



JOB DESCRIPTION

POSITION TITLE:	Director, Literacy
CONTRACT YEAR:	Twelve Months
SALARY BAND:	€ <u>D</u>
BARGAINING UNIT:	ESMAB

MINIMUM QUALIFICATIONS

- EDUCATION:** An earned master’s degree from an accredited institution. Certification and/or endorsement in literacy related field.
- EXPERIENCE:** Minimum of ~~three (3)~~ six (6) years, within the last ten (10) years of progressively more responsible school/area/district leadership experience and/or training experience in the field related to the title of the position, including a minimum of two (2) years of supervisory/administrative experience.

ADDITIONAL QUALIFICATIONS

- REQUIRED:** ~~Evidence of educational leadership. Experience in program design, collection development, and library media technologies. Florida certification as an Educational Media Specialist. Computer skills as are required for the position.~~
- PREFERRED:** ~~Preferred degree majors include educational media (Library, Science, Library and Information Science, Librarianship, Library/Archival and Informational Studies, etc.) Prefer experience as a media specialist Experience in networking of media center materials is preferred. Bilingual skills preferred. Florida certification in Administration, Supervision, Administration and Supervision, Educational Leadership, School Principal or Professional School Principal Florida. Bilingual skills.~~
- REPORTS TO:** Executive Director, Instruction & Interventions
- SUPERVISES:** ~~Provides administrative direction to the Literacy Department~~ Staff as assigned to the Department of Literacy

POSITION GOAL: ~~To develop, improve, automate, and coordinate school library media programs, and to promote electronic dissemination of information and communication.~~

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:

- ~~1. coordinate all services of the Literacy Department.~~
- ~~2. plan and monitor effective budgetary management of the department and its subdivisions.~~
- ~~3. monitor school library media programs to assure maintenance of standards and quality programs to support curriculum.~~
- ~~4. plan and coordinate staff development activities in library media services for school personnel.~~
- ~~5. promote the automation of all library media centers.~~
- ~~6. promote network access to school library media materials throughout the school setting.~~
- ~~7. provide access to school library media resources from off campus sites such as the home and the community.~~
- ~~8. analyze, evaluate, and implement technological applications in school library media programs.~~
- ~~9. disseminate information related to school library media programs.~~
- ~~10. assist school planners in the development of facilities, basic equipment lists, and networking for school library media programs.~~
- ~~11. work closely with Computer Technology, Telecommunications, and Information Services to improve the delivery of school media services.~~
- ~~12. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.~~
- ~~13. remain current in developments, literature, and technical advancements related to school library media programs.~~
- ~~14. participate, successfully, in the training programs and conferences to increase the individual's skill and proficiency related to the assignment.~~
- ~~15. ensure adherence to good safety procedures.~~
- ~~16. perform other duties as assigned by the Executive Director, Instruction & Interventions.~~
- ~~17. follow federal and state laws, as well as School Board policies.~~
1. lead the development, implementation, and support of high quality literacy

- instruction to improve K-12 student achievement.
2. facilitate continuous improvement in literacy teaching and learning through data-driven professional development and research-validated literacy curriculum, resources, strategies, and tools.
3. lead the development, implementation, and evaluation of the District's Comprehensive K12 Reading Plan; communicate the vision of literacy teaching and learning to internal and external stakeholders in support of K-12 student achievement.
4. lead the District's implementation of the Florida State Standards for English Language Arts and discipline-specific literacy.
5. engage in ongoing research and data-analysis to recommend curriculum, instructional materials, resources, practices, strategies, interventions, and assessments that support K-12 student literacy achievement.
6. 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.
7. identify and communicate the literacy curriculum needs of schools in accordance with educational policy, legislative changes, scientifically validated research, and evidenced-based practice.
8. make recommendations that support the unique literacy needs of urban schools and the District's diverse populations and ethnic subgroups.
9. coordinate and collaborate across District offices and departments in support of literacy initiatives focused on increasing academic rigor in literacy teaching and learning.
10. develop and deliver a comprehensive, outcome driven catalog of professional learning opportunities aligned to identified needs.
11. serve as the District's liaison with local, state and national literacy organizations and agencies; act as liaison for collaboration and communication to all District stakeholders, including district and school leadership, teachers, students, parents, business and industry, higher education, the community at large.
12. analyze, monitor, and control the department's budgets to make decisions in support of the District's short and long-range goals; support the development of funding opportunities and partnerships, both internal and external.
13. develop district, regional, state and federal grant proposals, as required.
14. engage in ongoing professional learning and continuous improvement to enhance skills as related to the job responsibilities.
15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
16. ensure adherence to good safety procedures.
17. follow federal and state laws, as well as School Board policies.
18. perform other duties as assigned by the Executive Director, Instruction & Interventions or designee.

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

Works with district, school-based personnel, parents and students to ~~perform daily tasks.~~ 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.

FLSA OVERTIME CATEGORY:

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

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 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

Position Factor Listing

Director, Literacy
Point Range: 1045-1214

Position Factors

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

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

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

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

***Definitions**

1 - Immediate workgroup

2 - Outside of immediate workgroup

3 - Assistant/ Associate/Deputy Superintendents

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

Point Factor Listing (cont.)

Director, Literacy
Point Range: 1045-1214

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	C4	D	D	D



JOB DESCRIPTION

POSITION TITLE:	Director, English for Speakers of Other Languages (ESOL)
CONTRACT YEAR:	Twelve Months
SALARY BAND:	€ <u>D</u>
BARGAINING UNIT:	ESMAB

MINIMUM QUALIFICATIONS

- EDUCATION:** An earned master's degree in Elementary or Secondary Education or other related field from an accredited institution. ESOL certification or endorsement.
- EXPERIENCE:** Minimum of ~~five (5)~~ six (6) years, within the last ten (10) years, of teaching experience and/or training in the field related to the title of the position in programs serving English Language Learners, including a minimum of two (2) years of supervisory/administrative experience.

ADDITIONAL QUALIFICATIONS

- REQUIRED:** Computer skills are required ~~as needed~~ for the position.
- PREFERRED:** ~~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. Required experience includes a minimum of two (2) years teaching experience in bilingual/ESOL education and two (2) years of related supervisory/administrative experience. Language skills in Spanish, Portuguese and/or Haitian/Creole preferred.~~
- REPORTS TO:** Executive Director, Instruction & Interventions
- SUPERVISES:** Provides supervisory services for all ESOL programs; Staff as assigned

POSITION GOAL:

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

ESSENTIAL PERFORMANCE RESPONSIBILITIES:**The Director, English for Speakers of other Languages (ESOL) shall:**

1. ~~develop and implement the district's bilingual/ESOL program.~~
2. ~~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.~~
3. ~~coordinate the identification, assessment and placement of students in the district's bilingual/ESOL program.~~
4. ~~coordinate the development of bilingual/ESOL curriculum guides, benchmarks and performance objectives for grades K-12.~~
5. ~~coordinate the ESOL textbook adoption/selection process and the ordering of materials and equipment needed to implement the district's bilingual/ESOL program.~~
6. ~~maintain close liaison with the multicultural community through personal contacts and promote parental involvement in and work closely with the ESOL Parent Leadership Council.~~
7. ~~work with principals, teachers and district personnel in developing the district's bilingual/ESOL program.~~
8. ~~coordinate activities with early intervention programs to provide services for limited English proficient students.~~
9. ~~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.~~
10. ~~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.~~
11. ~~compile and prepare with project staff all reports necessary to fulfill compliance requirements of federal, state, and local agencies.~~
12. ~~coordinate the internal and external ESOL program evaluation to maintain an effective feedback monitoring system in coordination with the district's research department.~~
13. ~~serve as a consultant on the matters pertinent to the District's bilingual/ESOL program.~~
14. ~~ensure LEP student needs are integrated into the Curriculum and~~

- ~~Instruction/Student Support Division through collaboration with other departments as necessary.~~
- ~~15. coordinate the development of translations for the District.~~
 - ~~16. develop grant requests and oversee the implementation of Title III grants.~~
 - ~~17. work with area superintendents' offices and transportation departments to review and/or establish district ESOL Clusters.~~
 - ~~18. assist with interviews of applicants and selection of bilingual/ESOL teachers.~~
 - ~~19. ensure tracking LEP student academic progress through the development and utilization of effective assessment instruments.~~
 20. perform and promote all activities in compliance with equal employment and nondiscrimination policies of the School Board of Broward County.
 21. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
 22. review current developments, literature and technical sources of information related to job responsibility.
 23. Ensure adherence to good safety procedures.
 24. perform other duties as assigned by the Executive Director, Instruction & Interventions..
 25. follow Federal and State laws, as well as School Board policies.
1. lead the development, implementation, and support of high quality instruction and curriculum to support the District's ESOL program; facilitate and support the integration of effective ESOL strategies across all curriculum areas to ensure English Language Learners' needs are met.
 2. 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.
 3. coordinate the identification, assessment, placement, and monitoring of students in the District's ESOL program.
 4. engage in ongoing research and data-analysis to recommend curriculum, instructional materials, resources, practices, strategies, interventions, and assessments that support second language acquisition achievement.
 5. coordinate the ESOL instructional materials adoption/selection process and the ordering of materials and equipment needed to implement the District's ESOL program.
 6. 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.
 7. know and understand the META Consent Decree and work with principals, teachers and district personnel in ensuring compliance.
 8. 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.
 9. 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.
 10. 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.
11. 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.
 12. 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.
 13. coordinate the development of written translations and scheduling of oral interpretations for District-wide and school specific documents and meetings.
 14. manage the implementation of the Title III grant-initiatives and budget.
 15. provide leadership and technical assistance to schools as they implement ESOL 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.
 16. 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.
 17. perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County, Florida.
 18. engage in ongoing professional learning and continuous improvement to enhance skills as related to the job responsibilities.
 19. ensure adherence to good safety procedures.
 20. follow Federal and State laws, as well as School Board policies.
 21. perform other duties as assigned by the Executive Director, Instruction & Interventions.

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:

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FLSA OVERTIME CATEGORY:

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Board Adopted: 3/16/04

Title & Reporting Change: 10/01/12

2012-2013 Organizational Chart

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