

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA



**JOB DESCRIPTION**

<b>POSITION TITLE:</b>	Director, Literacy
<b>CONTRACT YEAR:</b>	Twelve Months
<b>SALARY BAND:</b>	€ <u>D</u>
<b>BARGAINING UNIT:</b>	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, including but not limited to the RTI process; 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**

<b><u>Education</u></b>	<b><u>Experience Range - Years</u></b>		
	<b><u>Up to 3</u></b>	<b><u>4-7</u></b>	<b><u>8+</u></b>
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

<b><u>Required skill level</u></b>	<b><u>*Organization Contact Level</u></b>			
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**

- |  |  |
|--|--|
| <b>1</b> - Immediate workgroup                         | <b>2</b> - Outside of immediate workgroup                          |
| <b>3</b> - Assistant/ Associate/Deputy Superintendents | <b>4</b> - 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**

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