6A 1.09422 and all other related laws and rules.
- Oversee ~~oversee~~ comprehensive aspects of the School Grade assignments via the Florida A+ Accountability Plan including, information about the school grade calculation methods, FSA FCAT achievement levels, analysis of total/total data as released by Florida DOE, ensuring the accuracy of student files for student eligibility issues and analysis of individual school grade data; training programs for district staff.
- Oversee ~~oversee~~ processes related to annual accountability for administrators, including the Superintendent of Schools, as it is related to the meeting of District Outcomes identified in the District Strategic Plan. Process includes development of plan for gathering data on a timely basis; identifying objective results, communicating outcome results to the Board and community; and recommending revisions to objectives as needed.
- Direct ~~direct~~ the design, plan, and implementation of all district state and national standardized testing while supervising the analyses, interpretation, and reporting of test results for the ~~district-District~~, school-based staff, and the community.
- Direct ~~direct~~ the ~~district's~~ District's efforts to implement the assessment of Goal 3 standards as mandated by the Florida Standards Assessment, Comprehensive Assessment, Training, and Accountability System.
- Provide ~~provide~~ verbal and written information concerning all assessment/testing programs to administrative and instructional personnel, parents, civic, and professional groups, and community agencies. Prepare reports for the Superintendent on the status of student achievement and summary materials for members of the board as requested.
- Identify ~~identify~~ instructional significance of data using best psychometric practices and statistical analysis.
- Serve ~~serve~~ as liaison between the ~~district-District~~, ~~area offices~~, and schools relative to district, state, and national assessment programs. In addition, serve as a liaison between the ~~district-District~~ and the Florida Department of Education (DOE), national testing agencies, and external contractors on all issued related to the implementation of state and national testing programs. Represent the ~~district-District~~ on various state committees that review and establish policy and programs related to assessment and accountability.
- Direct ~~direct~~ the planning and implementation of customized testing-related presentation and/or workshops for district, ~~area~~, program, and school-based administrators, teachers, and parent/community groups.
- Provide ~~provide~~ comparative studies and assist with test development.

- Develop ~~develop~~ and implement district-District-wide projects, training modules, presentations, videos, and undertake District-wide Test Adoption in proper timeframe.
- Assist ~~assist~~ with development and review of new testing materials and negotiate directly with test publishers, pricing for large orders and ensure strict compliance of vendors.
- Review ~~review~~ current national literature, studies, and products to ensure the district-District remains current in new developments.
- Direct ~~direct~~ the development and implementation of district accountability policies and practice for test preparation, test administration, and test security standards.
- Provide ~~provide~~ a District Special Population Testing Plan adhering to new legislative and DOE directives for testing ESE and ESOL populations.
- Determine ~~determine~~ the extent to which the district-District would benefit from participation in various national and state assessment, standardization, and field test studies, and direct all such selected projects and studies.
- Provide ~~provide~~ test data to Education Technology Services for system wide use.
- Prepare ~~prepare~~ test results data that are not routinely reported by Education Technology Services and the Florida Department of Education.
- Coordinate ~~coordinate~~ the integration of test data from a variety of tests to one file to provide trend analysis to system staff.
- Provide ~~provide~~ written procedures for test administration and provide in-service trainings on ~~in~~ these procedures to school personnel.
- Initiate ~~initiate~~ the district-District action to ensure clear understanding of test results and the proper use of test scores in addressing system priorities.
- Perform ~~perform~~ calculations of statistics which would aid in the interpretation of information related to tests and test score uses.
- Collaborate in the development and monitoring of the department's budget, expenditures, and inventories in support of short and long-range goals as related to the position responsibilities.
- Interpret ~~interpret~~ local test data elements from a variety of tests that require a multi-year file using available district resources such as the Mainframe SPSS application.
- Perform ~~perform~~ and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- Participate ~~participate~~ successfully in the training programs offered to enhance ~~increase~~ the individual ~~individual's~~ skills and proficiency related to the job responsibilities. ~~assignments.~~
- Review ~~review~~ current developments, literature and technical sources of information related to job responsibilities. ~~responsibility.~~
- Ensure ~~ensure~~ adherence to good ~~good~~ safety rules and ~~and~~ procedures.
- Follow ~~follow~~ federal and state laws, as well as School Board policies.
- Perform ~~perform~~ other duties as assigned by the immediate supervisor, or designee. ~~management.~~

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- Five (5) years of successful teaching experience in a related discipline.
- A minimum of three (3) years of supervisory or administrative experience in a related field or program area.
- Minimum of five (5) years of experience, including at least two (2) years supervisory or administrative experience and/or training in related field to the title of the position.
- Prior experience with large scale assessments, testing, public administration or services, educational administration, statistical analysis, or related administrative area.
- Knowledge of research methods, evaluation practices and statistical reporting.
- Effective verbal and written communication skills.
- Effective interpersonal skills.
- Computer skills required as needed ~~as required~~ for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Doctorate degree from an accredited institution.
- Graduate ~~Prefer graduate~~ coursework in Measurement, Testing, Research, Statistics, or Evaluation. ~~Ph.D. preferred.~~
- Bilingual skills.

SUPERVISES:

Testing and assessment staff

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

Frequent interface with senior leaders, all level of employees, external stakeholders. Leads the research and assessment team in the continued development and deployment of strategic planning and performance measurement programs.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 4/21/98

Adopted: 5/19/98

Board Adopted: 3/16/04

Reporting Relationship Change: 5/4/04

Title Change and Reporting Change: 07/25/11

2011-2012 Organizational Chart

Revised: 4/30/2013

Title Change: 6/10/13

2013-14 Organizational Chart



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Director, Professional Development Standards & Support
JOB CODE: C-037
CLASSIFICATION: Exempt
SALARY BAND: D
BARGAINING UNIT: ESMAB
REPORTS TO: Chief Academic Officer ~~Chief, Talent Development Officer~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

Provide leadership in the development, support, communication and continuous improvement of high quality research-based professional development. In addition, to ensure all professional development is delivered, implemented, monitored, and evaluated at the highest levels of quality, as determined by its impact on students and/or job performance. Ensure the quality of professional development by overseeing a research and standards based Broward Professional Development System which is aligned to Standards from Learning Forward (national professional learning organization) and the Florida Professional Development System Evaluation Protocol. Ensure the Professional Development Management System supports the Professional Development System (Learning System) with access to professional learning, coordinated records and reporting structures.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Professional Development Standards & Support shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties. This position supervises employees assigned to the Department of Professional Development Standards & Support.
- Assist in formulating and instituting policies and standards applicable to all employees by directing the continuous improvement of the Broward Professional Development System, which includes the Master In-service plan, and ensuring alignment with national and state standards.
- Ensure quality control of professional development by overseeing the application of established processes and guidelines, monitoring and implementing subsequent improvements to the Broward Professional Development System.
- Ensure the quality of professional development throughout the District through implementing and managing a Professional Development Management System that centralizes development offerings, manages communication of available development resources, and centralizes storage of employee development history.
- ~~Facilitate~~ Partner with the Professional Development Providers to support the development of high quality learning experiences and influence department services to improve alignment of professional learning with District development needs and intended outcomes.
- Ensure continuous improvement in the development and support of school and District department Professional Development Teams by consulting with and obtaining feedback from teams and school-based and/or district administrators.
- Oversee and monitor the support for professional learning communities at every school.
- Provide leadership to the ~~district~~ District in the use of appropriate technology tools to support professional development.
- Ensure the effectiveness of assigned staff by developing and communicating department goals aligned to District priorities, work standards; monitoring work progress against goals, and providing performance feedback.
- Establish and develop relationships with local, regional, state and national educational institutions, organizations and agencies that demonstrate leadership in professional development.
- ~~Prepare an annual budget, monitor and report expenditures.~~ Collaborate in the development and monitoring of the department's budget, expenditures, and inventories in support of short and long-range goals as related to the position responsibilities.
- Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- Participate in ~~the~~ training programs offered to enhance the individual skills and proficiency related to the job responsibilities.

- Review current developments, literature and technical sources of information related to job responsibilities.
- Ensure adherence to safety rules and procedures.
- Follow federal and state laws, as well as School Board policies.
- Perform other duties as assigned by the immediate supervisor or designee. ~~Chief Talent Development Officer.~~

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- Five (5) years of successful teaching or work experience in a related discipline.
- A minimum of three (3) years of supervisory or administrative experience in a related field or program area.
- ~~A minimum of seven (7) years, within the last twelve (12) years, of progressively more responsible leadership experience and/or experience in the field related to the title of the position.~~
- Florida Professional Educator Certification in the following disciplines: Administration and Supervision or Educational Leadership or program certification in an area of Human Resource Development or Human Capital Systems Management.
- Prior experience ~~Demonstrated expertise~~ in the planning, delivery, and evaluation of programs for adults.
- Effective verbal and written communication skills.
- Effective interpersonal skills.
- Computer skills as required for the position. ~~Technology skills are required for the position.~~

PREFERRED QUALIFICATIONS & EXPERIENCE:

- An earned doctorate degree from an accredited institution.
- A minimum of five (5) years, within the last ten (10) years, of progressively more responsible leadership experience and/or experience in the field related to the title of the position.
- Florida certification in an academic area and Educational Leadership or other appropriate certification relevant to Professional Development or Human Capital Systems Management.
- Bilingual skills are preferred.

SUPERVISION:

This position supervises staff as assigned to the Department of Professional Development Standards & Support.

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

Works with all levels of employees, up to and including senior management, and collaborates with local, regional, state and national educational institutions, organizations and agencies to ensure the quality of professional development opportunities which support the delivery of quality education for students of Broward County Schools.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Adopted 12/16/03*

Board Adopted 2/20/07

Board Approved 5/6/14

Board Adopted 6/9/14

Board Approved 6/23/15

Board Adopted 7/28/15



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Director, Teacher Professional Learning and Growth
JOB CODE: C-029
CLASSIFICATION: Exempt
SALARY BAND: D
BARGAINING UNIT: ESMAB
REPORTS TO: Chief Academic Officer ~~Chief, Talent Development Officer~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To provide a continuum of instructional staff development services from pre-service through National Board Certification. To provide a continuing series of results-driven staff development activities which support Innovation Zone initiatives. To provide instructional professional learning and teacher development programs to empower teachers to be change agents and active participants in the development of a positive school culture and high quality instruction.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Teacher Professional Learning & Growth shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties. ~~This position supervises employees as assigned.~~
- Serve as the liaison to higher education positions in the areas of teacher preparation.
- Develop, coordinate, monitor, and evaluate the effectiveness of the following programs and to ensure that the quality control of all training is aligned with the appropriate competencies for the following:
 - (a) National Board Certification Preparation Program
 - (b) Field Experience Program for college/university preservice students
 - (c) Broward Guild of Teachers Program
 - (d) Other instructional development programs as assigned.
- Provide instructional staff support and activities for Innovation Zones & School Improvement Plans to ensure that District initiatives are being implemented.
- Consult with District and school-based leadership to develop results-driven staff professional learning.
- Facilitate a variety of instructional based committees to ensure instructional professional learning programs meet the needs as identified.
- Collaborate in the development and monitoring of the department's budget, expenditures, and inventories in support of short and long-range goals as related to the position responsibilities. Oversee budget management, operations and procedures related to Title IIA and other grants.
- Collaborate with District departments to ensure a cohesive approach ~~in~~ to the design and delivery of professional learning to instructional personnel is aligned to standards, ~~and~~ the instructional practice framework and other activities ~~aligned to~~ associated with the Strategic Plan.
- Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- Participate in training programs to enhance the individual skills and proficiency related to job responsibilities.
- Review current developments, literature and technical sources of information related to job responsibilities.
- Ensure adherence to safety rules and procedures.
- Follow federal and state laws, as well as School Board policies.
- Perform other duties as assigned by the immediate supervisor or designee. ~~Chief Talent Development Officer or designee.~~

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution is required.
- Five (5) years of successful teaching experience in a related discipline.
- A minimum of three (3) years of supervisory or administrative experience in a related field or program area.

- ~~A minimum of seven (7) years, within the last twelve (12) years, of progressively more responsible leadership experience and/or experience in the field related to the title of the position.~~
- ~~Hold Florida Professional Educator Certification in the following disciplines:~~ Administration and Supervision, Educational Leadership, School Principal or Professional School Principal.
- Excellent analytical ~~interpersonal~~, and evaluation skills.
- Effective verbal and written communication skills.
- Effective interpersonal skills.
- Computer skills as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- An earned doctorate degree from an accredited institution, ~~is preferred.~~
- A minimum of five (5) years, within the last ten (10) years, of progressively more responsible leadership experience and/or experience in the field related to the title of the position.
- Degree majors in education, educational leadership, or related field, school-based ~~aAdministrative eExperience, preferred.~~
- Bilingual skills

SUPERVISION:

~~This position supervises staff as assigned.~~

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

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 4/20/78
Revised: 8/20/79 ER80-12
Approved: 10/2/80
Revised: 12/16/82 &
Adopted: 1/6/86
Item G-7: 11/6/86
Retitled: 4/12/94
Realignment of Department: 3/19/96
Revised 4/21/98 &
Adopted 5/19/98
Department Realigned: 4/7/98, 4/13/99; 5/9/2000
Alignment title Change: 5/01/2001
Title Changes: 3/19/02
Board Adopted: 12/16/03*
Revised: 5/18/06
Title Change: 7/1/06
Reporting Change: 7/1/2014
Board Approved: 8/18/2015
Board Adopted: 9/16/2015



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Director, Elementary Learning
JOB CODE: New
CLASSIFICATION: Exempt
SALARY BAND: D
BARGAINING UNIT: ESMAB
REPORTS TO: Chief Academic Officer
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To maintain a continuous and systematic process for improving teaching and learning related to the whole child in elementary grade bands by coordinating efforts across District departments and schools.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Elementary Learning shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties.
- Collaborate with the Chief Academic Officer to provide vision, direction, management, and oversight for all aspects of elementary learning.
- Focus the work of elementary-level personnel on ensuring all students are on track to graduate college and career ready, with an emphasis on equity for all students, through a personalized learning approach.
- Define, direct, plan, evaluate, and provide leadership for standards-based elementary instruction, school needs and services, instructional programs, and effective strategies.
- Engage in ongoing research and data-analysis to recommend curriculum; instructional materials; resources; practices; strategies; interventions, including but not limited to the Response to Intervention/Multi-tiered System of Support process; and assessments that support elementary learning.
- Collaborate with District staff to define, develop, select, curate, and/or implement needed instructional resources, services, and materials for students including textbooks/e-books, digital/online materials, technology, (software/hardware), visual aids, etc. and provide guidance on the instructional usage.
- Implement an effective curriculum/method for improving tier one instruction to ensure that all students reach their highest potential.
- Integrate instructional programs in the schools and provide articulate curriculum between grade levels and between school levels with other district and school-based staff to provide seamless transitions for students.
- Develop strategies and provide leadership and technical support to assist school principals in developmentally appropriate standards-based instruction, program implementation, supervision, and evaluation.
- Promote the systemic implementation of progressive educational practices, such as proficiency-based teaching and learning, social-emotional learning, and inquiry-based instruction.
- Develop, implement, and evaluate professional development for staff in conjunction with the Director of Professional Development Standards and Support and the Director of Teacher Professional Development Learning and Growth.
- Monitor student progress and make recommendations where improvement is needed.
- Stay abreast of ~~Be able to possess knowledge and skills in~~ the latest technology and ~~the ability to~~ seek and capitalize on opportunities to integrate technology with the curriculum as a delivery tool.
- Collaborate in the development and monitoring of the department's budget, expenditures, and inventories in support of short and long-range goals as related to the position responsibilities. Establish, monitor, and control the respective budgets based on educational needs.
- Develop and monitor all necessary reports in the area of responsibility.
- Participate in the development of short and long-term goals, objectives, and instructional plans related to elementary learning.

- Keep the District and school-based leadership management continually informed of all educational policy decisions and current legislative changes.
- Serve as liaison with local, state, and national organizations and agencies.
- Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- Participate in training programs to enhance individual skills and proficiency related to the job responsibilities.
- Review current developments, literature and technical sources of information related to job responsibilities.
- Ensure adherence to safety rules and procedures.
- Follow federal and state laws, as well as School Board policies.
- Perform other duties as assigned by the immediate supervisor, or designee.

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- Five (5) years of successful teaching experience in a related discipline.
- A minimum of three (3) years of supervisory or administrative experience in a related field or program area.
- Florida Professional Educator Certification in the following disciplines: Elementary Education, Pre-K/Primary Education, or Early Childhood Education.
- Effective verbal and written communication skills.
- Effective interpersonal skills.
- Computer skills as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- An earned doctorate degree from an accredited institution.
- A minimum of ten (10) years of experience and/or training in the field related to the title of the position.
- Demonstrated expertise in the design and evaluation of curriculum and instruction for child development.
- Communication skills to effectively disseminate information regarding the department.
- Experience in a public K-12 school system.
- Bilingual skills

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

Frequently coordinates between Elementary Learning, schools, departments across the District, and the Learning division in planning and implementing standards, curriculum, and instruction to meet the needs of all students to graduate college and career ready; maximizes opportunities for effective elementary teaching and learning by collaborating with local universities, local, regional, state and national educational institutions, organizations, agencies, and school districts to ensure effective teaching and learning support and the delivery of quality education for the students of Broward County Public Schools.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Point Factor Listing
 Director, Elementary Learning
 Point Range: 1045-1214
Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance				
	Experience Range - Years			
Education	Up to 3	4-7	8+	
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				
	*Organization Contact Level			
Required skill level	1	2	3	4
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	4 – Superintendent, School Board; critical external 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				
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
D2	C3	D	E	D



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Curriculum Supervisor, Language Arts (Elementary) ~~Curriculum Supervisor, Literacy (Elementary)~~
JOB CODE: E-107A
CLASSIFICATION: Exempt
SALARY BAND: C
BARGAINING UNIT: ESMAB
REPORTS TO: Director, Elementary Learning ~~Director, Literacy~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To ensure improvement of instruction in language arts in the elementary ~~and secondary~~ schools through designing, planning, developing, implementing, coordinating, evaluating and monitoring the curriculum.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Curriculum Supervisor, Language Arts (Elementary) ~~Curriculum Supervisor, Literacy (Elementary)~~ shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties.
- Develop ~~develop~~ and constantly provide continuous review of the District's ~~district~~ comprehensive plans for curriculum improvement in language arts. This includes planning for curriculum articulation across all elementary ~~and secondary~~ schools.
- Review ~~review~~ the language arts programs in place for schools within assigned area of accountability to determine ~~being~~ implemented by the respective schools as to their effectiveness in meeting school and District ~~district~~ goals.
- Review each elementary school's system-wide goals to determine if they align with the community needs assessment and are effective in implementing instructional plans.
- Determine the extent to which language arts curricula is being implemented in the schools and provide appropriate recommendations and support.
- ~~be knowledgeable and skilled in the latest technology and be able to integrate that technology with the curriculum as a delivery tool.~~
- Work ~~work~~ collaboratively in cross-functional teams to provide direct/indirect support and assistance to teachers, focused on improved student achievement.
- ~~determine the extent to which the standards of excellence and service in instructional programs are being maintained.~~
- Enhance the quality of service and support provided through leveraging technology in the design, planning and delivery of curriculum.
- Coordinate ~~coordinate~~ the efforts of respective school-based ~~department heads~~ curriculum representatives at the elementary ~~and secondary~~ school level.
- Participate ~~participate~~ in the development and/or coordination of the development of all language arts programs and management systems being implemented in the District ~~district~~.
- Serve ~~serve~~ in staff advisory capacity to the language arts ~~curriculum~~ councils.
- Participate ~~participate~~ in the evaluation and the selection of materials and equipment appropriate to teaching of language arts curriculum in the elementary ~~and secondary~~ schools.
- Represent ~~represent~~ the Director or designee, Literacy on all matters pertaining to language arts.
- Participate ~~participate~~ in the coordination, development, and/or teaching of language arts in-service courses in coordination with the Director, Professional Development Standards and Support. Human Resource Development Department.
- Represent ~~represent~~ the District ~~district~~ on language arts elementary ~~and secondary~~ at the national, state and local levels, including interaction with parents and community groups. This includes speaking to parent and community groups, as well as to representatives of the media.

- Coordinate ~~coordinate~~ the planning and staging of county-wide activities in language arts.
- ~~provide input and support to individual elementary and secondary schools relative to accountability.~~
- Perform ~~perform~~ and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- Participate ~~participate successfully in the~~ training programs offered to enhance ~~increase the~~ individual ~~individual's~~ skills and proficiency related to the job responsibilities, assignments.
- Review ~~review~~ current developments, literature and technical sources of information related to job responsibilities. ~~responsibility.~~
- Ensure ~~ensure~~ adherence to good ~~good~~ safety rules and ~~rules and~~ procedures.
- Follow ~~follow~~ federal and state laws, as well as School Board policies.
- Perform ~~perform~~ other duties as assigned by the immediate supervisor, or designee. ~~Director, Literacy.~~

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- ~~Minimum of five~~ Five (5) years of successful teaching in the Broward County School District or ~~Minimum of eight (8) years of~~ successful outside teaching experience.
- Valid Florida Professional Educator Certification ~~certificate in one of the following~~ discipline(s): Language Arts, Elementary Education, Pre-K/Primary, or Early Childhood, or Reading ~~required.~~
- ~~Progressively more responsible successful work experience, including department head or grade chairperson or equivalent.~~
- Demonstrated expertise in the design, implementation and evaluation of curriculum for language arts.
- Effective oral and written communication skills.
- Computer skills as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Progressively more responsible and successful work experience, including department head, grade chairperson or an equivalent position.
- Bilingual skills.

SUPERVISES:

~~Provide supervisory services in language arts to elementary and secondary schools.~~

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

Frequently coordinates with department heads of curriculum specialty across the District in planning, coordinating, implementing, and monitoring the effectiveness of curriculum that meet student needs. Periodically meets with parent and community groups to represent the District on curriculum specialty issues.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Replaced: 5/19/92 &

Revised: 6/2/92 &

Adopted: 6/16/92 (Eff. 7/1/92)

Revised: 6/7/94 &

Adopted: 7/19/94

Alignment Title Change: 3/19/96

Organizational Chart: 4/13/99

Effective: 7/1/99

Reorganization: 5/9/2000

Board Adopted: 12/16/03

Organizational Chart: 2013-2014

Title & Reporting Change: 6/24/14

DRAFT



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Curriculum Supervisor, Math (Elementary)
JOB CODE: E-106.1
CLASSIFICATION: Exempt
SALARY BAND: C
BARGAINING UNIT: ESMAB
REPORTS TO: ~~Director, Elementary Learning~~ Director, Math, Science & Gifted
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To ensure improvement of instruction in mathematics in the elementary schools through designing, planning, developing, implementing, coordinating, evaluating and monitoring the program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Curriculum Supervisor, Math shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties.
- Develop ~~develop~~ and provide continuous ~~constantly~~ review of the District's ~~district~~ comprehensive plans for curriculum improvement in mathematics. This includes planning for curriculum articulation across all elementary schools.
- Review ~~review~~ the mathematics programs in place for schools within assigned area of accountability to determine ~~being~~ implemented by the respective schools as to their effectiveness in meeting school and District ~~district~~ goals.
- Review each elementary school's system-wide goals to determine if they align with the community needs assessment and are effective in implementing instructional plans.
- Determine ~~determine~~ the extent to which mathematics curricula is being implemented in the elementary schools and provide appropriate recommendations and support.
- Work collaboratively in cross-functional teams to provide direct/indirect support and assistance to teachers, focused on improved student achievement.
- Enhance the quality of service and support provided through leveraging technology in the design, planning and delivery of curriculum.
- ~~provide direct assistance to classroom teachers.~~
- ~~determine the extent to which the standards of excellence and service in instructional program are being maintained.~~
- Coordinate ~~coordinate~~ the efforts of respective school-based ~~department heads~~ curriculum representatives at the elementary school level.
- Participate ~~participate~~ in the development and/or coordination of the development of all mathematics programs and management systems being implemented in the ~~district~~ District.
- Serve ~~serve~~ in staff advisory capacity to the mathematics ~~curriculum~~ councils.
- Participate ~~participate~~ in the evaluation and the selection of materials and equipment appropriate to teaching of mathematics curriculum in the elementary schools.
- Represent ~~represent~~ the Director ~~or designee~~, ~~Math, Science & Gifted~~ on all matters pertaining to mathematics.
- Participate ~~participate~~ in the coordination, development and/or teaching of mathematics in-service courses in coordination with the Director, Professional Development Standards & Support ~~Talent Development Department~~.
- Represent ~~represent~~ the District ~~district~~ on mathematics ~~elementary~~ at the national, state and local levels, including interaction with parents and community groups. This includes ~~speaking to parent and community groups, as well as to representatives of the media.~~
- ~~provide input and support to individual elementary schools relative to accountability.~~
- Coordinate ~~coordinate~~ the planning and staging of county-wide activities in mathematics.
- Perform ~~perform~~ and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.

- ~~Participate~~ participate successfully in the training programs offered to enhance ~~increase~~ the individual ~~individual's~~ skills and proficiency related to the job responsibilities, assignments.
- Review ~~review~~ current developments, literature and technical sources of information related to job responsibilities, responsibility.
- Ensure ~~ensure~~ adherence to good ~~good~~ safety rules and procedures.
- Follow ~~follow~~ federal and state laws, as well as School Board policies.
- Perform ~~perform~~ other duties as assigned by the immediate supervisor or designee ~~Director Math, Science & Gifted.~~

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- ~~Minimum of four (4)~~ Five (5) years of successful teaching experience in the Broward County School District or; ~~Minimum of seven (7)~~ eight (8) years of successful outside teaching experience.
- Valid Florida Professional Educator Certification certificate in the following discipline(s): Mathematics or Elementary Education required.
- Demonstrated expertise in the design, implementation, and evaluation of curriculum for Mathematics (Elementary).
- Effective oral and written communication skills.
- Effective interpersonal skills.
- Computer skills as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Progressively more responsible and successful work experience, including department head, ~~or~~ grade chairperson or an equivalent position, preferred.
- Bilingual skills preferred.

SUPERVISES:

Provide supervisory services in language arts to elementary and secondary schools.

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

Frequently coordinates with department heads of curriculum specialty across the District in planning, coordinating, implementing, and monitoring the effectiveness of curriculum that meet student needs. Periodically meets with parent and community groups to represent the District on curriculum specialty issues.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 3/21/89 &

Adopted: 4/13/89

ER88-89-7 Approved: 6/22/89 &

Adopted: 7/18/89

Board Approved: 3/22/94 &

Adopted: 4/12/94

(94-95 Organizational Chart, title change,
pay upgrade and realignment)

Organizational Chart: 4/13/99

Effective: 7/1/99

Reorganization: 5/9/2000

Board Adopted: 12/16/03

Title Change: 9/24/2012

Revised: 10/15/2012

Organizational Chart: 2012-2013

DRAFT



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Curriculum Supervisor, Science (Elementary)
JOB CODE: New
CLASSIFICATION: Exempt
SALARY BAND: C
BARGAINING UNIT: ESMAB
REPORTS TO: Director, Elementary Learning
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To ensure improvement of instruction in science in elementary schools through designing, developing, implementing, coordinating, evaluating, and monitoring the curriculum.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Curriculum Supervisor, Science (Elementary) shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties.
- Develop and provide continuous review of the District's comprehensive plans for curriculum improvement in science. This includes planning for curriculum articulation across all elementary schools.
- Review the science programs in place for schools within assigned area of accountability to determine their effectiveness in meeting school and District goals.
- Review each elementary school's system-wide goals to determine if they align with the community needs assessment and are effective in implementing instructional plans.
- Determine the extent to which science curricula is being implemented in the elementary schools and provide appropriate recommendations and support.
- Work collaboratively in cross-functional teams to provide direct/indirect support and assistance to teachers, focused on improved student achievement.
- Enhance the quality of service and support provided through leveraging technology in the design, planning and delivery of curriculum.
- Coordinate the efforts of respective school-based curriculum representatives at the elementary school level.
- Participate in the development and/or coordination of the development of all science programs and management systems being implemented in the District.
- Serve in staff advisory capacity to the science councils.
- Participate in the evaluation and the selection of materials and equipment appropriate to teaching science curriculum in the elementary schools.
- Represent the Director or designee on all matters pertaining to science.
- Participate in the coordination, development and/or teaching of science in-service courses in coordination with the Director, Professional Development Standards & Support.
- Represent the District on science at the national, state and local levels, including interaction with parents and community groups.
- Coordinate the planning and staging of county-wide activities in science.
- Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities.
- Review current developments, literature and technical sources of information related to job responsibilities.
- Ensure adherence to safety rules and procedures.
- Follow Federal and State laws, as well as School Board policies.
- Perform other duties as assigned by the immediate supervisor or designee.

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- Five (5) years of successful teaching in the Broward County School District or eight (8) years of successful outside teaching experience.
- Valid Florida Professional Educator Certification in the following discipline(s): Elementary Education, Pre-K/Primary, Mathematics, Science, Technology Education, or related STEM field.
- Demonstrated expertise in the design, implementation, and evaluation of curriculum for science.
- Effective oral and written communication skills.
- Computer skills as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Progressively more responsible and successful work experience, including department head, grade chairperson or an equivalent position.
- Completion of graduate-level courses in STEM-related education.
- Strong technology skills with demonstrated experience of integrating technology into teaching, learning and management.
- Bilingual skills.

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

Frequently coordinates with department heads of curriculum specialty across the District in planning, coordinating, implementing, and monitoring the effectiveness of curriculum that meet student needs. Periodically meets with parent and community groups to represent the District on curriculum specialty issues.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Curriculum Supervisor, Social Studies (Elementary)
JOB CODE: E-109
CLASSIFICATION: Exempt
SALARY BAND: C
BARGAINING UNIT: ESMAB
REPORTS TO: Director, Elementary Learning ~~Director, Literacy~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To ensure improvement of instruction in social studies in elementary schools through designing, planning, developing, implementing, coordinating, evaluating and monitoring the curriculum.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Curriculum Supervisor, Social Studies (Elementary) shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties.
- Develop ~~develop~~ and constantly provide continuous review of the District's ~~district~~ comprehensive plans for curriculum improvement in social studies. This includes planning for curriculum articulation across all elementary ~~and secondary~~ schools.
- Review ~~review~~ the social studies programs in place for schools within assigned area of accountability to determine ~~being implemented by the respective schools as to~~ their effectiveness in meeting school and District ~~district~~ goals.
- Review each elementary school's system-wide goals to determine if they align with the community needs assessment and are effective in implementing instructional plans.
- Determine ~~determine~~ the extent to which social studies curricula is being implemented in the elementary schools and provide appropriate recommendations and support.
- Work collaboratively in cross-functional teams to provide direct/indirect support and assistance to teachers, focused on improved student achievement.
- Enhance the quality of service and support provided through leveraging technology in the design, planning and delivery of curriculum.
- ~~provide direct assistance to classroom teachers.~~
- ~~determine the extent to which the standards of excellence and service in instructional programs are being maintained.~~
- Coordinate ~~coordinate~~ the efforts of respective school-based ~~department heads~~ curriculum representatives at the elementary school level.
- Participate ~~participate~~ in the development and/or coordination of the development of all social studies programs and management systems being implemented in the District ~~district~~.
- Serve ~~serve~~ in staff advisory capacity to the social studies curriculum councils.
- Participate ~~participate~~ in the evaluation and the selection of materials and equipment appropriate to teaching of social studies curriculum in elementary schools.
- Represent ~~represent~~ the Director or designee, ~~Literacy~~ on all matters pertaining to social studies.
- Participate ~~participate~~ in the coordination, development and/or teaching of social studies in service courses in coordination with the Director, Professional Standards & Support, Talent Development Department.
- Represent ~~represent~~ the District ~~district~~ on social studies elementary at the national, state and local levels, including interaction with parents and community groups. This includes speaking to parent and community groups, as well as to representatives of the media.
- Coordinate ~~coordinate~~ the planning and staging of county-wide activities in social studies.
- ~~provide input and support to individual elementary schools relative to accountability.~~
- Perform ~~perform~~ and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.

- ~~Participate~~ participate successfully in the training programs offered to enhance increase the individual individual's skills and proficiency related to the job responsibilities, assignments.
- ~~Review~~ review current developments, literature and technical sources of information related to job responsibilities. responsibility.
- ~~Ensure~~ ensure adherence to good safety rules and procedures.
- ~~Follow~~ follow Federal and State laws, as well as School Board policies.
- ~~Perform~~ perform other duties as assigned by the immediate supervisor or designee. Director, Literacy ~~ore designee.~~

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- ~~Minimum of five~~ Five (5) years of successful teaching experience in elementary social studies in the Broward County School District or eight (8) years of successful outside teaching experience.
- Valid Florida Professional Educator Certification certificate in the following discipline(s): Elementary Education required.
- ~~Progressively more responsible~~ successful work experience, including department head or grade chairperson or equivalent.
- Demonstrated expertise in the design, implementation and evaluation of curriculum for social studies.
- Effective verbal and written communication skills.
- Computer skills as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Progressively more responsible and successful work experience, including department head, grade chairperson or an equivalent position.
- Bilingual skills ~~preferred.~~

SUPERVISES:

~~Provide supervisory services in social studies to elementary schools.~~

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

Frequently coordinates with department heads of curriculum specialty across the District in planning, coordinating, implementing, and monitoring the effectiveness of curriculum that meet student needs. Periodically meets with parent and community groups to represent the District on curriculum specialty issues.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Replaced: 5/19/92

Revised: 6/2/92 &

Adopted: 6/16/92 (Eff. 7/1/92)

Realigned: 4/12/94

Alignment Title Change: 3/19/96

Reorganization: 5/9/2000

Board Adopted: 12/16/03

Revised 5/19/05

Board Adopted: 10/17/06

Title Change: 9/24/2012

Organizational Chart: 2012-2013

DRAFT



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Director, Secondary Learning ~~Director, Math, Science and Gifted~~
JOB CODE: E-127
CLASSIFICATION: Exempt
SALARY BAND: D
BARGAINING UNIT: ESMAB
REPORTS TO: Chief Academic Officer ~~Executive Director, Instruction & Interventions~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To maintain a continuous and systematic process for improving teaching and learning in secondary grade bands by coordinating efforts across District departments and schools. Ensure full integration of technology into the teaching and learning process by designing, developing and implementing instructional technology programs to meet the educational requirements of all students and to support the staff development of teachers.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Secondary Learning ~~Director, Math, Science and Gifted~~ shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties. This position supervises employees assigned to the Secondary Learning department.
- Collaborate with the Chief Academic Officer to provide vision, direction, management, and oversight for all aspects of secondary learning.
- Focus the work of secondary-level personnel on ensuring all students are on track to graduate college and career ready, with an emphasis on equity for all students, through a personalized learning approach.
- Define, direct, plan, evaluate, and provide leadership for standards-based secondary instruction, school needs and services, instructional programs, and effective strategies.
- Engage in ongoing research and data-analysis to recommend curriculum, instructional materials, resources, practices, strategies, interventions, and assessments that support secondary learning.
- Collaborate with District staff to define, develop, select, curate, and/or implement needed instructional resources, services, and materials for students including textbooks/e-books, digital/online materials, technology (software/hardware), visual aids, etc. and provide guidance on the instructional usage.
- Implement an effective curriculum/method for improving tier one instruction to ensure that all students reach their highest potential.
- Integrate instructional programs in the schools and provide articulate curriculum between grade levels and between school levels with other district and school-based staff to provide seamless transitions for students.
- Develop strategies and provide leadership and technical support to assist school principals in standards-based instruction, program implementation, supervision, and evaluation.
- Promote the systemic implementation of progressive educational practices, such as proficiency-based teaching and learning and inquiry-based instruction.
- Develop, implement, and evaluate professional development for staff in conjunction with the Director of Professional Development Standards and Support and the Director of Teacher Professional Learning and Growth.
- Monitor student progress and make recommendations where improvement is needed.
- Stay abreast of Be able to possess knowledge and skills in the latest technology and the ability to seek and capitalize on opportunities to integrate technology with the curriculum as a delivery tool.
- Collaborate in the development and monitoring of the department's budget, expenditures, and inventories in support of short and long-range goals as related to the position responsibilities. Establish, monitor, and control the respective budgets based on educational needs.

- Develop and monitor all necessary reports in the area of responsibility.
- Participate in the development of short and long-term goals, objectives, and instructional plans related to secondary learning.
- Keep the District and school management continually informed of all educational policy decisions and current legislative changes.
- Serve as liaison with local, state, and national organizations and agencies.
- Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- Participate in training programs to enhance individual skills and proficiency related to the job responsibilities.
- Review current developments, literature and technical sources of information related to job responsibilities.
- Ensure adherence to safety rules and procedures.
- Follow federal and state laws, as well as School Board policies.
- Perform other duties as assigned by the immediate supervisor, or designee.
- ~~develop and implement strategies to effectively provide instructional technology staff development to schools and departments regarding the integration of technology into curricular programs.~~
- ~~promote, direct, coordinate and lead the CISS Instructional Technology initiatives including those items outlined in the District's IT Blueprint.~~
- ~~set strategic goals/objectives/improvements which are aligned with curricular needs of students and staff development needs of teachers by partnering with senior administrators and department directors.~~
- ~~determine current level of instructional technology effectiveness and develop ongoing program of continuous improvement by researching and implementing appropriate new technologies to insure instructional technology continues to meet Broward County School District needs and government mandates regarding technology integration into the curriculum.~~
- ~~coordinate between Educational Technology, schools, departments across the District, and the Instruction & Interventions division in planning and implementing technology projects.~~
- ~~assist with the identification and development of funding opportunities and partnerships, both internal and external; develop district, regional, state and federal grant proposals, as required.~~
- ~~maximize opportunities for instructional technology development by partnering with local universities and businesses in planning and implementing instructional technology events and networking with other school districts and state and federal agencies.~~
- ~~supervise, appraise, and ensure the professional development of the staff.~~
- ~~serve on district committees as assigned.~~
- ~~assist Executive Director, Instruction & Interventions in budget preparation.~~
- ~~perform and promote all activities in compliance with equal employment and non discrimination policies of The School Board of Broward County, Florida.~~
- ~~participate successfully in the training programs offered to increase the individual's skills and proficiency related to the job assignments.~~
- ~~review current developments, literature and technical sources of information related to job responsibility.~~
- ~~ensure adherence to good safety procedures.~~
- ~~follow Federal and State laws, as well as School Board policies.~~
- ~~perform other duties as assigned by the Executive Director, Instruction & Interventions or designee.~~

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's bachelor's degree from an accredited institution.
- Five (5) years of successful teaching experience in a related discipline.
- A minimum of three (3) years of supervisory or administrative experience in a related field or program area.
- Florida Professional Educator Certification in the content-specific disciplines such as Math, Science, Social Studies and English.
- Effective verbal and written communication skills.
- Effective interpersonal skills.
- Computer skills as are required for the position.
- ~~Minimum of eight (8) years of experience and/or training in the field related to the title of the position.~~

- ~~Degree majors to include educational technology, computer sciences or related field.~~
- ~~Requires at least two (2) years supervisory or administrative experience in the administration of information/education technology systems.~~

PREFERRED QUALIFICATIONS & EXPERIENCE:

- An earned doctorate ~~master's~~ degree from an accredited institution.
- A minimum ~~Minimum~~ of ten (10) ~~six (6)~~ years of experience and/or training in the field related to the title of the position.
- Experience in a public K-12 school system.
- Communication skills to effectively disseminate information regarding the department.
- ~~Customer Service experience in integrating technology into the curriculum, microcomputers, wide and local area networks in a large public school system.~~
- Bilingual skills

SUPERVISES:

All employees assigned to the STEM & Instructional Resources department

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

Frequently coordinates between Secondary Learning, schools, departments across the District, and the Learning division in planning and implementing standards, curriculum, and instruction to meet the needs of all students to graduate college and career ready; maximizes opportunities for effective secondary teaching and learning by collaborating with local universities, local, regional, state and national educational institutions, organizations, agencies, and school districts to ensure effective teaching and learning support and the delivery of quality education for the students of Broward County Public Schools.

~~Frequently coordinates between Educational Technology, schools, departments across the District, and the Instruction & Interventions division in planning and implementing technology projects that meet curriculum and instruction needs; maximize opportunities for instructional technology development by partnering with local universities and businesses in planning and implementing instructional technology events and networking with other school districts and state and federal agencies.~~

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Revised: 5/20/97 &

Adopted: 6/17/97

Title Change: 4/13/99

Revised: 5/9/00

Reporting Change: 5/1/2001

Realignment: 4/01/03

Board Adopted: 12/16/03

Board Adopted: 01/18/05

Title Change: 07/01/05

Revised: 01/22/10

2009-2010 Organizational Chart

Reporting Change: 07/25/11

2011-2012 Organizational Chart Title & Reporting Change: 10/01/12

2012-2013 Organizational Chart Title Change Approved 5/20/14

2014-2015 Organizational Chart

DRAFT

Point Factor Listing
 Director, Secondary Learning
 Point Range: 1045-1214
Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance				
	<u>Experience Range - Years</u>			
<u>Education</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>*Organization Contact Level</u>			
<u>Required skill level</u>	1	2	3	4
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	4 – Superintendent, School Board; critical external 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				
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
D2	C3	D	E	D



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Curriculum Supervisor, Language Arts (Secondary) ~~Curriculum Supervisor, Literacy (Secondary)~~
JOB CODE: E-107B
CLASSIFICATION: Exempt
SALARY BAND: C
BARGAINING UNIT: ESMAB
REPORTS TO: Director, Secondary Learning ~~Director, Literacy~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To ensure improvement of instruction in language arts in the ~~elementary and~~ secondary schools through designing, planning, developing, implementing, coordinating, evaluating and monitoring the curriculum.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Curriculum Supervisor, Language Arts (Secondary) ~~Curriculum Supervisor, Literacy (Secondary)~~ shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties.
- Develop ~~develop~~ and constantly provide continuous review of the District's ~~district~~ comprehensive plans for curriculum improvement in language arts. This includes planning for curriculum articulation across all ~~elementary and~~ secondary schools.
- Review ~~review~~ the language arts programs in place for schools within assigned area of accountability to determine being implemented by the respective schools as to their effectiveness in meeting school and District ~~district~~ goals.
- Review each secondary school's system-wide goals to determine if they align with the community needs assessment and are effective in implementing instructional plans.
- Determine the extent to which language arts curricula is being implemented in the schools and provide appropriate recommendations and support.
- ~~be knowledgeable and skilled in the latest technology and be able to integrate that technology with the curriculum as a delivery tool.~~
- Work ~~work~~ collaboratively in cross-functional teams to provide direct/indirect support and assistance to teachers, focused on improved student achievement.
- ~~determine the extent to which the standards of excellence and service in instructional programs are being maintained.~~
- Enhance the quality of service and support provided through leveraging technology in the design, planning and delivery of curriculum.
- Coordinate ~~coordinate~~ the efforts of respective school-based ~~department heads~~ curriculum representatives at the ~~elementary and~~ secondary school level.
- Participate ~~participate~~ in the development and/or coordination of the development of all language arts programs and management systems being implemented in the ~~District~~ district.
- Serve ~~serve~~ in staff advisory capacity to the language arts ~~curriculum~~ councils.
- Participate ~~participate~~ in the evaluation and the selection of materials and equipment appropriate to teaching of language arts curriculum in the ~~elementary and~~ secondary schools.
- Represent ~~represent~~ the ~~Director, Literacy~~ Director or designee on all matters pertaining to language arts.
- Participate ~~participate~~ in the coordination, development, and/or teaching of language arts in-service courses in coordination with the Director, Professional Development Standards and Support. ~~Human Resource Development Department.~~

- Represent ~~represent~~ the District ~~district~~ on language arts ~~elementary and secondary~~ at the national, state and local levels, including interaction with parents and community groups ~~This includes speaking to parent and community groups, as well as to representatives of the media.~~
- Coordinate ~~coordinate~~ the planning and staging of county-wide activities in language arts.
- ~~provide input and support to individual elementary and secondary schools relative to accountability.~~
- Perform ~~perform~~ and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- Participate ~~participate successfully in the~~ training programs offered to enhance ~~increase the~~ individual ~~individual's~~ skills and proficiency related to the job responsibilities, assignments.
- Review ~~review~~ current developments, literature and technical sources of information related to job responsibilities, ~~responsibility.~~
- Ensure ~~ensure~~ adherence to ~~good~~ safety rules and procedures.
- Follow ~~follow~~ federal and state laws, as well as School Board policies.
- Perform ~~perform~~ other duties as assigned by the immediate supervisor or designee, ~~Director, Literacy.~~

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- ~~Minimum of five~~ Five (5) years of successful teaching in the Broward County School District or ~~Minimum of eight~~ (8) years of successful outside teaching experience.
- Valid Florida Professional Educator Certification ~~certificate~~ in ~~one of the following~~ discipline(s): Language Arts, Elementary Education, Pre-K/Primary, ~~or~~ Early Childhood, or Reading ~~required.~~
- ~~Progressively more responsible successful work experience, including department head or grade chairperson or equivalent.~~
- Demonstrated expertise in the design, implementation and evaluation of curriculum for language arts.
- Effective oral and written communication skills.
- Computer skills as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Progressively more responsible and successful work experience, including department head, grade chairperson or an equivalent position.
- Bilingual skills.

SUPERVISES:

~~Provide supervisory services in language arts to elementary and secondary schools.~~

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

Frequently coordinates with department heads of curriculum specialty across the District in planning, coordinating, implementing, and monitoring the effectiveness of curriculum that meet student needs. Periodically meets with parent and community groups to represent the District on curriculum specialty issues.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Replaced: 5/19/92 &

Revised: 6/2/92 &

Adopted: 6/16/92 (Eff. 7/1/92)

Revised: 6/7/94 &

Adopted: 7/19/94

Alignment Title Change: 3/19/96

Organizational Chart: 4/13/99

Effective: 7/1/99

Reorganization: 5/9/2000

Board Adopted: 12/16/03

Organizational Chart: 2013-2014

Title & Reporting Change: 6/24/14

DRAFT



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Curriculum Supervisor, Math (Secondary)
JOB CODE: E-106
CLASSIFICATION: Exempt
SALARY BAND: C
BARGAINING UNIT: ESMAB
REPORTS TO: Director, Secondary Learning ~~Director, Math, Science & Gifted~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To ensure improvement of instruction in mathematics in the secondary schools through designing, planning, developing, implementing, coordinating, evaluating and monitoring the program.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Curriculum Supervisor, Math shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties.
- Develop ~~develop~~ and provide continuous ~~constantly~~ review of the District's ~~district~~ comprehensive plans for curriculum improvement in mathematics. This includes planning for curriculum articulation across all secondary schools ~~and coordination with elementary supervisors.~~
- Review ~~review~~ the mathematics programs in place for schools within assigned area of accountability to determine ~~being implemented by the respective schools as to~~ their effectiveness in meeting school and District ~~district~~ goals.
- Review each secondary school's system-wide goals to determine if they align with the community needs assessment and are effective in implementing instructional plans.
- Determine ~~determine~~ the extent to which mathematics curricula is being implemented in the secondary schools ~~and provide appropriate recommendations and support.~~
- Work collaboratively in cross-functional teams to provide direct/indirect support and assistance to teachers, focused on improved student achievement.
- Enhance the quality of service and support provided through leveraging technology in the design, planning and delivery of curriculum.
- ~~provide direct assistance to classroom teachers.~~
- ~~determine the extent to which the standards of excellence and service in instructional program are being maintained.~~
- Coordinate ~~coordinate~~ the efforts of respective school-based ~~department heads~~ curriculum representatives at the secondary school level.
- Participate ~~participate~~ in the development and/or coordination of the development of all mathematics programs and management systems being implemented in the district.
- Serve ~~serve~~ in staff advisory capacity to the mathematics ~~curriculum~~ councils.
- Participate ~~participate~~ in the evaluation and the selection of materials and equipment appropriate to teaching of mathematics curriculum in the secondary schools.
- Represent ~~represent~~ the Director ~~or designee~~, STEM & Instructional Resources on all matters pertaining to mathematics.
- Participate ~~participate~~ in the coordination, development and/or teaching of mathematics ~~in-service~~ courses in coordination with the Director, Professional Development Standards & Support Talent Development Department.
- Represent ~~represent~~ the District ~~district~~ on mathematics ~~secondary~~ at the national, state and local levels, including interaction with parents and community groups. This includes ~~speaking to parent and community groups, as well as to representatives of the media.~~
- ~~provide input and support to individual secondary schools relative to accountability.~~
- Coordinate ~~coordinate~~ the planning and staging of county-wide activities in mathematics.

- ~~Perform~~ ~~perform~~ and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- ~~Participate~~ ~~participate~~ ~~successfully~~ in the training programs offered to enhance ~~increase~~ the individual ~~individual's~~ skills and proficiency related to the job responsibilities. ~~assignment.~~
- ~~Review~~ ~~review~~ current developments, literature and technical sources of information related to job responsibilities. ~~responsibility.~~
- ~~Ensure~~ ~~ensure~~ adherence to ~~good~~ safety rules and procedures.
- ~~Follow~~ ~~follow~~ federal and state laws, as well as School Board policies.
- ~~Perform~~ ~~perform~~ other duties as assigned by the immediate supervisor or designee. ~~Director, STEM & Instructional Resources.~~

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- ~~Minimum of five~~ Five (5) years of successful teaching in the Broward County School District or ~~Minimum of eight (8) years of~~ successful outside teaching experience.
- Valid Florida Professional Educator Certification ~~certificate~~ in the following discipline(s): Mathematics (Grades 6-12 or 7-12) ~~required.~~
- ~~Progressively more responsible~~ successful work experience, including department head or grade chairperson or equivalent.
- Demonstrated expertise in the design, implementation, and evaluation of curriculum for secondary mathematics.
- Effective oral and written communication skills.
- Computer skills as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Progressively more responsible and successful work experience, including department head, grade chairperson or equivalent.
- Bilingual skills ~~preferred.~~

SUPERVISES:

~~Provide supervisory services in language arts to elementary and secondary schools.~~

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

Frequently coordinates with department heads of curriculum specialty across the District in planning, coordinating, implementing, and monitoring the effectiveness of curriculum that meet student needs. Periodically meets with parent and community groups to represent the District on curriculum specialty issues.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Replaced: 5/19/92

Revised: 6/2/92

Adopted: 6/16/92 (Eff. 7/1/92)

Realigned: 4/12/94

Alignment Title Change: 3/19/96

Reorganization: 5/9/2000

Board Adopted: 12/16/03

Title Change: 9/24/2012

Organizational Chart: 2012-2013

DRAFT



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Curriculum Supervisor, Science (Secondary)
JOB CODE: E-139
CLASSIFICATION: Exempt
SALARY BAND: C
BARGAINING UNIT: ESMAB
REPORTS TO: Director, Secondary Learning Director, Math, Science & Gifted
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To ensure improvement of instruction in science in secondary schools through designing, developing, implementing, coordinating, evaluating, and monitoring the curriculum. Provide supervision and quality leadership in the on-going coordination, development, supervision and improvement of the general and content-specific (Science, Technology, Engineering and Mathematics) instructional program for Grades K-12. Work in conjunction with District personnel, school administrators and teachers to enhance learning opportunities for students to develop 21st Century skill sets which focus on occupations that require a significant level of STEM knowledge and skills.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Curriculum Supervisor, Science (Secondary) shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties.
- Develop and provide continuous review of the District's comprehensive plans for curriculum improvement in science. This includes planning for curriculum articulation across all secondary schools.
- Review the science programs in place for schools within assigned area of accountability to determine their effectiveness in meeting school and District goals.
- Review each secondary school's system-wide goals to determine if they align with the community needs assessment and are effective in implementing instructional plans.
- Determine the extent to which science curricula is being implemented in the secondary schools and provide appropriate recommendations and support.
- Work collaboratively in cross-functional teams to provide direct/indirect support and assistance to teachers, focused on improved student achievement.
- Enhance the quality of service and support provided through leveraging technology in the design, planning and delivery of curriculum.
- Coordinate the efforts of respective school-based curriculum representatives at the secondary school level.
- Participate in the development and/or coordination of the development of all science programs and management systems being implemented in the district.
- Serve in staff advisory capacity to the science councils.
- Participate in the evaluation and the selection of materials and equipment appropriate to teaching science curriculum in the secondary schools.
- Represent the Director or designee on all matters pertaining to science.
- Participate in the coordination, development and/or teaching of science in-service courses in coordination with the Director, Professional Development Standards & Support.
- Represent the District on science at the national, state and local levels, including interaction with parents and community groups.
- Coordinate the planning and staging of county-wide activities in science.

- ~~design systems to recognize, collect and distribute models of effective STEM content area instructional practices and strategies for classroom teachers.~~
- ~~incorporate relevant STEM digital tools and strategies into professional learning, curriculum frameworks, and assessments for teacher and student use.~~
- ~~communicate the scope of scientifically based research regarding STEM and digital learning content areas including effective interventions to direct instructional best practices that allow students to demonstrate their potential in all aspects of learning.~~
- ~~work collaboratively with colleagues to ensure effective student transitions between elementary and secondary schools, paying particular attention to horizontal and vertical continuity and articulation of the K-12 instructional program.~~
- ~~communicate the scope of the Common Core State Standards and Florida Standards.~~
- ~~facilitate curricular alignment and ensure cyclical and timely curriculum revisions and administration.~~
- ~~develop, supervise, and deliver professional learning for teachers and administrators related to STEM program goals through a variety of delivery methods including virtual learning, professional learning communities, lesson studies and/or peer review.~~
- ~~build capacity for STEM inquiry based, project oriented learning by developing and facilitating projects in K-12 schools.~~
- ~~ensure all division/department priorities and projects assist in achieving the District's Strategic Plan.~~
- ~~analyze formative and summative student assessment results to formulate databased decisions for modifications to curriculum, instructional practice, and professional learning needs.~~
- ~~participate in the selection and evaluation of appropriate STEM instructional materials, software and hardware and provide expertise to teachers and leaders as needed.~~
- ~~plan and manage project implementation and meet project milestones and benchmark deadlines while staying within budget.~~
- ~~communicate effectively to school personnel, parents, and community applicable policies, procedures, programs, curricula, and instructional techniques designed to address individual student and/or school needs.~~
- ~~provide support to cross-functional collegial teams as necessary and as assigned.~~
- Perform ~~perform~~ and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida, FL.
- Participate ~~participate successfully in the~~ training programs offered to enhance ~~increase~~ the individual ~~individual's~~ skills and proficiency related to the job responsibilities, assignments.
- Review ~~review~~ current developments, literature and technical sources of information related to job responsibilities. ~~responsibility.~~
- Ensure ~~ensure~~ adherence to good ~~good~~ safety rules and ~~and~~ procedures.
- Follow ~~follow~~ Federal and State laws, as well as School Board policies.
- Perform ~~perform~~ other duties as assigned by the immediate supervisor or designee. ~~Director, Math, Science & Gifted.~~

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- Five (5) years of successful teaching in the Broward County School District or eight (8) years of successful outside teaching experience.
- Valid Florida Professional Educator Certification in the following discipline(s): Teacher Certificate in Mathematics, any area of Science, Technology Education, or related STEM field.
- Demonstrated expertise in the design, implementation, and evaluation of curriculum for secondary science and/or STEM.
- Excellent ~~Effective~~ oral and written communication skills.
- Computer skills as required for the position.
- ~~Minimum of five (5) years within the last ten (10) years of successful educational experience which includes three (3) years of successful classroom teaching/coaching experience in at least one concentration of STEM-related content.~~
- ~~Must have completed a minimum of three graduate-level courses in STEM-related education.~~
- ~~Strong technology skills with demonstrated experience of integrating technology into teaching, learning and management.~~

PREFERRED QUALIFICATIONS & EXPERIENCE:

- An earned doctorate degree from an accredited institution. Doctorate preferred.
- Progressively more responsible and successful work experience, including department head, grade chairperson or an equivalent position.
- Completion of graduate-level courses in STEM-related education.
- Strong technology skills with demonstrated experience of integrating technology into teaching, learning and management.
- ~~Grant writing experience.~~
- Bilingual skills.

SUPERVISES:

~~Provide supervisory services in social studies to elementary schools.~~

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

~~Serves as a liaison as needed to the U.S. Department of Education, the Florida Department of Education and the business community to advance the interests of the District relative to STEM. Frequent contact with staff across the District and the schools in planning, coordinating, implementing and monitoring the effectiveness of curriculum programs to meet student needs. Periodically meets with parent and community groups to represent the District and communicate curriculum related information.~~

Frequently coordinates with department heads of curriculum specialty across the District in planning, coordinating, implementing, and monitoring the effectiveness of curriculum that meet student needs. Periodically meets with parent and community groups to represent the District on curriculum specialty issues.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approval: 06/26/2012
Board Adopted: 07/24/2012
2012-2013 Organizational Chart
Title Change: 6/24/14



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Curriculum Supervisor, Social Studies (Secondary)
JOB CODE: E-135
CLASSIFICATION: Exempt
SALARY BAND: C 27
BARGAINING UNIT: ESMAB
REPORTS TO: Director, Secondary Learning ~~Director, Literacy~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To ensure improvement of instruction in social studies in secondary schools through designing, planning, developing, implementing, coordinating, evaluating and monitoring the curriculum.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Curriculum Supervisor, Social Studies (Secondary) shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties.
- Develop ~~develop~~ and constantly provide continuous review of the District's ~~district~~ comprehensive plans for curriculum improvement in social studies. This includes planning for curriculum articulation across all secondary ~~and secondary~~ schools.
- Review ~~review~~ the social studies programs in place for schools within assigned area of accountability to determine ~~being implemented by the respective schools as to their effectiveness in meeting school and District~~ ~~district~~ goals.
- Review each secondary school's system-wide goals to determine if they align with the community needs assessment and are effective in implementing instructional plans.
- Determine ~~determine~~ the extent to which social studies curricula is being implemented in the secondary schools and provide appropriate recommendations and support.
- Work collaboratively in cross-functional teams to provide direct/indirect support and assistance to teachers, focused on improved student achievement.
- Enhance the quality of service and support provided through leveraging technology in the design, planning and delivery of curriculum.
- ~~provide direct assistance to classroom teachers.~~
- ~~determine the extent to which the standards of excellence and service in instructional programs are being maintained.~~
- Coordinate ~~coordinate~~ the efforts of respective school-based department heads curriculum representatives at the secondary school level.
- Participate ~~participate~~ in the development and/or coordination of the development of all social studies programs and management systems being implemented in the District ~~district~~.
- Serve ~~serve~~ in staff advisory capacity to the social studies curriculum councils.
- Participate ~~participate~~ in the evaluation and the selection of materials and equipment appropriate to teaching of social studies curriculum in secondary schools.
- Represent ~~represent~~ the Director or designee ~~Director, Literacy~~ on all matters pertaining to social studies.
- Participate ~~participate~~ in the coordination, development and/or teaching of social studies in service courses in coordination with the Director, Professional Standards & Support, Talent Development Department.
- Represent ~~represent~~ the District ~~district~~ on social studies secondary at the national, state and local levels, including interaction with parents and community groups. This includes speaking to parent and community groups, as well as to representatives of the media.
- Coordinate ~~coordinate~~ the planning and staging of county-wide activities in social studies.
- ~~provide input and support to individual secondary schools relative to accountability.~~

- Perform ~~perform~~ and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- Participate ~~participate~~ successfully in the training programs offered to enhance ~~increase~~ the individual ~~individual's~~ skills and proficiency related to the job responsibilities. ~~assignments~~.
- Review ~~review~~ current developments, literature and technical sources of information related to job responsibilities. ~~responsibility~~.
- Ensure ~~ensure~~ adherence to good safety rules and procedures.
- Follow ~~follow~~ Federal and State laws, as well as School Board policies.
- Perform ~~perform~~ other duties as assigned by the immediate supervisor or designee. ~~Director, Literacy or designee~~.

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- ~~Minimum of five~~ Five (5) years of successful teaching experience in ~~high school social studies~~ the Broward County School District or eight (8) years of successful outside teaching experience.
- Valid Florida Professional Educator Certification ~~certificate~~ in the following discipline(s): Social Studies (Grade 6-12 or 7-12) is required.
- ~~Progressively more responsible~~ successful work experience, including department head or grade chairperson or equivalent.
- Demonstrated expertise in the design, implementation and evaluation of curriculum for social studies.
- Effective oral and written communication skills.
- Computer skills as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Progressively more responsible and successful work experience, including department head, grade chairperson or an equivalent position.
- Bilingual skills preferred.

SUPERVISES:

Provide supervisory services in social studies to elementary schools.

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

Frequently coordinates with department heads of curriculum specialty across the District in planning, coordinating, implementing, and monitoring the effectiveness of curriculum that meet student needs. Periodically meets with parent and community groups to represent the District on curriculum specialty issues.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Adopted: 12/12/06

Title Change: 9/24/2012

Organizational Chart: 2012-2013



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Director, Innovative Learning & Arts
JOB CODE: C-052
CLASSIFICATION: Exempt
SALARY BAND: D
BARGAINING UNIT: ESMAB
REPORTS TO: Chief Academic Officer ~~Executive Director, Instructional & Interventions~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

The purpose of this position is to provide leadership and tactical strategies for the smooth operation of multiple technological systems that enhance the teaching and learning. The position will lead the research and identification of technological and pedagogical practices necessary for equity of outcomes for students.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

~~The Director, Innovative Learning & Arts shall carry out the performance responsibilities listed below.~~

- ~~Supervises staff as assigned in the performance of job duties. This position supervises employees as assigned.~~
- ~~Establish~~ establish goals, identify objectives, and assess the impact of initiatives implemented by the Innovative Learning & Arts Team.
- ~~Establish~~ establish, develop and implement the necessary professional learning for the successful development of the staff, teachers, and school leaders to implement the Innovative Learning & Arts initiatives.
- ~~Develop~~ develop and implement the Instructional Technology goals and objectives, outlined in the District's Technology Strategic Plan.
- ~~Establish~~ establish the implementation of an assessment tool that measures educators' and students' technology competencies.
- ~~Promote~~ promote the innovative and effective transformation of the use of technology in the classrooms.
- ~~Develop~~ develop a plan that results in the use of technology to transform teaching and learning in the classroom; increases access and participation in Innovative Learning Arts programs; encourages students to become life-long learners and effective producers and consumers of digital resources, and produces citizens who are prepared to compete in a global society.
- ~~Develop~~ personalized learning pathways for all students including gifted and talented, exceptional students, and English language learners through the utilization of digital tools.
- ~~Build~~ build awareness amongst the staff and district leaders regarding the latest technologies proven to aid in teaching and learning, and innovative practices across the nation.
- ~~Analyze~~ analyze and interpret data to provide written and/or oral reports to the School Board and to District personnel as requested.
- ~~Collaborate~~ collaborate in the development and monitoring of district budgets, expenditures, and inventories, as related to the position responsibilities.
- ~~Support~~ support the development of technology resources to aid curriculum development and grant writing.
- ~~Assist~~ assist in the development of strategic alliance partners.
- ~~Assist~~ assist with identification, selection, and procurement of instructional resources, both print and digital; and the evaluation of the effectiveness of their use on student achievement.
- ~~Serve~~ serve on district, state and national committees; and deliver presentations at local, state, and national conferences.
- ~~Perform~~ perform duties with professionalism; and exhibit work ethic aligned to the on time, success attainment of goals.
- ~~promote, direct, coordinate and lead the CISS Instructional Technology initiatives including those items outlined in the District's IT Blueprint.~~
- ~~Set~~ set strategic goals/objectives/improvements which are aligned with the curricular needs of students and staff development needs of teachers by partnering with senior administrators and department directors.

- ~~Determine~~ determine current level of instructional technology effectiveness and develop ongoing program of continuous improvement by researching and implementing appropriate new technologies to insure instructional technology continues to meet Broward County School District needs and government mandates regarding technology integration into the curriculum.
- ~~Coordinate~~ coordinate between ~~Educational Information & Technology~~, schools, departments across the District, and the ~~Instruction & Interventions Learning~~ division in planning and implementing technology projects.
- ~~Assist~~ assist with the identification and development of funding opportunities and partnerships, both internal and external; develop district, regional, state and federal grant proposals, as required.
- ~~Maximize~~ maximize opportunities for instructional technology development by partnering with local universities and businesses in planning and implementing instructional technology events and networking with other school districts and state and federal agencies.
- ~~Supervise~~ supervise, appraise, and ensure the professional development of the staff.
- ~~Serve~~ serve on district committees as assigned.
- ~~Assist~~ assist ~~Chief Academic Officer Executive Director, Instruction & Interventions~~ in budget preparation.
- ~~Perform~~ perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- ~~Participate~~ participate in the training programs offered to enhance the individual ~~individual's~~ skills and proficiency related to the job responsibilities.
- ~~Review~~ review current developments, literature and technical sources of information related to job responsibilities.
- ~~Ensure~~ ensure adherence to ~~good~~ safety rules and procedures.
- ~~Follow~~ follow Federal and State laws, as well as School Board policies.
- ~~Perform~~ perform other duties as assigned by the immediate supervisor or designee. ~~Executive Director, Instruction & Interventions or designee.~~

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree in educational or instructional technology, or educational leadership from an accredited institution.
- Five (5) years of successful teaching experience in a related discipline.
- A minimum of three (3) years of supervisory or administrative experience in a related field or program area.
- A minimum of six (6) years, within the last ten (10) years, of experience in the development, implementation and evaluation of curriculum and instructional units that authentically integrates technology to result in increased student achievement.
- Florida Professional Educator Certification in related discipline and consistent with the assigned specialty.
- Experience in the development, implementation and evaluation of curriculum and instructional units that authentically integrates technology to result in increased student achievement.
- Effective verbal and written communication skills.
- Effective interpersonal skills.
- Advanced Computer skills as required for the position.
- ~~proven effective leadership skills.~~

PREFERRED QUALIFICATIONS & EXPERIENCE:

- A minimum of three (3) years teaching in a Prek-12th grade classroom, or three (3) years of experience as school based media specialist or core content area coach.
- Experience in writing, securing, and managing grants.
- Bilingual skills

SUPERVISES:

Staff as assigned

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

Frequent contact with various levels of School and District staff in the use of technology to transform teaching and learning in the classroom. Establish partnerships with other organizations in order to meet program goals.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

2014-2015 Organizational Chart

Board Approved: 5/20/14

Board Adopted: 6/24/14

DRAFT



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Director, Applied Learning Curriculum Supervisor, Educational Programs
JOB CODE: E-027
CLASSIFICATION: Exempt
SALARY BAND: D-G
BARGAINING UNIT: ESMAB
REPORTS TO: Chief Academic Officer ~~Director, Math, Science & Gifted~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

The Director, Applied Learning provides leadership, development, support, communication and continuous improvement in county-wide programs where students learn to apply knowledge and skills in hands-on and/or real world experiences to develop 21st century skill sets which ensure successful entry into the global workforce. ~~To ensure improvement of instruction and student performance through designing, planning, developing, implementing, coordinating, evaluating, and monitoring the entire curriculum.~~

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Applied Learning Curriculum Supervisor, Educational Programs shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties. This position supervises employees assigned to the Applied Learning department.
- Collaborate with the Chief Academic Officer to provide vision, direction, management, and oversight for all aspects of applied learning.
- Focus the work of all applied learning programs to ensure that all students are on track to graduate college and career ready, with an emphasis on equality for all students.
- Develop and implement programs in support of applied learning.
- Assist with the identification and development of funding opportunities and partnerships, both internal and external; develop district, regional, state and federal grant proposals in support of applied learning programs.
- Coordinate and collaborate across District offices and departments in support of applied learning initiatives focused on increasing academic rigor in applied learning teaching and learning.
- Work collaboratively in cross-functional teams to provide direct/indirect support to the teacher, focused on improved student engagement and achievement.
- Increase awareness amongst staff and district leaders regarding programs proven to support student engagement and achievement through real world applications.
- Participate with other directors in the implementation of comprehensive articulation procedures.
- Serve as liaison with local, state and national organizations and agencies.
- Participate in the selection of instructional materials, technology, resources, etc. for applied learning programs.
- Collaborate in the development and monitoring of the department's budget, expenditures, and inventories in support of short and long-range goals as related to the position responsibilities. Establish, monitor, and control the respective budgets based on educational needs.
- Participate in the development of short and long-term goals, objectives, and instructional plans related to applied learning.
- Promote greater curriculum articulation across all levels - elementary, middle, and high school.
- Ensure the effective implementation of assigned program area by meeting with site coordinators to review program progress, prepare reports, and monitor associated budget expenditures.
- Stay abreast of ~~Be able to possess knowledge and skills in~~ the latest technology and ~~the ability to~~ seek and capitalize on opportunities to integrate technology with the curriculum as a delivery tool.

- Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities.
- Review current developments, literature and technical sources of information related to job responsibilities.
- Ensure adherence to safety rules and procedures.
- Follow federal and state laws, as well as School Board policies.
- Perform other duties as assigned by the immediate supervisor or designee.
- ~~practice current research-based instructional strategies.~~
- ~~be knowledgeable and skilled in the use of the latest technology and be able to integrate that technology into all areas of curriculum as a delivery tool.~~
- ~~evaluate the subject area programs and develop prescriptive improvement plans which increase effectiveness in meeting school and system-wide goals.~~
- ~~work collaboratively in cross-functional teams to provide direct/indirect support to the teacher, focused on improved student achievement.~~
- ~~be able to modify the delivery of an inter-disciplinary curriculum which is time appropriate and be able to adapt to the concept of flexible scheduling.~~
- ~~promote greater curriculum articulation across all levels—elementary, middle, and high school.~~
- ~~use curriculum and teacher coaching techniques in order to provide direct assistance to classroom teachers by coordinating, modeling, and/or teaching in service courses, as required.~~
- ~~as required, serve as liaison to US Department of Education and the business community to advance the interests of the District relative to the curriculum specialty.~~
- ~~participate in the evaluation and selection of materials and equipment appropriate to the teaching of the curriculum.~~
- ~~ensure that instructional personnel are provided with technical assistance in the implementation of modified methods of instruction which reflect the philosophy that all students can learn.~~
- ~~ensure the effective implementation of assigned program area by meeting with site coordinators to review program progress, preparing reports, and monitoring associated budget expenditures.~~
- ~~utilize knowledge of test assessment techniques to adapt, design and implement diagnostic—prescriptive curriculum with learning styles to meet the needs of the individual programs.~~
- ~~perform and promote all activities in compliance with equal employment and non-discrimination policies of The School Board of Broward County, FL.~~
- ~~participate successfully in the training programs offered to increase the individual's skill and proficiency related to job assignments.~~
- ~~review current developments, literature and technical sources of information related to job responsibilities.~~
- ~~ensure adherence to good safety rules and procedures.~~
- ~~follow federal and state, as well as School Board policies.~~
- ~~perform other duties as assigned by the Director, Math, Science & Gifted.~~

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- Five (5) years of successful teaching experience in a related discipline.
- A minimum of three (3) years of supervisory or administrative experience in a related field or program area.
- ~~A minimum of four (4) years of teaching experience in the assigned curriculum specialty.~~
- Florida Professional Educator Certification in related discipline and is required to be consistent with the assigned specialty.
- ~~Florida certification, at the secondary level, is required from any academic or career/technical subject.~~
- ~~Must have experience in working collaboratively in cross-functional teams and settings.~~
- Effective verbal and written communication skills.
- Effective interpersonal skills.
- Computer skills as are required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Demonstrated expertise in the design and evaluation of curriculum and instruction.
- A minimum of ten (10) years of experience and/or training in the field related to the title of the position.
- Demonstrated expertise in the design and evaluation of curriculum and instruction for child development.
- Communication skills to effectively disseminate information regarding the department.
- Experience in a public K-12 school system.
- ~~Communication skills to effectively disseminate information regarding the department.~~
- Bilingual skills

SUPERVISES:

~~Provides supervisory services in respective areas to the staff and to school personnel.~~

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

Frequently coordinates between Applied Learning, schools, departments across the District, and the Learning division in planning and implementing curriculum and instruction to meet the needs of all students to graduate college and career ready; maximizes opportunities for engaging, effective teaching and learning by collaborating with local universities, local, regional, state and national educational institutions, organizations, agencies, and school districts to ensure effective teaching and learning support and the delivery of quality education for the students of Broward County Public Schools.

~~May serve as liaison to US Department of Education and the business community to advance the interests of the District relative to the curriculum specialty.~~

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 4/26/94 &

Adopted: 6/7/94

Title Change &

Realignment: 4/11/95 & 3/19/96

Alignment Change: 4/7/98

Organizational Chart 4/13/99

Effective 7/1/99

Realignment: 5/9/2000

Alignment Title Change: 5/1/2001

Board Adopted: 12/16/03

Revised: 8/23/05, 9/28/05, 9/05/06

Revised: 01/22/10

2009-2010 Organizational Chart

Title Change: 9/24/2012

2012-2013 Organizational Chart

2014-2015 Organizational Chart

Realignment & Reporting Change: 6/24/14

Point Factor Listing
 Director, Applied Learning
 Point Range: 1045-1214
Position Factors

1. <u>Knowledge:</u> Combined required minimum education/experience for competent performance				
		<u>Experience Range - Years</u>		
<u>Education</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. <u>Human Relations Skills:</u> 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		4 – Superintendent, School Board; critical external parties		
3. <u>Problem Solving:</u> 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				
4. <u>Decision Making Freedom:</u> 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. <u>Position Impact:</u> 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
D2	C3	D	E	D



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Curriculum Supervisor, Music and Performing Arts
JOB CODE: E-111
CLASSIFICATION: Exempt
SALARY BAND: C
BARGAINING UNIT: ESMAB
REPORTS TO: Director, Applied Learning ~~Director, Innovative Learning Art~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To ensure improvement of instruction in music in the K-12 schools through designing, planning, developing, implementing, coordinating, evaluating and monitoring the curriculum.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Curriculum Supervisor, Art shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties.
- Develop ~~develop~~ and provide continuous ~~constant~~ review of the District's ~~district~~ comprehensive plans for curriculum improvement in music. This includes planning for curriculum articulation across all K-12 schools.
- Review ~~review~~ music programs in place for schools within assigned area of accountability to determine ~~being implemented by the respective schools as to~~ their effectiveness in meeting school and ~~District~~ ~~district~~ goals.
- Review each K-12 school's system-wide goals to determine if they align with the community needs assessment and are effective in implementing instructional plans.
- Determine ~~determine~~ the extent to which music curricula is being implemented in the K-12 schools and provide appropriate recommendations and support.
- Work collaboratively in cross-functional teams to provide direct/indirect support and assistance to teachers, focused on improved student achievement.
- Enhance the quality of service and support provided through leveraging technology in the design, planning and delivery of curriculum.
- ~~provide direct assistance to classroom teachers.~~
- ~~determine the extent to which the standards of excellence and service in instructional programs are being maintained.~~
- Coordinate ~~coordinate~~ the efforts of respective school-based ~~department heads~~ curriculum representatives at the K-12 school level.
- Participate ~~participate~~ in the development and/or coordination of the development of all music programs and management systems being implemented in the ~~District~~ ~~district~~.
- Serve ~~serve~~ in staff advisory capacity to the music curriculum councils.
- Participate ~~participate~~ in the evaluation and the selection of materials and equipment appropriate to teaching of music curriculum in the K-12 schools.
- Represent ~~represent~~ the Director or designee, ~~College and Career Readiness~~ on all matters pertaining to music.
- Participate ~~participate~~ in the coordination, development and/or teaching of music in-service courses in coordination with the Director, Professional Development Standards and Support, ~~Talent Development Department~~.
- Represent ~~represent~~ the ~~District~~ ~~district~~ on music at the national, state and local levels, including interaction with parents and community groups. This includes ~~speaking to parent and community groups, as well as to representatives of the media.~~
- Coordinate ~~coordinate~~ the planning and staging of county-wide activities in music.
- ~~provide input and support to individual K-12 schools relative to accountability.~~

- Perform ~~perform~~ and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida, FL.
- Participate ~~participate~~ successfully in the training programs offered to enhance ~~increase~~ the individual ~~individual's~~ skills and proficiency related to the job responsibilities.
- Review ~~review~~ current developments, literature and technical sources of information related to job responsibilities.
- Ensure ~~ensure~~ adherence to good safety rules and procedures.
- Follow ~~follow~~ Federal and State laws, as well as School Board policies.
- Perform ~~perform~~ other duties as assigned by the immediate supervisor or designee ~~Director, Innovative Learning & Art~~.

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- Minimum of five ~~Five~~ (5) years of successful teaching in the Broward County School District. or; Minimum of eight (8) years ~~Minimum of eight (8) years~~ of successful outside teaching experience.
- Valid Florida Professional Educator Certification ~~certificate~~ in the following discipline(s): Music.
- ~~Progressively more responsible successful work experience, including department head or grade chairperson or equivalent.~~
- Demonstrated expertise in the design, implementation, and evaluation of curriculum for music.
- Effective oral and written communication skills.
- Computer skills ~~are~~ as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Progressively more responsible and successful work experience, including department head, grade chairperson or an equivalent position.
- Bilingual skills are preferred.

SUPERVISES:

Provide supervisory services in music to K-12 schools

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

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Replaced: 5/19/92 &

Adopted: 6/16/92 (Effective 7/1/92)

Realigned: 4/12/94

Alignment Title Change: 3/19/96

Reorganization: 5/9/2000

Board Adopted: 12/16/03

Title Change: 10/15/2012

Organizational Chart: 2012-2013

2014-2015 Organizational Chart

Reporting Change: 6/24/14



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Curriculum Supervisor, Art
JOB CODE: E-110
CLASSIFICATION: Exempt
SALARY BAND: C
BARGAINING UNIT: ESMAB
REPORTS TO: Director, Applied Learning ~~Director, Innovative Learning Art~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To ensure improvement of instruction in art in the K-12 schools through designing, planning, developing, implementing, coordinating, evaluating and monitoring the curriculum.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Curriculum Supervisor, Art shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties.
- Develop ~~develop~~ and provide continuous ~~constantly~~ review of the District's ~~district~~ comprehensive plans for curriculum improvement in art. This includes planning for curriculum articulation across all K-12 schools.
- Review ~~review~~ art programs in place for schools within assigned area of accountability to determine ~~being implemented by the respective schools as to~~ their effectiveness in meeting school and ~~District~~ ~~district~~ goals.
- Review each school's system-wide goals to determine if they align with the community needs assessment and are effective in implementing instructional plans.
- Determine ~~determine~~ the extent to which art curricula is being implemented in the K-12 schools and provide appropriate recommendations and support.
- Work collaboratively in cross-functional teams to provide direct/indirect support and assistance to teachers, focused on improved student achievement.
- Enhance the quality of service and support provided through leveraging technology in the design, planning and delivery of curriculum.
- ~~Provide direct assistance to classroom teachers.~~
- ~~determine the extent to which the standards of excellence and service in instructional programs are being maintained.~~
- Coordinate ~~coordinate~~ the efforts of respective school-based ~~department heads~~ curriculum representatives at the K-12 school level.
- Participate ~~participate~~ in the development and/or coordination of the development of all art programs and management systems being implemented in the ~~District~~ ~~district~~.
- Serve ~~serve~~ in staff advisory capacity to the art ~~curriculum~~ councils.
- Participate ~~participate~~ in the evaluation and the selection of materials and equipment appropriate to teaching of art curriculum in the K-12 schools.
- Represent ~~represent~~ the ~~Director or designee~~ Director, Innovative Learning & Art on all matters pertaining to art.
- Participate ~~participate~~ in the coordination, development and/or teaching of art in-service courses in coordination with the ~~Director, Professional Development Standards & Support, Talent Development Department.~~
- Represent ~~represent~~ the ~~District~~ ~~district~~ on art at the national, state and local levels, including interaction with parents and community groups. ~~This includes speaking to parent and community groups, as well as to representatives of the media.~~
- Coordinate ~~coordinate~~ the planning and staging of county-wide activities in art.
- ~~provide input and support to individual K-12 schools relative to accountability.~~
- Perform ~~perform~~ and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. ~~FL.~~

- Participate ~~participate successfully~~ in the training programs offered to enhance ~~increase~~ the individual ~~individual's~~ skills and proficiency related to the job responsibilities.
- Review ~~review~~ current developments, literature and technical sources of information related to job responsibilities.
- Ensure ~~ensure~~ adherence to good ~~good~~ safety rules and ~~and~~ procedures.
- Follow ~~follow~~ federal and state laws, as well as School Board policies.
- Perform ~~perform~~ other duties as assigned by the immediate supervisor or designee ~~Director, Innovative Learning & Art.~~

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- Minimum of five ~~Five~~ (5) years of successful teaching in the Broward County School District. or; Minimum of eight ~~Minimum of eight~~ (8) years of successful outside teaching experience.
- Valid Florida Professional Educator Certification in the following discipline(s): ~~certificate in Art~~ required.
- ~~Progressively more responsible successful work experience, including department head or grade chairperson or equivalent.~~
- Demonstrated expertise in the design, implementation, and evaluation of curriculum for art.
- Effective oral and written communication skills.
- Computer skills are ~~as~~ required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Progressively more responsible successful work experience, including department head or grade chairperson or equivalent.
- Bilingual skills preferred.

SUPERVISES:

Provide supervisory services in art to K-12 schools

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

Frequently coordinates with department heads of curriculum specialty across the District in planning, coordinating, implementing, and monitoring the effectiveness of curriculum that meet student needs. Periodically meets with parent and community groups to represent the District on curriculum specialty issues

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Replaced: 5/19/92 &

Adopted: 6/16/92 (Effective 7/1/92)

Realigned: 4/12/94

Alignment Title Change: 3/19/96

Reorganization: 5/9/2000

Board Adopted: 12/16/03

Title Change: 10/15/2012

Organizational Chart: 2012-2013

2014-2015 Organizational Chart

Reporting Change: 6/24/14



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Curriculum Supervisor, Physical Education and Educational Programs
JOB CODE: E-112
CLASSIFICATION: Exempt
SALARY BAND: C
BARGAINING UNIT: ESMAB
REPORTS TO: Director, Applied Learning ~~Director, Innovative Learning Art~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To ensure improvement of instruction in physical education in the K-12 schools through designing, planning, developing, implementing, coordinating, evaluating, and monitoring the curriculum.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Curriculum Supervisor, Art shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties.
- Develop ~~develop~~ and provide continuous ~~constantly~~ review of the District's ~~district~~ comprehensive plans for curriculum improvement in physical education. This includes planning for curriculum articulation across all K-12 schools.
- Review ~~review~~ physical education programs in place for schools within assigned area of accountability to determine ~~being implemented by the respective schools as to their effectiveness in meeting school and District~~ ~~district~~ goals.
- Review each K-12 school's system-wide goals to determine if they align with the community needs assessment and are effective in implementing instructional plans.
- Determine ~~determine~~ the extent to which physical education curricula is being implemented in the K-12 schools and provide appropriate recommendations and support.
- Work collaboratively in cross-functional teams to provide direct/indirect support and assistance to teachers, focused on improved student achievement.
- Enhance the quality of service and support provided through leveraging technology in the design, planning and delivery of curriculum.
- ~~provide direct assistance to classroom teachers.~~
- ~~determine the extent to which the standards of excellence and service in instructional programs are being maintained.~~
- Coordinate ~~coordinate~~ the efforts of respective school-based ~~department heads~~ curriculum representatives at the K-12 school level.
- Participate ~~participate~~ in the development and/or coordination of the development of all physical education programs and management systems being implemented in the ~~District~~ ~~district~~.
- Serve ~~serve~~ in staff advisory capacity to the physical education curriculum councils.
- Participate ~~participate~~ in the evaluation and the selection of materials and equipment appropriate to teaching of physical education curriculum in the K-12 schools
- Represent ~~represent~~ the Director or designee, College and Career Readiness on all matters pertaining to physical education.
- Participate ~~participate~~ in the coordination, development and/or teaching of physical education in-service courses in coordination with the Director, Professional Development Standards and Support, Talent Development Department.
- Represent ~~represent~~ the ~~District~~ ~~district~~ on physical education at the national, state and local levels including interaction with parents and community groups. This includes ~~speaking to parent and community groups, as well as to representatives of the media.~~
- Coordinate ~~coordinate~~ the planning and staging of county-wide activities in physical education.
- ~~provide input and support to individual K-12 schools relative to accountability.~~

- ~~Perform~~ ~~perform~~ and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida, FL.
- ~~Participate~~ ~~participate~~ ~~successfully~~ in the training programs offered to enhance ~~increase~~ the individual ~~individual's~~ skills and proficiency related to the job responsibilities, assignments.
- ~~Review~~ ~~review~~ current developments, literature and technical sources of information related to job responsibilities. ~~responsibility.~~
- ~~Ensure~~ ~~ensure~~ adherence to ~~good~~ safety rules and procedures.
- ~~Follow~~ ~~follow~~ federal and state laws, as well as School Board policies.
- ~~Perform~~ ~~perform~~ other duties as assigned by the immediate supervisor or designee. ~~Director, Innovative Learning & Art.~~

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- ~~Minimum of five~~ Five (5) years of successful teaching in the Broward County School District. or; ~~Minimum of eight (8) years~~ of successful outside teaching experience
- Valid Florida Professional Educator Certification ~~certificate~~ in the following discipline(s): Physical Education required.
- ~~Progressively more responsible~~ successful work experience, including department head or grade chairperson or equivalent.
- Demonstrated expertise in the design, implementation, and evaluation of curriculum for physical education.
- Effective oral and written communication skills.
- Computer skills ~~are~~ as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Progressively more responsible and successful work experience, including department head, grade chairperson or an equivalent position.
- Bilingual skills are preferred.

SUPERVISES:

Provide supervisory services in physical education to K-12 schools

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

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Replaced: 5/19/92 &

Adopted: 6/16/92 (Effective 7/1/92)

Realigned: 4/12/94

Alignment Title Change: 3/19/96

Reorganization: 5/9/2000

Board Adopted: 12/16/03

Title Change: 10/15/2012

Organizational Chart: 2012-2013

2014-2015 Organizational Chart

Reporting Change: 6/24/14



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Curriculum Supervisor, STEM+C
JOB CODE: New
CLASSIFICATION: Exempt
SALARY BAND: C
BARGAINING UNIT: ESMAB
REPORTS TO: Director, Applied Learning
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To ensure improvement of instruction in STEM+C programs in K-12 schools through designing, developing, implementing, coordinating, evaluating and monitoring the curriculum.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Curriculum Supervisor, STEM+C shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties.
- Develop and provide continuous review of the District's comprehensive plans for curriculum improvement in STEM+C. This includes planning for curriculum articulation across all K-12 schools.
- Review the STEM+C programs in place for schools within assigned area of accountability to determine their effectiveness in meeting school and District goals.
- Review each K-12 school's system-wide goals to determine if they align with the community needs assessment and are effective in implementing instructional plans.
- Determine the extent to which STEM+C curricula is being implemented in the schools and provide appropriate recommendations and support.
- Work collaboratively in cross-functional teams to provide direct/indirect support and assistance to teachers, focused on improved student achievement.
- Enhance the quality of service and support provided through leveraging technology in the design, planning and delivery of curriculum.
- Coordinate the efforts of respective school-based curriculum representatives at the K-12 school level.
- Participate in the development and/or coordination of the development of all STEM+C programs and management systems being implemented in the District.
- Serve in staff advisory capacity to the STEM+C councils.
- Participate in the evaluation and the selection of materials and equipment appropriate to teaching STEM+C curriculum in the K-12 schools.
- Represent the Director or designee on all matters pertaining to STEM+C.
- Participate in the coordination, development, and/or teaching of STEM+C in-service courses in coordination with the Director, Professional Development Standards & Support.
- Represent the District on STEM+C at the national, state and local levels, including interaction with parents and community groups.
- Coordinate the planning and staging of county-wide activities in STEM+C.
- Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- Participate in training programs offered to enhance the individual skills and proficiency related to job responsibilities.
- Review current developments, literature and technical sources of information related to job responsibilities.
- Research and have familiarity with School District databases and performance evaluation models.
- Ensure adherence to safety rules and procedures.
- Perform other duties as assigned by the immediate supervisor or designee.
- Follow federal and state, as well as School Board policies.

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned Master's degree from an accredited institution.
- Five (5) years of successful teaching experience in the Broward County Public School District or eight (8) years of successful outside teaching experience.
- Valid Florida Professional Educator's Certification in the following discipline(s): Science, Technology Education, Coding, or any related STEM field is required.
- Demonstrated expertise in the design, implementation, and evaluation of curriculum for STEM+C.
- Excellent oral and written communication skills.
- Computer skills as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Progressively more responsible and successful work experience, including department head, grade chairperson or an equivalent position.
- Bilingual skills

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

Frequently coordinates with the department heads of curriculum specialty across the District in planning, coordinating, implementing, and monitoring the effectiveness of curriculum that meet student needs. Periodically meets with parents and community groups to represent the District on curriculum specialty issues.

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.

EVALUATION:

Performance will be evaluated in accordance with Board policy.

Point Factor Listing
 Curriculum Supervisor, STEM+C
 Point Range: 945-1044
Position Factors

<p>1. Knowledge: Combined required minimum education/experience for competent performance</p>				
		<u>Experience Range - Years</u>		
<u>Education</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	
<p>2. Human Relations Skills: All interpersonal skills required to produce the desired end result</p>				
<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		4 – Superintendent, School Board; critical external parties		
<p>3. Problem Solving: Thinking environment to perform job duties</p>				
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				
<p>4. Decision Making Freedom: Freedom to take action</p>				
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				
<p>5. Position Impact: Degree of job impact on the District</p>				
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
D2	C3	C	C	C



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Curriculum Supervisor, Civic Engagement
JOB CODE: New
CLASSIFICATION: Exempt
SALARY BAND: C
BARGAINING UNIT: ESMAB
REPORTS TO: Director, Applied Learning
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To ensure improvement of instruction in Civic Engagement in **K-12** schools through designing, developing, implementing, coordinating, evaluating and monitoring the curriculum.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Curriculum Supervisor, Civic Engagement shall carry out the performance responsibilities listed below.

- This position provides supervisory services in to **K-12** schools.
- Develop and provide continuous review of the District's comprehensive plans for curriculum improvement in Civic Engagement. This includes planning for curriculum articulation across all **K-12** schools.
- Review the Civic Engagement programs in place for schools within assigned area of accountability to determine their effectiveness in meeting school and District goals.
- Review each **K-12** school's system-wide goals to determine if they align with the community needs assessment and are effective in implementing instructional plans.
- Determine the extent to which Civic Engagement curricula is being implemented in the schools and provide appropriate recommendations and support.
- Work collaboratively in cross-functional teams to provide direct/indirect support and assistance to teachers, focused on improved student achievement.
- Enhance the quality of service and support provided through leveraging technology in the design, planning and delivery of curriculum.
- Coordinate the efforts of respective school-based curriculum representatives at the **K-12** school level.
- Participate in the development and/or coordination of the development of all Civic Engagement programs and management systems being implemented in the District.
- Serve in staff advisory capacity to the Civic Engagement councils.
- Participate in the evaluation and the selection of materials and equipment appropriate to teaching Civic Engagement curriculum in the **K-12** schools.
- Represent the Director or designee on all matters pertaining to Civic Engagement
- Participate in the coordination, development, and/or teaching of Civic Engagement in-service courses in coordination with the Director, Professional Development Standards & Support.
- Represent the District on Civic Engagement at the national, state and local levels, including interaction with parents and community groups.
- Coordinate the planning and staging of county-wide activities in Civic Engagement
- Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- Participate in training programs offered to enhance the individual skills and proficiency related to job responsibilities.
- Review current developments, literature and technical sources of information related to job responsibilities.

- Research and have familiarity with School District databases and performance evaluation models.
- Ensure adherence to safety rules and procedures.
- Perform other duties as assigned by the immediate supervisor or designee.
- Follow federal and state, as well as School Board policies.

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned Master's degree from an accredited institution.
- Five (5) years of successful teaching experience in the Broward County Public School District or eight (8) years of successful outside teaching experience.
- Valid Florida Professional Educator's Certificate in the following discipline(s): English 6-12, Speech or Social Studies.
- Demonstrated expertise in the design, implementation, and evaluation of curriculum for Civic Engagement.
- Effective oral and written communication skills.
- Computer skills as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Progressively more responsible and successful work experience, including department head, grade chairperson or an equivalent position.
- Bilingual skills.

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

Frequently coordinates with the department heads of curriculum specialty across the District in planning, coordinating, implementing, and monitoring the effectiveness of curriculum that meet student needs. Periodically meets with parents and community groups to represent the District on curriculum specialty issues.

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.

EVALUATION:

Performance will be evaluated in accordance with Board policy.

Point Factor Listing
Curriculum Supervisor, Civic Engagement
Point Range: 945-1044
Position Factors

1. Knowledge: Combined required minimum education/experience for competent performance				
		<u>Experience Range - Years</u>		
<u>Education</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
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D. Critical to end result; convincing others; lead/motivate	1	2	3	4
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A. Follow established routine and well-defined patterns				
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A. Minor to total organization; moderate to work unit				
B. Advisory to work unit; used by others to take action				
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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
D2	C3	C	C	C



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Director, Bilingual/English for Speakers of Other Languages (ESOL)
JOB CODE: E-133
CLASSIFICATION: Exempt
SALARY BAND: D
BARGAINING UNIT: ESMAB
REPORTS TO: Chief Academic Officer ~~Executive Director, Instruction & Interventions~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To provide strategic leadership in the development, implementation, coordination and monitoring of high quality instruction, and professional development that supports the academic achievement of K-12 English Language Learners and Dual Language Learners. To provide effective communication and parent resources in multiple languages in alignment with the District's Strategic Plan. To develop, implement, coordinate and monitor district-wide educational curriculum for students assigned to the Bilingual/ESOL program. To develop grant requests and monitor the implementation and evaluation of Title III grants for maximum utilization of funds.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, Bilingual/English for Speakers of Other Languages (ESOL) shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties. This position supervises staff as assigned to the Bilingual/ESOL program.
- Lead the development, implementation, and support of high quality instruction and curriculum to support the District's ESOL program, Dual Language programs, and World Languages program; facilitate and support the integration of effective ESOL strategies across all curriculum areas to ensure English Language Learners' needs are met.
- Lead the development, implementation, and evaluation of the District's English Language Learner (ELL) Plan, as required by the state Department of Education, and submit to the Board and State for approval; coordinate activities with early intervention programs to provide services for English Language Learners.
- Coordinate the identification, assessment, placement, and monitoring of students in the District's ESOL program.
- Engage in ongoing research and data-analysis to recommend curriculum, instructional materials, resources, practices, strategies, interventions, and assessments that support second language acquisition achievement.
- Coordinate the ESOL and World Languages instructional materials adoption/selection process and the ordering of materials and equipment needed to implement the District's ESOL program.
- Promote parent involvement and understanding of the ESOL program for the purpose of meeting the ongoing needs of English Language Learners while working closely with the ESOL Parent Leadership Council.
- Know and understand the META Consent Decree and work with principals, teachers and district personnel in ensuring compliance.
- Lead the development, implementation, and revision of ESOL Endorsement courses for in-service programs for school and district staff in coordination with the Office of Talent Development.
- Lead the development, implementation and revision of a catalog of professional learning opportunities that are outcome driven and aligned to identified teacher learning needs; assist with the interview of applicants and selection of ESOL teachers.
- Maintain working relationships with local, regional, state, national assistance and governmental agencies and attend Technical Assistance Meeting with the ability to disseminate information from those meetings to appropriate staff.
- Collaborate in the development and monitoring of the department's budget, expenditures, and inventories in support of short and long-range goals as related to the position responsibilities.
- Coordinate the internal and external ESOL program evaluation to ensure student needs are met while maintaining program guidelines in coordination with the District's research department.
- Serve as a consultant on the matters pertinent to the District's ESOL program; compile and prepare all reports necessary to fulfill compliance requirements of federal, state, and local agencies.

- Coordinate the development of written translations and scheduling of oral interpretations for District-wide and school specific documents and meetings.
- Manage the implementation of the Title III, Part A and Immigrant grant initiatives and budget.
- Provide leadership and technical assistance to schools as they implement ESOL, Dual Language and World Languages program initiatives, including curriculum and the delivery of high quality instruction; monitoring the efforts, and making recommendations as needed to ensure student achievement is maximized.
- Monitor and provide leadership in utilizing required assessment results and academic progress to improve instructional practices affecting the success of English Language Learners; monitor school's procedures and reporting to ensure FTE audit compliance.
- Engage in ongoing professional learning and continuous improvement to enhance skills as related to the job responsibilities.
- Perform and promote all activities in compliance with the equal employment and non-discrimination policies of the School Board of Broward County, Florida.
- Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities.
- Review current developments, literature and technical sources of information related to job responsibilities.
- Ensure adherence to safety rules and procedures.
- Follow Federal and State laws, as well as School Board policies.
- Perform other duties as assigned by the immediate supervisor, or designee.
- ~~develop and implement the district's bilingual/ESOL program.~~
- ~~develop the District's Limited English Proficient (LEP) Plan, as required by the state Department of Education, and submit to the Board and State for approval.~~
- ~~coordinate the identification, assessment and placement of students in the district's bilingual/ESOL program.~~
- ~~coordinate the development of bilingual/ESOL curriculum guides, benchmarks and performance objectives for grades K-12.~~
- ~~coordinate the ESOL textbook adoption/selection process and the ordering of materials and equipment needed to implement the district's bilingual/ESOL program.~~
- ~~maintain close liaison with the multicultural community through personal contact and promote parental involvement in and work closely with the ESOL Parent Leadership Council.~~
- ~~work with principals, teachers and district personnel in developing the district's bilingual/ESOL program.~~
- ~~coordinate activities with early intervention programs to provide services for limited English proficient students.~~
- ~~develop, implement, revise and evaluate ESOL Endorsement courses for in-service programs for school and district staff, in coordination with Human Resource Development and Program Evaluation.~~
- ~~ensure that school, district, and community based organizational personnel understand their roles in the implementation of the ESOL program and required compliance with federal and state mandates through developing and implementing appropriate staff development programs.~~
- ~~compile and prepare with project staff all reports necessary to fulfill compliance requirements of federal, state, and local agencies.~~
- ~~coordinate the internal and external ESOL program evaluation to maintain an effective feedback monitoring system, in coordination with the district's research department.~~
- ~~serve as a consultant on the matters pertinent to the District's bilingual/ESOL program.~~
- ~~ensure LEP student needs are integrated into the Curriculum and Instruction/Student Support Division through collaboration with other departments as necessary.~~
- ~~coordinate the development of translations for the District.~~
- ~~develop grant requests and oversee the implementation of Title III grants.~~
- ~~work with area superintendents' offices and transportation departments to review and/or establish district ESOL Clusters.~~
- ~~assist with interviews of applicants and selection of bilingual/ESOL teachers.~~
- ~~ensure tracking LEP student academic progress through the development and utilization of effective assessment instruments.~~
- Perform perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County, FL.

- ~~participate successfully in the training programs offered to increase the individual's skills and proficiency related to the assignments.~~
- ~~review current developments, literature and technical sources of information related to job responsibility.~~
- ~~ensure adherence to good safety procedures.~~
- ~~follow Federal and State laws, as well as School Board policies.~~
- ~~perform other duties as assigned by the Executive Director, Instruction & Interventions.~~

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree in Elementary or Secondary Education or other related field from an accredited institution.
- Five (5) years of successful teaching experience in a related discipline.
- A minimum of three (3) years of supervisory or administrative experience in a related field or program area.
- ~~Minimum of five (5) years teaching experience and/or training in the field related to the title of the position.~~
- ~~Required experience includes a minimum of two (2) years teaching experience in bilingual/ESOL education and two (2) years of related supervisory/administrative experience.~~
- Florida Professional Educator Certification in related discipline and consistent with the assigned specialty.
- ESOL certification or endorsement.
- Effective verbal and written communication skills.
- Effective interpersonal skills.
- Computer skills as required for the position. ~~required as needed for the position.~~

PREFERRED QUALIFICATIONS & EXPERIENCE:

- ~~Preferred degree major in Elementary or Secondary or other field related to the title of the position.~~ Florida certification in Administration, Supervision, Administration and Supervision, Educational Leadership, School Principal or Professional School Principal ~~and ESOL certification or endorsement.~~ preferred.
- Language skills in Spanish, Portuguese and/or Haitian/Creole preferred. Fluent (listening, speaking, reading, writing) in a second language.

SUPERVISES:

Staff as assigned

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

On a continuous basis, works with principals, teachers and District personnel in ensuring positive effects on student achievement and program compliance. Frequent contact with local, regional, state, national governmental agencies, parents and the community to provide services for English Language Learners.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Adopted: 3/16/04

Title & Reporting Change: 10/01/12

2012-2013 Organizational Chart

2012-2013 Organizational Chart

Title Change: 6/24/14



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Director, School Counseling & BRACE Advisement ~~Supervisor, Guidance, BRACE* & Academic Advisement~~
JOB CODE: E-123
CLASSIFICATION: Exempt
SALARY BAND: D C
BARGAINING UNIT: ESMAB
REPORTS TO: Executive Director, Student Support Initiatives ~~Director, Innovative Learning & Art~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To provide leadership and coordination which promotes personalized, integrated, culturally sensitive school counseling/student support/BRACE (Broward Advisors for Continuing Education) services that focus on student achievement and personal growth in accordance with the Standards of Student Services policy.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Director, School Counseling & BRACE Advisement ~~Supervisor, Guidance, BRACE* & Academic Advisement~~ shall carry out the performance responsibilities listed below.

- ~~Supervise the Supervisor of College & Career Readiness and employees as assigned by the Executive Director of Student Support Initiatives.~~ Supervise staff as assigned in the performance of job duties.
- Provide leadership and coordination for the implementation of integrated student support/school counseling/BRACE services that focus on academic achievement, college/career readiness, and social/emotional growth in accordance with each school's Annual School Counseling Plan.
- Develop and maintain systems that provide students and families with information and experiences that successfully prepare them for post-secondary educational, career, and personal opportunities.
- Collaborate with the Department of Information & Technology, develop, update and train school personnel in the use of technology-based systems that provide personalized information to students and families, enable staff to easily access and analyze information, and enhance program efficiency and effectiveness.
- Collaborate with agencies and organizations in the community for the purpose of expanding and complementing the school-based support services that are available to students and their families.
- Collaborate with colleges/universities, professional organizations, foundations, and other entities for the purpose of assisting students/families with post-secondary planning, scholarships, and financial aid.
- Develop and maintain the District's policies related to student progression to align with state and local requirements, ensuring all students seamlessly promote between grade levels and ultimately graduate according to each student's personalized plan for success.
- Provide results-driven staff development activities that are consistent with a standards-driven, zone-based, integrated support system consistent with the Standards of Student Services and the American School Counselor Association National Model.
- Collaborate with other departments within the District to ensure that major initiatives as well as administrative policies and procedures are consistent with the Standards of Student Services.
- Provide input at the federal and state level to influence the development of legislation and procedures which reflect the School Board's priorities and philosophy related to student support services (i.e. Broward Advisor For Continuing Education).
- Provide school counseling-related information and training for school administrators, teachers, parents, support personnel and community representatives.

- Collaborate in the development and monitoring of the department's budget, expenditures, and inventories in support of short and long-range goals as related to the position responsibilities.
- ~~provide leadership and coordination for the implementation of integrated student support/guidance services that focus on student achievement and personal growth, in accordance with the Standards of Student Services.~~
- ~~develop and maintain systems that provide students and families with information and experiences that successfully prepare them for post-secondary educational, career, and personal opportunities.~~
- ~~in collaboration with the Department of Educational Technology Services, develop, update, and train school personnel in the use of technology-based systems which provide information to students and families, which enable guidance, BRACE and related staff to easily access and analyze information, and which enhance staff efficiency and program effectiveness.~~
- ~~collaborate with agencies and organizations in the community for the purpose of expanding and complementing the school-based support services that are available to students and their families.~~
- ~~collaborate with colleges/universities, professional organizations, foundations, and other entities for the purpose of assisting students/families with post-secondary planning, scholarships, and financial aid.~~
- ~~provide results-driven staff development activities that are consistent with a standards-driven, zone-based, integrated support system, consistent with the Standards of Student Services.~~
- ~~collaborate with other departments within the district to ensure that major initiatives, as well as, administrative policies and procedures are consistent with the Standards of Student Services.~~
- ~~provide input at the federal and state level, to influence the development of legislation and procedures which reflect the School Board's priorities and philosophy related to student support services.~~
- ~~Coordinate coordinate the district's responsibilities related to home education.~~
- ~~provide guidance-related information and training for school administration, teachers, parents, support personnel and community representatives.~~
- Perform ~~perform~~ and promote all activities in compliance with the equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- Participate ~~participate, successfully, in the training programs offered to enhance~~ increase the individual's skills and proficiency related to the job responsibilities assignment.
- Review ~~review~~ current developments, literature and technical sources of information related to job responsibilities responsibility.
- Ensure ~~ensure~~ adherence to good safety rules and procedures.
- Follow ~~follow~~ federal and state laws, as well as School Board policies.
- Perform ~~perform~~ other duties as assigned by the immediate supervisor or designee. Executive Director, Student Support Initiatives Director, College and Career Readiness.

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- Five (5) years of successful teaching experience in a related discipline.
- A minimum of three (3) years of supervisory or administrative experience in a related field or program area.
- ~~Minimum of five (5) years of experience and/or training in the field related to the title of the position.~~
- Florida Professional Educator Certification in the following disciplines: Guidance & School Counseling Guidance required.
- Effective verbal and written communication skills.
- Effective interpersonal skills.
- Computer skills are as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Preferred experience Prior Experience as a School Counselor ~~Guidance Counselor~~ or School Counseling Director ~~Guidance Director~~.
- Bilingual skills preferred.

SUPERVISES:

Employees as assigned by the Director, Innovative Learning & Art

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

Frequent contact with various levels of School and District staff to develop and implement a comprehensive school counseling program with fidelity. Establish partnerships with other organizations in order to meet program goals.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Replaced: 5/19/92 &

Adopted: 6/16/92 (Effective 7/1/92)

Realigned: 4/12/94

Realigned: 4/11/95

Board Item I-7

Revised: 5/4/99

Organizational Chart: 5/9/2000

Board Adopted: 12/16/03

Reporting Change: 07/25/11

2011-2012 Organizational Chart

2014-2015 Organizational Chart

Title & Reporting Change: 6/24/14

Position Factor Listing

Director, School Counseling & BRACE Advisement ~~Supervisor, Guidance, BRACE & Academic Advisement~~

Point Range: 1045 – 1214

Position Factors

<p>1. Knowledge: Combined required minimum education/experience for competent performance</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="text-align: left;"><u>Education</u></th> <th colspan="3" style="text-align: center;"><u>Experience Range - Years</u></th> <th rowspan="2" style="text-align: center;"><u>8+</u></th> </tr> <tr> <th style="text-align: center;"><u>Up to 3</u></th> <th style="text-align: center;"><u>4-7</u></th> <th style="text-align: center;"><u>8+</u></th> </tr> </thead> <tbody> <tr> <td>A. High School</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td>B. A.A/Vocational training</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td>C. B.S/B.A.</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td>D. M.S/ M.A.</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> <tr> <td>E. MS+ (Sr. Mgmt.)</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> </tr> </tbody> </table>					<u>Education</u>	<u>Experience Range - Years</u>			<u>8+</u>	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>	A. High School	1	2	3	3	B. A.A/Vocational training	1	2	3	3	C. B.S/B.A.	1	2	3	3	D. M.S/ M.A.	1	2	3	3	E. MS+ (Sr. Mgmt.)	1	2	3	3
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A. Moderately important; courtesy/tact	1	2	3	4																																	
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C. Very important; influencing others; supervise/manage	1	2	3	4																																	
D. Critical to end result; convincing others; lead/motivate	1	2	3	4																																	
1 – Immediate workgroup	2 – Outside of immediate workgroup																																				
3 – Assistant/Associate/Deputy Superintendents	4 – Superintendent, School Board; critical external parties																																				
<p>3. Problem Solving: Thinking environment to perform job duties</p> <p>A. Follow established routine and well-defined patterns</p> <p>B. Some analysis; known solutions</p> <p>C. Apply established principles; determine method</p> <p>D. Follows broad policies; known objectives</p> <p>E. Establish policies based on goals/strategies</p>																																					
<p>4. Decision Making Freedom: Freedom to take action</p> <p>A. Follows instructions; refer decisions to a higher authority</p> <p>B. Occasional independent action; interpret practices/procedures</p> <p>C. Independence within specialty area; report progress</p> <p>D. Frequent independent action; may impact other areas</p> <p>E. Regular independent action; follows broad policies</p>																																					
<p>5. Position Impact: Degree of job impact on the District</p> <p>A. Minor to total organization; moderate to work unit</p> <p>B. Advisory to work unit; used by others to take action</p> <p>C. Substantial support, advice, and counsel to work unit</p> <p>D. Substantial direct impact on unit's results</p> <p>E. Authoritative to unit/substantial to District</p>																																					

Position Analysis Criteria

1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
D2	C4	D	D	D



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Supervisor, College & Career Readiness
JOB CODE: NEW
CLASSIFICATION: Exempt
SALARY BAND: C
BARGAINING UNIT: ESMAB
REPORTS TO: Director, School Counseling & BRACE
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To provide leadership and coordination of school counseling and BRACE (Broward Advisors for Continuing Education) services to develop a culture that prepares all students to succeed in tomorrow's world by enabling access to postsecondary opportunities.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Supervisor of College & Career Readiness shall carry out the performance responsibilities listed below.

- Supervises staff as assigned in the performance of job duties.
- Provide leadership and coordination for the implementation of integrated student support, school counseling, and BRACE services that focus on the District's strategic goals for college and career readiness.
- Facilitate an environment that allows school counselors, BRACE, and related staff to provide personalized academic advisement, college and career readiness, and social/emotional learning services to all students in a developmental, comprehensive program.
- Develop and maintain systems that provide students and families with information and experiences that successfully prepare them for post-secondary educational, career, and personal opportunities.
- Implement District -wide initiatives to promote a college and career ready culture and achieve strategic goals for postsecondary readiness.
- Collaborate with agencies and organizations in the community for the purpose of expanding and complementing the school-based support services that are available to students and their families.
- Collaborate with colleges/universities, professional organizations, foundations, and other entities for the purpose of assisting students/families with post-secondary planning, scholarships, and financial aid.
- Provide results-driven staff development activities that are consistent with a standards-driven, zone-based, integrated support system consistent with the Standards of Student Services.
- Collaborate with other departments within the District to ensure that major initiatives as well as administrative policies and procedures are consistent with the Standards of Student Services.
- Provide school counseling-related information and training for school administration, teachers, parents, support personnel and community representatives.
- Perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Fl.
- Participate, successfully, in the training programs offered to enhance the individual's skill and proficiency related to the assignment.
- Review current developments, literature and technical sources of information related to job responsibility.
- Ensure adherence to good safety procedures.
- Perform other duties as assigned by the Director, School Counseling & BRACE.
- Follow federal and state laws, as well as School Board policies.

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned master's degree from an accredited institution.
- A minimum of five (5) years of experience and/or training in the field related to the title of the position.
- Valid Florida Professional Educator's Certification in the following discipline(s): School Counseling.
- Effective oral and written communication skills.
- Computer skills as required for the position

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Prior experience as a School Counselor or School Counseling Director.
- Bilingual skills.

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

Frequent contact with various levels of School and District staff to develop and implement a comprehensive school counseling program with fidelity. Establish partnerships with other organizations in order to meet program goals.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Position Factor Listing
 Supervisor, College & Career Readiness
Point Range: 945 – 1044
Position Factors

1. <u>Knowledge</u>: Combined required minimum education/experience for competent performance				
		<u>Experience Range - Years</u>		
<u>Education</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. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result				
		<u>*Organization Contact Level</u>		
<u>Required skill level</u>		1	2	3
A. Moderately important; courtesy/tact		1	2	3
B. Important; communicate ideas/lead team		1	2	3
C. Very important; influencing others; supervise/manage		1	2	3
D. Critical to end result; convincing others; lead/motivate		1	2	3
*Definitions				
1 – Immediate workgroup		2 – Outside of immediate workgroup		
3 – Assistant/Associate/Deputy Superintendents		4 – Superintendent, School Board; critical external parties		
3. <u>Problem Solving</u>: 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				
4. <u>Decision Making Freedom</u>: 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. <u>Position Impact</u>: 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
D2	C3	D	C	D



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Courts Liaison
JOB CODE: EE-135
CLASSIFICATION: Exempt
PAY GRADE: 25
BARGAINING UNIT: BTU-TSP
REPORTS TO: Director, Equity & Academic Attainment ~~Director, Student Support~~
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To coordinate the educational stabilization process of students involved in the dependency court system in an efficient and effective manner; to coordinate school, court and community agency communication which involves cooperative planning and delivery of services, programs and placements for meeting the special needs of dependency student.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Courts Liaison shall carry out the performance responsibilities listed below.

- This position does not have supervisory responsibilities.
- Serve ~~serve~~ as a consultant for school personnel, parents, Department of Children and Families personnel, judges of the Dependency Court and other agency personnel in regard to department students.
- Receive ~~receive~~ and review court orders from judges of the Dependency Court and assist all parties involved with follow-up action, including facilitation of testing for exceptional education services and assignment of surrogate parents.
- Consult ~~consult~~ with Department of Children and Families family service counselors, caseworkers and school personnel ~~pertaining to~~ on the unique needs of dependency youth.
- Review ~~review~~ and interpret records of students relative to educational needs, including ESE services, programs and past and current placements.
- Identify ~~identify~~ programs available in the school and community for these students and facilitate placement of students in appropriate programs, including arrangement of school board transportation when appropriate and available.
- Advise ~~advise~~ judges on available programs.
- Develop ~~develop~~ and implement procedures for release of information.
- Act ~~act~~ as a liaison between Department of Children and Families personnel and school district foster care designees on educational services.
- Implement ~~implement~~ case management and follow-up procedures.
- Use ~~use~~ technology and related school district databases to ensure the real time transfer of student data among and between schools, district and approved governmental agencies.
- Perform ~~perform~~ and promote all activities in compliance with the equal employment and non-discrimination policies of ~~the~~ The School Board of Broward County, Florida.
- Participate ~~participate successfully in the~~ training programs offered to enhance ~~increase~~ the individual's skills and proficiency related to job responsibilities ~~the assignments~~.
- Review ~~review~~ current developments, literature and technical sources of information related to job responsibilities ~~responsibility~~.
- Ensure ~~ensure~~ adherence to ~~good~~ safety rules and procedures.
- Follow ~~follow~~ Federal and State laws, as well as School Board policies.
- Perform ~~perform~~ other duties as assigned by the immediate supervisor or designee ~~Director Student Support or designee~~.

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned Master's degree from an accredited institution
- A minimum ~~Minimum~~ of three (3) years of experience and/or training in a field related to the title of the position.
- Effective verbal and written communication skills ~~Ability to communicate effectively in both oral and written form.~~
- Computer skills as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- ~~Preferred degree~~ Degree majors in education, or related field such as social work, guidance counseling, school psychologist, psychology, or a related field etc.
- ~~Prefer successful~~ Prior experience in an educational or related setting working as a teacher or in an instructional support staff role (i.e. ESE Specialist, guidance counselor or school social worker).
- ~~Knowledgeable of an experience with the ESE; eligibility, IEP and placement process preferred.~~
- Bilingual skills ~~preferred.~~

SUPERVISES:

None

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

Consult with Department of Children and Families family service counselors, caseworkers, judges, and school personnel pertaining to available programs to meet the unique needs of dependency youth.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Revised: 6/20/2000 & Adopted: 7/18/2000

Alignment Title Change: 3/19/02

Board Adopted: 12/16/03*

Revised: 01/22/10

2009-2010 Organizational Chart



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
JOB DESCRIPTION

POSITION TITLE: Grants Administrator Specialist
JOB CODE: New
CLASSIFICATION: Exempt
PAY GRADE: 25
BARGAINING UNIT: BTU-TSP
REPORTS TO: Director Title I, Migrant & Special Programs
CONTRACT YEAR: Twelve Months

POSITION GOAL:

Under the direct supervision of the Director of Title I, Migrant and Special Programs, the Grants Administrator Specialist will assist with the development and maintenance of a fiscal management accountability system for the Title I program that will ensure compliance with state, local and federal requirements.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Grants Administrator Specialist shall carry out the performance responsibilities listed below.

- This position does not have supervisory responsibilities.
- Assist in planning and organizing the development and fiscal components of the Title I Grant applications.
- Review grant fiscal reports and collect data to monitor grant program implementation by schools and department and provide immediate follow-up.
- Develop and implement a system for monitoring the Title I grants program performance and the expenditure of grant funds for district and school based staff.
- Communicate and coordinate training and technical assistance activities with the district's Budget and Accounting Departments.
- Review fiscal and performance activities to ensure compliance with statutory, grant, and contract requirements.
- Monitor expenditures on a school-by-school basis to ensure compliance with federal regulations, and verify that Federal funds are not used to duplicate regular FTE programs.
- Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
- Participate in the training programs offered to enhance the individual skills and proficiency related to the job responsibilities.
- Review current developments, literature and technical sources of information related to job responsibilities.
- Ensure adherence to safety rules and procedures.
- Follow federal and state laws, as well as School Board policies.
- Perform other duties as assigned by the immediate supervisor or designee.

MINIMUM QUALIFICATIONS & EXPERIENCE:

- An earned bachelor's degree from an accredited institution in business administration, public administration, or a related field, with course work in finance, accounting, budget analysis, or a related field.
- A minimum of four (4) years, within the last eight (8) years, of experience in a field related to the title of this position.
- Demonstrated knowledge of, and familiarity with, the theory, methods, and principles of fiscal management, as well as the federal, state, and local laws, regulations and requirements that govern grants administration.
- Ability to explain relevant issues and train other staff members.
- Capable of conducting research and collecting documentation independently.
- Ability to work effectively under pressure and to meet deadlines.
- Ability to communicate effectively both orally and in writing.
- Computer skills as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Experience in grant project development, administration and fiscal management.
- Bilingual skills.

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

Serve as the liaison for the Title I, Migrant and Special Programs Department within the District and externally with federal, state and local governmental entities regarding all fiscal matters related to the Title I program.

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.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

DRAFT

Position Factor Listing
Grants Administrator Specialist
Point Range: 845 – 894
Position Factors

<p>1. <u>Knowledge</u>: Combined required minimum education/experience for competent performance</p>				
		<u>Experience Range - Years</u>		
<u>Education</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
<p>2. <u>Human Relations Skills</u>: All interpersonal skills required to produce the desired end result</p>				
<u>Required skill level</u>		<u>*Organization Contact Level</u>		
A. Moderately important; courtesy/tact		1	2	3
B. Important; communicate ideas/lead team		1	2	3
C. Very important; influencing others; supervise/manage		1	2	3
D. Critical to end result; convincing others; lead/motivate		1	2	3
*Definitions				
1 – Immediate workgroup		2 – Outside of immediate workgroup		
3 – Assistant/Associate/Deputy Superintendents		4 – Superintendent, School Board; critical external parties		
<p>3. <u>Problem Solving</u>: Thinking environment to perform job duties</p>				
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				
<p>4. <u>Decision Making Freedom</u>: Freedom to take action</p>				
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				
<p>5. <u>Position Impact</u>: Degree of job impact on the District</p>				
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
C2	B4	C	C	C