

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 8601
Pay Grade: GE07

FLSA: Exempt
ADM PTS

SUPERVISOR, MANAGING OFFICER, ADULT EDUCATION

REPORTS TO:

Executive Director, Career, Technical, and Adult Education

SUPERVISES:

Instructional ~~s~~Staff
Support Staff

QUALIFICATIONS:

Master's degree from an accredited college or university with certification in Administration and Supervision, Educational Leadership, School Principal, or an equivalent certification as defined by the Florida Department of Education. Five (5) years professional experience with adult, or community education programs

MAJOR FUNCTION

The ~~Supervisor of~~ Managing Officer, Adult Education is responsible for the supervision, curriculum design and development, and continuous improvement of ~~Aadult Eeducation~~, ~~Aadults with Ddisabilities~~, and other countywide ~~Ccareer~~, ~~Ttechnical~~ and ~~Aadult Eeducation~~ programs, on and off campus, day, and evening. ~~This responsibility includes goal setting, planning, organizing, coordinating, decision-making, communicating and evaluating. The Supervisor collaborates with other district departments and individual schools in meeting the district's strategic directions.~~

ESSENTIAL RESPONSIBILITIES

- Supervises programs in the areas of ~~Aadult Eeducation~~, ~~Aadults with Ddisabilities~~, and other countywide ~~Ccareer~~, ~~Ttechnical~~ and ~~Aadult Eeducation~~ programs at the secondary and postsecondary levels
- Actions include goal setting, planning, organizing, coordinating, decision-making, communicating, and evaluating all adult education programs
- Facilitates articulation of all levels of programs with outside agencies
- ~~Coordinates with regional area superintendents and high school principals in the overall supervision of adult and community sites and programs~~
- Serves as contact person for the business community relevant to supervised programs
- Promotes, communicates, and reviews progress toward program and ~~Ccareer~~, ~~Ttechnical~~, and ~~Aadult Eeducation~~ departmental goals
- Represents the district at state meetings related to the instructional program
- Develops and manages departmental budget priorities and annual budget
- Advocates, facilitates, and monitors the alignment of curriculum, instruction, assessment, and improvement (CIAI) in the accomplishment of district goals
- Represents ~~Ccareer~~, ~~Ttechnical~~ and ~~Aadult Eeducation~~ on cross-functional teams
- Provides recommendations for staffing model
- Maintains an information system that supports and monitors the district's strategic directions
- Monitors and communicates data in CIAI as related to ~~Ccareer~~, ~~Ttechnical~~ and ~~Aadult Eeducation~~ students
- Interprets impact of federal and state legislation and state board rule as it relates to ~~Ccareer~~, ~~Ttechnical~~ and ~~Aadult Eeducation~~ programs and students
- Monitors and communicates current labor market information relevant to supervised programs
- Continually monitors performance-based indicators relevant to program viability

SUPERVISOR, MANAGING OFFICER, ADULT EDUCATION

ESSENTIAL RESPONSIBILITIES (Continued)

- Participates in goal setting and planning processes within the department, based on district vision and planning
- Participates in departmental staffing model recommendations and problem solving
- Develops budget within department parameters that aligns to program, department, and district goals
- Plans for and implements the development of new programs as appropriate
- Evaluates program support and program staff as appropriate
- Advocates, facilitates, and monitors career development of staff
- Communicates professional development opportunities for district- and school-based personnel
- Plans and conducts professional development activities for district- and school-based personnel
- Recognizes staff members' contributions to the district, division, department, and program goals
- Seeks opportunities for personnel professional growth and development
- Assists in the recruitment, selection, orientation, and induction of instructors as appropriate
- Participates in curriculum development and design activities
- Participates in School Improvement Plan processes. Interprets and monitors curriculum design and development, instructional strategies, and continuous improvement
- ~~Supports and monitors process for establishing vocational equipment replacement priorities~~
- Assists in development, preparation, implementation, and evaluation of all state and federal projects
- Participates in analyzing performance results and measures in relation to instructional methodology used for highest student achievement
- Communicates results and provides recommendations for adjustments to instructional methodology based on analysis of results for continuous program improvement
- Communicates performance-based program data results and provides recommendations relevant to the continuous improvement of instructional programs
- Solicits and listens to customer input from staff, schools, parents, and the business community
- Monitors customer satisfaction results
- Develops and monitors program processes and services based on needs of students, teachers, administrators, families, and the business community
- Performs other related work as required

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 established by the District.

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

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

HISTORY OF JOB CLASSIFICATION

BOARD APPROVED: 2/85; FORMAT REVISED: 7/88; REVISED: TITLE AND MQ'S PBL; BOARD APPROVED: 6/13/00; REVISED MF AND D&R 6/00 PBL; REVISED: TITLE AND MQ'S 5/03 WB, BOARD APPROVED: 05/28/03; UPDATE DIVISION NAME: 1/06 AK.; REVISED: TITLE, MF, D&R, MQ 5/09 RAS; BOARD APPROVED: 6/16/09 EFF 7/01/09; REVISED FORMAT, TITLE, SALARY SCHEDULE, MF, ER, ADA 4-01-13 LM, BOARD APPROVED:

SUPERVISOR, MANAGING OFFICER, ADULT EDUCATION

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time	X				
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				

Supervisor Managing Officer, Adult-Education – ADM PTS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 6827
Pay Grade: E05

FLSA: EXEMPT
PTS

GENERAL MANAGER, FACILITIES, OPERATIONS, SAFETY AND SECURITY

REPORTS TO:

Associate Superintendent, Operational Services

SUPERVISES:

~~Not Applicable~~ Support Staff

QUALIFICATIONS:

Graduation from high school or possession of a GED. Five (5) years' experience as a Head Plant Operator or five (5) years of progressive management experience in a school setting or equivalent. Demonstrated working knowledge of computer applications as they apply in a business setting. Must obtain certification by the ~~S~~state of Florida as a Fire, Casualty, and Sanitation ~~i~~nspector within one (1) year of appointment to the position. Must obtain certification by the National Recreation and Park Association (NRPA), as a Playground Safety Inspector within (1) year of appointment to the position. ~~Background of d~~Demonstrated performance that assures potential for success. Equivalent combination of education and experience to meet the above minimum qualifications will be considered. Must possess a valid ~~S~~state of Florida Class E noncommercial driver's license.

PREFERRED:

Associate ~~D~~egree, or ~~T~~echnical ~~S~~chooling or equivalent training in an applicable discipline. Experience with purchasing contracts for a public school system. Working knowledge of local building and fire codes. Strong working knowledge of building operations at elementary, middle, and high school levels.

MAJOR FUNCTION

Performs highly responsible management duties for the Associate Superintendent, Operational Services ~~Facilities, Operations, Safety, and Security~~ in matters related to safety, security, performance, and plant operations at the school level. Utilizes skills and abilities to conduct preservice and inservice training of personnel and is responsible for the detection of potential safety hazards. Works collaboratively with the Associate Superintendent, Operational Services ~~Facilities, Operations, Safety and Security~~ in planning and reviewing strategic work protocols to assure professionally managed and maintained facilities. Conducts routine site safety reviews and plans, designs, and coordinates safety and security projects with school-based personnel, district personnel, local government agencies, and private contractors. Position requires the use of independent judgment and professional discretion.

ESSENTIAL RESPONSIBILITIES

- Conducts preservice and inservice workshops on proper use, care, and maintenance of equipment, materials and facilities
- Receives, analyzes, and investigates accident reports involving personal injury to employees occurring on school property; makes recommendations to correct conditions
- Investigates fires; receives and analyzes fire and evacuation drill reports; makes recommendations for updating when necessary
- Conducts periodic and special inspections of facilities for proper sanitation, order, and physical condition; produces written reports

GENERAL MANAGER, FACILITIES, OPERATIONS, SAFETY AND SECURITY

ESSENTIAL RESPONSIBILITIES (Continued)

- Applies knowledge of proper maintenance procedures, safety requirements of a school system, and proper care and use of supplies and equipment
- Coordinates with district departments all requests for routine, emergency, and unscheduled work or projects
- Reviews special requests for maintenance services, projects, renovations, remodeling, and contractual items
- Conducts onsite surveys to help the maintenance department determine priorities, materials needed, and the degree of urgency
- Prepares routine and special maintenance projects for administrative submission; responsible for follow-through from early planning stages through completion
- Investigates and coordinates resolution regarding incomplete work
- Meets regularly with the maintenance department to coordinate, plan, and share information
- Plans and prepares budgets for plant operations, supplies, and equipment, and maintenance and security projects
- Reviews Pinellas County Health Department inspection reports and facility follow-up reports
- Participates in interviews and upholds the supporting service personnel assignment process for filling positions; and consults with principals to develop or revise work schedules
- Investigates personnel issues and grievances, recommends disciplinary action, and works with the Office of Professional Standards
- Reviews current developments on safety and fire prevention; accompanies city, county, or state inspectors on scheduled Florida State Fire Inspections and ensures compliance
- Completes Head Plant Operators' evaluations in cases where applicable
- Supports Head Plant Operators in evaluating site Plant Operations staff
- Performs other related work as required

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 established by the District.

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

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

HISTORY OF JOB CLASSIFICATION

ISSUED: 9/79 SSN; REVISED: 3/82 WP; REVISED: 1/86 RW; FORMAT REVISED: 3/88; MQ'S REVISED: 11/91 PBL; BOARD APPROVED: 3/25/92; MQ'S REVISED: 2/93 PBL; BOARD APPROVED: 2/24/93; MQ'S REVISED: 10/97 AK; BOARD APPROVED: 11/12/97; PREFERRED ADDED, MF, D&R REVISED: 4/00 AK; BOARD APPROVED: 10/01; REVISED TITLE, PG, MF, D&R, MQ's: 9/07 AK; BOARD APPROVED: 10/30/07; REVISED TITLE, MF, D&R, MQ's: 1/11 LM, BOARD APPROVED: 2/22/11, REVISED FORMAT, TITLE, SALARY SCHEDULE, PREFERRED, ED, ADA 6/13, LM; BOARD APPROVED:

GENERAL MANAGER, FACILITIES, OPERATIONS, SAFETY AND SECURITY

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds			X		
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds			X		
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending			X		
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors					X
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy				X	
20. Using a keyboard to enter and transform words or data					X
21. Using a video display terminal					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van			X		
27. Other physical, mental or visual ability required by the job			X		

General Manager, Facilities, Operations, Safety, and Security – PTS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: E06

FLSA: -Exempt
PTS

MANAGER, FACE IT PROGRAM

REPORTS TO:

Executive Director, Student Services

SUPERVISES:

Professional Staff/Facilitators
Volunteers
Language Translators

QUALIFICATIONS:

Master's degree from an accredited college or university in social work, psychology, counseling, education, or a related field including classes in counseling, psychology, social work, exceptional education, or educational leadership. Holds or is eligible for a Florida Professional Educator's Certificate. Three (3) years successful, documented experience in a related field.

PREFERRED:

Educational Specialist degree in Educational Leadership and demonstrated experience in substance abuse prevention, violence prevention and other related prevention areas. Demonstrated effective oral and written communication skills. Demonstrated supervisory experience.

MAJOR FUNCTION

Responsible for establishment, implementation, and continuation of the FACE IT Program and drug prevention related services for the district. Provides support and assistance to region superintendents, directors, district personnel, administrators, teachers, students, parents, community agencies, and court programs in direct correlation to the FACE IT program and drug prevention.

ESSENTIAL RESPONSIBILITIES

- Provides leadership in the formulation of goals and objectives and establishes priorities for the district's drug prevention programs
- Serves as the district's drug prevention contact person, is the district liaison with Department of Juvenile Justice, Pinellas/Pasco District Court, law enforcement, and various community agencies in matters concerning drug prevention
- Serves on various community boards and professional committees relating to drug prevention
- Recruits, selects, and trains professional staff, volunteers, and translators for the FACE IT drug prevention program
- Develops and monitors program budget
- Prepares and approves all payroll
- Monitors and approves purchases of all supplies and curriculum materials
- Plans, develops, implements, and monitors program curriculum, interprets and implements drug prevention legislation, keeps curriculum current within Common Core Standards, FCAT, RTI, and National Standards

MANAGER, FACE IT PROGRAM

ESSENTIAL RESPONSIBILITIES (Continued)

- Researches, evaluates, selects, and secures instructional material, incorporates new materials, approaches, and current research into the FACE IT drug prevention program for use by professionals/facilitators and staff in other disciplines
- Collects, records, and interprets student, program, and discipline referral data districtwide
- Interprets district, local, state, and national data
- Evaluates long-term impact and effectiveness of program on student progress and behavior
- Mentors staff and observes classes, particularly those of new professionals/facilitators, and offers comments and suggestions for improvement
- Develops, plans, and implements staff development for the FACE IT staff, teachers in other disciplines, and other district personnel; provides ongoing professional development
- Models creative and innovative thinking for staff and other personnel in keeping with compassionate education for all students and parents/caregivers
- Monitors all physical sites where program is located
- Works flexible hours to oversee the FACE IT Program evening schedule
- Develops, prepares, staffs, budgets, and implements the FACE IT Summer Program
- Prepares, maintains, and oversees all FACE IT program records and reports
- Monitors districtwide school referrals, enrollment, attendance, reassignment of FACE IT students and attendance of parents/caregivers
- Attends parent meetings as needed districtwide
- Attends monthly district-level Principal Leadership meetings
- Communicates drug prevention program concerns to region superintendents, directors, and subject area supervisors
- Communicates information about drug prevention programs to school personnel, administrators, counselors, attendance workers, parents/caregivers, and community agencies
- Communicates with Region Superintendents relating to reassignment of students
- Solves problems systematically for all parent/caregiver concerns, behavior issues, and school concerns
- Disseminates and implements School Board Policy and Procedures as it relates to students, parents/caregivers, staff, translators, and volunteers in the FACE IT program
- Serves as the liaison for drug prevention with other school districts
- Serves and responds as a member of the district crisis response team
- Assists the Executive Director, Student Services in coordinating programs and activities, which include, but are not limited to violence prevention, service learning, drug prevention, and behavior management
- Assists school improvement teams in developing safe schools goals and action plans
- Performs other related duties as required

MANAGER, FACE IT PROGRAM

TERMS OF EMPLOYMENT
<p><i>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 established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
ISSUED 5/13; LM, BOARD APPROVED:

MANAGER, FACE IT PROGRAM

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds			X		
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time				X	
11. Standing for more than two hours at a time	X				
12. Stooping and bending			X		
13. Ability to reach and grasp objects					X
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors		X			
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects				X	
19. Proofreading and checking documents for accuracy					X
20. Using a keyboard to enter and transform words or data					X
21. Using a video display terminal					X
22. Working in a normal office environment with few physical discomforts				X	
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van				X	
27. Other physical, mental or visual ability required by the job	X				

Manager, Face It Program– PTS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 6622 8311
Pay Grade: C04 E04

FLSA: Exempt
PTS

GRANTS SPECIALIST-DEVELOPER

REPORTS TO:

Director, Special Projects

SUPERVISES:

Not Applicable

QUALIFICATIONS:

Bachelor's degree from an accredited college or university. Florida certification in any field and/or five (5) years related professional experience to include three (3) years grant-related experience, or the equivalent combination of education, training, and experience. Demonstrated ~~knowledge of district curriculum expectations and/or demonstrated~~ success in writing funded grants. Demonstrated ability to work effectively with others. ~~Must show evidence of a working knowledge of the principles of quality management or commit to begin training in the area of quality within the first six (6) months of employment.~~

PREFERRED:

Master's degree from an accredited college or university. Knowledge of district curriculum expectations. Demonstrated leadership experience at a school-based or central office site. ~~—Demonstrated leadership experience at a school-based or central office site. For grant coordination, demonstrated experience preferably at the same level as the schools/departments included in the funded grant. Experience working with federal and/or state grants, program coordination and district fiscal practices.~~

MAJOR FUNCTION

Assists the Director, Special Projects in obtaining ~~or coordinating~~ federal, state, and other specially funded projects for the Pinellas County School System, ~~either by aiding school and district personnel in the interpretation of guidelines and in the preparation of grant proposals or by implementing grant-funded programs at schools/departments funded through identified grants.~~

ESSENTIAL RESPONSIBILITIES

Grant Proposal Development:

- Works cooperatively with district_ and school-based personnel in the preparation, evaluation, and submission of grant applications
- Creates and manages grant development timelines
- Provides training and technical assistance to school and district personnel in the identification of funding opportunities and the grant writing process
- Prepares and distributes communications to all district sites, schools, and centers with funding updates and opportunities
- Reviews and summarizes Requests for Proposals
- Aligns grant proposals with program requirements, Board Policy, and Strategic Plan
- Develops a thorough knowledge of state, federal, and other project regulations and guidelines dealing with grant applications
- Assists in providing leadership to appropriate personnel in developing curriculum needs, which may be funded by special grant monies
- Interprets state, federal, and other project guidelines for the preparation of grants
- Collaborates with partnering agencies in proposal development
- Performs other related duties as required

GRANTS SPECIALIST DEVELOPER

ESSENTIAL RESPONSIBILITIES (Continued)

Grant Coordination:

- ~~Coordinates funded grant program development and implementation for identified schools / departments~~
- ~~Aligns program activities with grant program and district goals and objectives~~
- ~~Collaborates with school-based and district office personnel, federal and/or state grant program staff, and possibly with contracted project evaluators to ensure achievement of grant program goals and objectives~~
- ~~Develops overall grant program implementation timelines~~
- ~~Manages budgets and monitors expenditures for compliance with grant requirements~~
- ~~Serves as liaison with school-based personnel and district level staff~~
- ~~Coordinates and assists grant program evaluation~~
- ~~Prepares and disseminates information on the effectiveness of grant program implementation~~
- ~~Prepares annual grant performance reports and submits to federal and/or state program officer and special projects office~~
- ~~Coordinates development and implementation of staff training in support of grant goals and objectives~~
- ~~Performs other related duties as required~~

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 established by the District.

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

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

HISTORY OF JOB CLASSIFICATION

ISSUED: 9/99 PBL; BOARD APPROVED: 9/28/99; UPDATED D&R, MQ: 9/03 AK; BOARD APPROVED: 9/23/03; UPDATED MQ & PREFERRED: 1/11 RAS; BOARD APPROVED: 02/08/11; REVISED FORMAT, TITLE, SALARY SCHEDULE, QUALS, PREFERRED, MF, ER, ADA, 6/13 LM; BOARD APPROVED:

GRANTS SPECIALIST DEVELOPER

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds	X				
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects					X
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van		X			
27. Other physical, mental or visual ability required by the job	X				

Grants Specialist Developer – PTS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 2205
Pay Grade: Instructional

FLSA: Exempt

COORDINATOR, OTHER - ADULT TESTING

REPORTS TO:

Managing Officer, Adult Education

SUPERVISES:

Not Applicable

QUALIFICATIONS:

Bachelor's degree from an accredited college or university. Florida Department of Education certificate in an academic field, ~~related field~~. Demonstrated ability in oral and written communication skills, planning, and organization. Three (3) years professional experience.

PREFERRED:

Adult education and/or GED Testing experience.

MAJOR FUNCTION

Serves as ~~the~~ a General Educational Development (GED) ~~chief examiner~~ test administrator and is responsible for coordinating and conducting the GED testing program at either the north or south GED testing center.

ESSENTIAL RESPONSIBILITIES

- Ensures compliance will all GED testing policies, procedures, and requirements.
- Prepares and processes state and federal annual GED contracts
- Recommends and schedules appropriate personnel for all testing sessions, maintaining the integrity of testing in Pinellas County
- Provides publicized testing schedules in compliance with ~~state and local mandates and ensures testing opportunities countywide for all eligible candidates~~ GED testing requirements
- Ensures the security of all testing ~~materials and~~ situations
- Maintains sufficient ~~materials and~~ services to meet countywide testing demands
- ~~Follows policies relating to receipt, storage, inventory, disbursement and shipment of secure test materials~~
- Ensures the ~~inventory and~~ acceptable condition of ~~all the testing materials lab~~ at the beginning and end of each testing session. ~~Securely transports materials to locked storage~~
- Provides appropriate accommodations for eligible disabled candidates at the testing site
- Maintains records and financial management as they relate to adult testing
- Assists ~~testing and sign-up center personnel with procedures for all testing instruments~~ with online test registration process at all adult schools
- Assists administrators with preparing required reports and dissemination of statistical information as they pertain to the GED Testing program
- Addresses community organizations on request on issues related to ~~Adult~~ GED testing
- Performs other related work as required

COORDINATOR, OTHER - ADULT TESTING

TERMS OF EMPLOYMENT
<p><i>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 established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
<p>ISSUED: 1/94 PBL/DLH; FORMAT REVISED LM 9/04; REVISED FORMAT, MF, ER, ADA 4/01/13 LM; BOARD APPROVED:</p>

COORDINATOR, OTHER - ADULT TESTING

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds				X	
2. Lift objects weighing 21 to 50 pounds				X	
3. Lift objects weighing 51 to 100 pounds			X		
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds				X	
6. Carry objects weighing 21 to 50 pounds				X	
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time				X	
11. Standing for more than two hours at a time			X		
12. Stooping and bending				X	
13. Ability to reach and grasp objects					X
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects				X	
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van				X	
27. Other physical, mental or visual ability required by the job	X				

Coordinator, Other - Adult Testing – INS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 6890
Pay Grade: D10

FLSA: Non-Exempt
Non-Rep Support

NETWORK ADMINISTRATION APPRENTICE

REPORTS TO:

Director, Network and Telecommunications

SUPERVISES:

Not Applicable

QUALIFICATIONS:

Graduation from high school or possession of a GED. Current enrollment in a bachelor's degree program at an accredited college or university in Computer Science or a related field or enrollment in an accredited Cisco Certified Network Associate (CCNA) Associate of Arts program, plus one (1) year experience in an IBM or comparable environment, working with major operating system and subsystem software development, to include data base management and knowledge of Microsoft internet information server (IIS) and SQL. Demonstrated knowledge and experience with Microsoft servers, personal computers, NT servers and enterprise networks, and related hardware and software.

MAJOR FUNCTION

Assists the Network Administrator in performing ~~highly complex technical and analytical work in the daily support of WAN/LAN and wireless network systems including tasks such as documenting and configuring systems during installation. Trains on an array of advanced subjects including the design, installation, documentation, support, and maintenance of districtwide networks and associated applications. Provides guidance to applications personnel in the use of systems software, linkage to application programs, servers and the impact of such on networks.~~ Functions as a backup to the Network Administrator position.

ESSENTIAL RESPONSIBILITIES

- ~~Provides~~ Assists with the communications network administration, including design, implementation, and ~~use of~~ use of network software to design network architecture, test communications links, and troubleshoot communication link failures
- ~~Provides technical responsibility for network and district-wide applications with in-depth knowledge of a wide variety of communications hardware and software~~
- ~~Maintains, and documents~~ Assists with the maintenance and documentation of infrastructure network systems including servers, switches, routers, hubs, firewalls, intrusion detection/prevention systems, and wiring, and physical infrastructure
- ~~Oversees~~ Assists with network/computer resources and installation of new equipment
- ~~Administers~~ Assists with the testing and analysis of all components of network facilities to ensure operational status
- ~~Responsible for and supports a variety of district applications.~~
- ~~Provides site design and client support.~~
- Participates in the research, design, installation, and operation of the district LAN, WAN, routers, multi-layer switches, and wireless networks
- ~~Provides~~ Assists with the ongoing support for the district network security infrastructure including firewalls, VPNs, system patching, and managed anti-virus systems
- ~~Provides~~ Assists with the management and maintenance ~~on~~ of network servers and applications on various platforms as it applies to the district network

NETWORK ADMINISTRATION APPRENTICE

ESSENTIAL RESPONSIBILITIES (Continued)
<ul style="list-style-type: none">• Provides technology assistance to customers via e-mail, telephone, and in person throughout the district• Creates, maintains, and manages appropriate online documentation resources• Work with other members of the Management Technology and Information Systems (MTIS) Team in resolving complex issues• Maintains technical data on state-of-the-art systems or applications software and computer equipment; applies knowledge, as applicable, in making recommendations to management and/or users for new systems or modifications to existing systems• Provides or assures that <u>Assists with providing</u> technical guidance and resources are available to team members when necessary• Researches, evaluates and recommends <u>Assists with the research, evaluation, and recommendation of</u> changes in hardware, software, data communications, and techniques that contribute to more effective automated systems capabilities• Works in the Ffield work, as required, to support and learn Network Administration skills• Performs <u>other</u> related duties as assigned
TERMS OF EMPLOYMENT
<p><i>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 established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
ISSUED: 1/08 AK; BOARD APPROVED: 2/12/08; REVISED FORMAT, MQ, MF, ER, ADA, 5/13 LM, BOARD APPROVED:

NETWORK ADMINISTRATION APPRENTICE

WORKING CONDITIONS PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds	X				
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds	X				
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time	X				
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending	X				
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: C09

FLSA: Exempt
Administrative

DIRECTOR, LIBRARY, TECHNOLOGY, INSTRUCTIONAL MATERIALS, AND DIGITAL LEARNING

REPORTS TO:

Associate Superintendent, Teaching and Learning Services

SUPERVISES:

Program Coordinator, Academic Computing
Program Coordinator, Library Media
Program Coordinator, Instructional Materials
Instructional Staff
Support Staff

QUALIFICATIONS:

Master's degree with certification in Administration and Supervision or Educational Leadership. Five (5) years related professional experience. Demonstrated organizational and communication skills. Must show evidence of working knowledge of the principles of quality management or commit to begin training in the area of quality management within the first six (6) months of employment.

PREFERRED:

Experience across various grade levels - elementary, middle, and high school. Demonstrated knowledge and expertise to facilitate development of complex data solutions and networking requirements. Demonstrated leadership in planning for and in utilizing technologies for academic instruction and data analysis. Certification in Educational Media (K-12).

MAJOR FUNCTION

The Director of Library, Technology, Instructional Materials, and Digital Learning is responsible for the supervision of library media/technology, instructional materials, and digital learning in elementary, middle high schools, and in exceptional student and adult centers. This responsibility includes providing leadership, developing strategic plans aligned to customer requirements, deploying processes to support strategic goals, developing and managing human resources, and monitoring progress toward goal measures. It also includes evaluating results in order to provide quality library/media programs and services. Provides instructional materials for effective instruction, academic software applications to support data management and analysis, as well as digital learning options for students. The Director supports student achievement by providing leadership and collaboration that ensures access to and effective use of diverse information and multimedia resources, instructional materials, supported by academic solutions through district and school library media/technology programs. The position requires collaboration with district departments, area superintendents, principals, and teachers in using current technologies to manage information, resources, and both state-adopted and non-state-adopted instructional materials.

ESSENTIAL RESPONSIBILITIES

- Communicates, plans collaboratively, and develops partnerships with other district departments, school administrators, vendors, library information specialists, textbook coordinators and the community
- Coordinates department to consult with architects, principals, and library information specialists to administer the educational specifications for new construction/remodeling projects of library information centers, including furniture, shelving, network infrastructure, security system, and installation

DIRECTOR, LIBRARY, TECHNOLOGY, INSTRUCTIONAL MATERIALS, AND DIGITAL LEARNING

ESSENTIAL RESPONSIBILITIES (Continued)

- Recommends to principals, technology coordinators, and library information specialists the purchase of equipment to support audiovisual production, computer technology, local area network, and multimedia production, and digital learning materials
- Coordinates department to advise library information specialists on the selection and utilization of library materials, including print resources, audiovisual materials, computer software, and online services
- Promotes, reviews, and communicates progress toward division goals
- Manages data collection and reporting functions in library media/technology, academic computing, and digital learning; uses data in decision-making
- Represents department on cross-functional teams
- Serves as liaison with community groups, parents, colleges and universities, and other agencies
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- Communicates budget needs to the Teaching and Learning Services Leadership Team
- Monitors customer satisfaction and dissatisfaction results regarding products, services, and transactions
- Keeps abreast of the rapidly changing technological advances
- Coordinates the cataloging of print and non-print resources, application for the statewide union catalog, maintenance of the media resource library, and reinforcement of copyright law throughout the county
- Maintains an information system that supports the facilitation and monitoring of division goals and initiatives
- Interprets impact of state legislation and State Board rule on library media/technology, instructional materials, and digital learning
- Plans and coordinates professional development opportunities for department staff, administrators, library media/technology specialists, technology specialists, and teachers
- Coordinates the allocation of available resources to school library information centers to support district goals, including block grant and state allocation
- Interprets and monitors for schools the school board curriculum policy regarding library media/technology; provides policy input
- Establishes and oversees annual budgets from various funding allocations to support library media/technology, instructional materials, and digital learning
- Provides leadership in the formulation of goals and objectives for the textbook depository; plans, manages, and evaluates effectiveness of the department
- Supervises supporting staff performing textbook and other instructional materials related activities in the textbook depository
- Serves as liaison between the district and the Florida School Book Depository, state Department of Education, and publishers' representatives on all matters relating to textbooks and state-adopted related materials as well as non-state-adopted related materials
- Coordinates the supervision, development and implementation of textbook related procedures and the overall operation of the textbook depository
- Prepares the Annual Instructional Materials Budget for the district including school based allocations and other programs requiring instructional materials allocations
- Periodically reviews and provides guidance to schools and centers regarding the usage of instructional material allocations
- Ensures accurate records of deposits to and expenditures from the district textbook account
- Works with staff to evaluate all requisitions from schools in accordance with the "Recommended and County Approved Instructional Materials Program", prepared by the instructional staff, verifying guidelines, limits on supplementary titles, prices, and extensions

ESSENTIAL RESPONSIBILITIES (Continued)
<ul style="list-style-type: none">• Coordinates the responsibility for the annual state-adopted instructional materials process• Ensures that all provisions of the Florida Statutes and of the State Board of Educational Regulations, governing the "State Free Instructional Materials Program" are met and that local policies or procedures are not in conflict• Participates in the legislative process as it relates to state-adopted instructional materials to seek adequate funding for instructional materials• Maintains communication with Curriculum Specialists for planning purposes regarding adoption and other instructional materials needs• Applies knowledge of Florida State Laws and Regulations, policies, and procedures pertaining to instructional materials• Works closely with curriculum personnel to implement and evaluate academic computing initiatives• Demonstrates initiative in identifying potential problems or opportunities for improvement• Works in conjunction with region superintendents, principals, teachers, and curriculum leaders to provide each with effective data management tools to accurately analyze and use current information needed to make informed decisions• Reviews and analyzes existing data solutions and facilitates revisions or new development of solutions to enable district users to effectively manage data and information• Examines and analyzes existing schools' learning challenges and facilitates the development of solutions utilizing instructional learning technology resources• Directs the work of instructional technology and distance learning and their respective functions, ensuring that activities assigned are completed in the most competent, effective, and efficient manner• Oversees all current and long-range instructional technology support budgets• Assists schools and departments throughout the district in efforts to develop user technology skill proficiency to utilize technology to support operations while enhancing productivity and effectiveness• Works in cooperation with all departments to effectively implement the district's Technology Plan• Utilizes appropriate strategies and problem-solving tools to make decisions concerning planning, utilization of funds, and delivery of services• Performs other related duties as required
TERMS OF EMPLOYMENT
<p><i>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 established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
ISSUED: 6/13 LM; BOARD APPROVED:

DIRECTOR, LIBRARY, TECHNOLOGY, INSTRUCTIONAL MATERIALS, AND DIGITAL LEARNING

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time	X				
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van			X		
27. Other physical, mental or visual ability required by the job	X				

Director, Library, Technology, Instructional Materials, and Digital Learning – ADM

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: C07

FLSA: Exempt
Administrative

ADMINISTRATOR, DEPARTMENT OF JUVENILE JUSTICE / DROPOUT PREVENTION

REPORTS TO:

Director, Dropout Prevention

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

Master's degree with certification in a subject area and/or social science area and certification in Administration and Supervision at the elementary and/or secondary level, Educational Leadership, or an equivalent certification as defined by the Florida Department of Education. Five (5) years teaching experience. Demonstrated knowledge of dropout prevention strategies. Demonstrated proficiency in oral and written communication skills. Must show evidence of working knowledge of the principles of quality management or commit to begin training in the area of quality management within the first six (6) months of employment.

MAJOR FUNCTION

The Administrator, Department of Juvenile Justice (DJJ) / Dropout Prevention coordinates and administers the district's juvenile justice and dropout prevention programs and provides services and articulation of such among other programs.

ESSENTIAL RESPONSIBILITIES

- Serves as a representative to the Teaching and Learning Services Team
- Assists the Director, Dropout Prevention in developing, implementing, and formulating goals and objectives for DJJ and dropout prevention programs
- Articulates curriculum and testing issues with subject core specialists
- Determines and develops budgets, staffing models, and FTE projections for all school-based programs, the dropout prevention school, and for the after-school tutoring programs.
- Implements priorities and monitoring all school-based and out-of-school programs for compliance with dropout prevention law, Florida Statutes, State Board rules, district policies, and other applicable regulations and guidelines
- Administers out-of-school dropout prevention programs including selecting, supervising, and evaluating teachers; implementing Pinellas County School Board Policies and Procedures and providing curriculum materials
- Prepares and implements local, state, and federal grant projects
- Plans, coordinates, and presents professional development trainings to appropriate staff members
- Creates, edits, and prepares forms used in monitoring dropout prevention programs.
- Selects and distributes instructional materials for dropout prevention school programs
- Edits, organizes, and distributes manuals, and other materials annually and on an as-needed basis to teachers, school personnel, and community including revisions to the District's Comprehensive Dropout Prevention Plan
- Presents program information to schools regularly and to community groups upon request
- Articulates with transportation and budget

ADMINISTRATOR, DEPARTMENT OF JUVENILE JUSTICE / DROPOUT PREVENTION

ESSENTIAL RESPONSIBILITIES (Continued)
<ul style="list-style-type: none">• Participates in all activities related to planning, implementing, supervising, and administering out-of-school and school-based dropout prevention programs• Supervises clerical help and staff positions• Collaborates with individual teachers, school administrators, teams, and staff regarding dropout prevention issues• Plans, organizes, and conducts regularly scheduled meetings with school-based dropout prevention program personnel• Articulates with food service, textbook depository, testing, and other administrative offices as service needs arise.• Administers beginning teacher portfolios in school-based dropout prevention programs (upon request) and the dropout prevention school• Hires and monitors teachers for the after-school tutoring programs• Attends state and national conferences; serves on various boards and committees relating to dropout prevention; attends faculty, curriculum, and parent meetings as needed• Performs other duties as required
TERMS OF EMPLOYMENT
<p><i>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 established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
ISSUED: 6/13 LM; BOARD APPROVED:

ADMINISTRATOR, DEPARTMENT OF JUVENILE JUSTICE / DROPOUT PREVENTION

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds		X			
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds		X			
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects		X			
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				

Administrator, Department of Juvenile Justice / Dropout Prevention – PTS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: C07

FLSA: Exempt
Administrative

ADMINISTRATOR, PINELLAS VIRTUAL SCHOOL

REPORTS TO:

Director, Advanced Studies and Academic Excellence

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

Master's degree from an accredited college or university with certification in Educational Leadership or an equivalent certification as defined by the Florida Department of Education. Five (5) years administrative experience in public schools. Demonstrated knowledge and expertise to facilitate development of complex data solutions and networking requirements. Demonstrated leadership in planning for and in utilizing technologies for academic instruction and data analysis. Must show evidence of working knowledge of the principles of quality management or commit to begin training in the area of quality management within the first six (6) months of employment.

MAJOR FUNCTION

Performs administrative work to support and direct district personnel as related to virtual education. Oversee the utilization of academic software applications to support virtual education, data management, and analysis. Collaborates with and supports district departments, area superintendents, principals, and teachers in communicating virtual education opportunities for students.

ESSENTIAL RESPONSIBILITIES

- Demonstrates initiative in identifying potential problems or opportunities for improvement
- Oversees all current and long-range virtual education support budgets
- Works in cooperation with all departments to effectively implement the district's Technology Plan
- Serves as the district's virtual education contact person
- Reviews and analyzes online resources to build highly effective virtual education options
- Creates long-term plan for virtual education in Pinellas County Schools
- Monitors student progress for all virtual school students
- Conducts student and parent workshops regarding virtual school options
- Interprets and communicates virtual education legislation
- Recruits, selects, trains, and evaluates teachers for virtual education
- Communicates information about virtual education options to school personnel, administrators, counselors, the public, and community agencies
- Plans, develops, coordinates, and supervises implementation of virtual instruction
- Plans staff development for virtual education teachers and other district personnel
- Performs other related duties as required

ADMINISTRATOR, PINELLAS VIRTUAL SCHOOL

TERMS OF EMPLOYMENT
<p><i>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 established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
ISSUED: 6/13 LM; BOARD APPROVED:

ADMINISTRATOR, PINELLAS VIRTUAL SCHOOL

<u>WORKING CONDITIONS & PHYSICAL EFFORT:</u>	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time		X			
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				

Administrator, Pinellas Virtual Schools - ADM

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: E07

FLSA: Exempt
PTS

6-8 MATHEMATICS SPECIALIST

REPORTS TO:

Executive Director, Middle School Education

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

Bachelor's degree from an accredited college or university with certification in Administration and Supervision, Educational Leadership, School Principal, Curriculum and Instruction, Mathematics, or an equivalent certification as defined by the Florida Department of Education. Five (5) years of related professional experience to include three (3) years of successful experience in teaching mathematics. Demonstrated organizational and communication skills.

PREFERRED:

Master's or doctoral degree in one or more math subjects or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning, and presenting training for teachers, ~~Creating Independence through Student Owned Strategies (CRIS)~~ training and/or other training in literacy reading in the content area, ~~and/or Classroom Learning System training/practice.~~

MAJOR FUNCTION

The 6-8 Mathematics Specialist is responsible for the supervision of the ~~elementary and~~ middle school curriculum, instruction, and assessment program in mathematics. This responsibility includes goal setting, researching, planning, organizing, coordinating, decision-making, communicating, and evaluating.

ESSENTIAL RESPONSIBILITIES

- Advocates, facilitates, and monitors the alignment of curriculum, instruction, and assessment improvement in the accomplishment of district mathematics goals
- Serves as consultant to teachers, principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Promotes, reviews, and communicates progress toward division goals
- Manages data collection and reporting functions in mathematics; uses data in decision-making
- Represents 6-8 mathematics on cross-functional teams
- Represents the district at state, regional, national, and international conferences on educational research and effective practices in the teaching of 6-8 mathematics
- Serves as liaison with community groups, parents, colleges and universities, and other agencies
- Serves as a support for school instructional review
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- Evaluates and improves the planning process
- Communicates budget needs to the Teaching and Learning Services Team
- Solicits and listens to customer input from staff, schools, parents, and community

6-8 MATHEMATICS SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)

- Monitors customer satisfaction and dissatisfaction results regarding products, services, and transactions
- Develops customer service standards for the 6-8 mathematics office
- Continually evaluates and improves customer satisfaction processes
- Maintains an information system that supports the facilitation and monitoring of division goals and initiatives
- Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, instruction, assessment, and improvement in 6-8 mathematics
- Assists school personnel in analyzing data for continuous improvement of student achievement in ~~K~~6-8 mathematics
- Interprets impact of state legislation and state board rule on 6-8 school mathematics
- Collaborates with Technology and Information Services; Assessment, Accountability, and Research; and schools to determine data needs and formats for classroom, school, and district analysis
- Coordinates professional training for 6-8 mathematics teachers and administrators; provides training for all elementary teachers in using mathematics as learning strategies
- Encourages teacher involvement, empowerment, responsibility, and innovation in school improvement activities
- Collaborates to ensure the hiring, orientation, recognition, and career development of high-performing mathematics teachers
- Leads the research and development of curriculum, instruction, and assessment services, activities, and product development related to 6-8 mathematics
- Assists schools in securing appropriate instructional materials
- Participates in School Improvement Plan reviews
- Interprets and monitors for schools the school board curriculum policy regarding 6-8 mathematics; provides policy input
- Provides for the evaluation and improvement of 6-8 mathematics programs
- Establishes and oversees annual budgets from various funding allocations to support 6-8 mathematics
- Assists teachers in creating classroom learning systems
- Facilitates 6-8 articulation of the mathematics programs
- Works closely with both the elementary and high school mathematics specialists to ensure vertical alignment /articulation
- Monitors the results of school improvement research and development in 6-8 mathematics
- Monitors current levels and trends in key measures of satisfaction and dissatisfaction regarding ~~K~~6-8 mathematics achievement, including comparisons and benchmarks
- Contributes to Teaching and Learning Services' accountability for results aligned to all district strategic directions
- Performs other related duties as required

6-8 MATHEMATICS SPECIALIST

TERMS OF EMPLOYMENT
<p><i>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 established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
ISSUED: 6/13 LM; BOARD APPROVED:

6-8 MATHEMATICS SPECIALIST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a keyboard to enter and transform words or data					X
21. Using a video display terminal					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van		X			
27. Other physical, mental or visual ability required by the job	X				

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 8010
Pay Grade: E07

FLSA: Exempt
PTS

6-12 6-8 SCIENCE SPECIALIST

REPORTS TO:

Executive Director, Middle School Education

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

~~Master's Bachelor's~~ degree from an accredited college or university with certification in Administration and Supervision, Educational Leadership, School Principal, Curriculum and Instruction, ~~or~~ Science Education or a science subject, or an equivalent certification as defined by the Florida Department of Education. Five (5) years of related professional experience to include three (3) years of successful experience in teaching science. Demonstrated organizational and communication skills. ~~Must show evidence of a working knowledge of the principles of quality management or commit to begin training in the area of quality within the first six (6) months of employment.~~

PREFERRED:

Master's or doctoral degree in one or more science subjects or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning and presenting training for teachers, ~~CRIS training~~, and/or other training in reading literacy in the content area.

MAJOR FUNCTION

The ~~6-12~~ 6-8 Science Specialist is responsible for the supervision of the middle ~~and high~~ school curriculum, instruction, and assessment program in science. This responsibility includes goal setting, researching, strategic planning, organizing, coordinating, decision-making, communicating, and evaluating.

ESSENTIAL RESPONSIBILITIES

- Advocates, facilitates, and monitors the alignment of curriculum, instruction, assessment, and improvement in the accomplishment of the district strategic plan for science
- Serves as consultant to teachers, principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Promotes, reviews, and communicates progress toward the ~~6-12~~ 6-8 science and the division strategic plan
- Facilitates ~~6-12~~ 6-8 articulation of the science program
- Manages data collection and reporting functions in science; uses data in decision-making
- Represents ~~6-12~~ 6-8 science on cross-functional teams
- Articulates with ~~6-12~~ 6-8 specialists of other subject areas
- Represents the district at state, regional, national, and international conferences on educational research and effective practices in the teaching of science
- Serves as liaison with community groups, parents, colleges and universities, and other agencies
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- Evaluates and improves the planning process
- Communicates budget needs to the Teaching and Learning Services Curriculum Team

K-12 6-8 SCIENCE SPECIALIST

ESSENTIAL RESPONSIBILITIES
<ul style="list-style-type: none">• Solicits and listens to customer input from staff, schools, parents, and community• Monitors customer satisfaction and dissatisfaction results regarding products, services, and transactions• Develops customer service standards for the science office• Continually evaluates and improves customer satisfaction processes• Maintains an information system that supports the facilitation and monitoring of division goals and initiatives• Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, instruction, assessment, and improvement in science• Assists school personnel in analyzing data for continuous improvement of student achievement in science• Interprets impact of state legislation and State Board rule on science• Collaborates with Technology and Information Systems Services; Assessment, Accountability, and Research; and schools to determine data needs and formats for classroom, school, and district analysis• Coordinates professional training for 6-12 6-8 science teachers and administrators• Encourages teachers' involvement, empowerment, responsibility, and innovation in school improvement activities• Leads the research and development of 6-12 6-8 curriculum, instruction, and assessment services, activities, and product development related to science• Assists schools in securing appropriate instructional materials• Participates in School Improvement planning• Interprets and monitors for schools the school board curriculum policy regarding science; provides policy input• Provides for the evaluation and improvement of science programs• Establishes and oversees annual budgets from various funding allocations to support science• Assists schools with articulation of the 6-12 6-8 science program from grade to grade and level to level• Monitors the results of school improvement research and development in science• Monitors current levels and trends in key measures of satisfaction and dissatisfaction regarding science achievement, including comparisons and benchmarks• Contributes to Teaching and Learning Services' accountability for results aligned to all district strategic directions• Performs other related duties as required
TERMS OF EMPLOYMENT
<p><i>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 established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
ISSUED: 5/12 LM; BOARD APPROVED: 6/12/12; REVISED, TITLE, QUALS, MF, ER, 6/13 Lm; BOARD APPROVED:

K-12 6-8 SCIENCE SPECIALIST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van		X			
27. Other physical, mental or visual ability required by the job	X				

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: E07

FLSA: Exempt
PTS

EARLY CHILDHOOD EDUCATION SPECIALIST

REPORTS TO:

Executive Director, Elementary School Education

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

Bachelor's degree from an accredited college or university with certification in Administration and Supervision, Educational Leadership, School Principal, Curriculum and Instruction, Early Childhood, or an equivalent certification as defined by the Florida Department of Education. Five (5) years of related professional experience to include three (3) years of successful experience in teaching early childhood. Demonstrated organizational and communication skills.

PREFERRED:

Masters or doctoral degree in Early Childhood or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning and presenting training for teachers.

MAJOR FUNCTION

The Early Childhood Education Specialist is responsible for providing leadership in developmentally appropriate practices in early childhood. Responsibilities include providing supervisory support and staff development for Voluntary Prekindergarten and kindergarten teachers, evaluating and ordering of prekindergarten and kindergarten equipment and materials, and writing and reviewing educational specifications for early childhood classrooms.

ESSENTIAL RESPONSIBILITIES

- Formulates districtwide voluntary prekindergarten and kindergarten policy and procedure
- Develops, updates, and implements prekindergarten curriculum collaboratively with ESE prekindergarten programs
- Develops, updates and implements prekindergarten and kindergarten curriculum
- Demonstrates effective early childhood teaching techniques
- Works with individuals and groups of prekindergarten and kindergarten teachers in terms of expressed needs to stimulate change or improvement of programs
- Provides professional development for early childhood teachers, prekindergarten, and kindergarten levels
- Maintains a budget for new prekindergarten and kindergarten units and early childhood components
- Develops and interprets to others the educational specifications for new prekindergarten, kindergarten, and primary classroom facilities
- Purchases, distributes, and keeps inventories on materials for new kindergarten units and all new early childhood facilities
- Maintains and updates the early childhood flexibility list
- Interprets the prekindergarten and kindergarten program and entry requirements to the public
- Completes information requested by the Department of Education
- Reads and attends professional conferences at the state and national level to become increasingly knowledgeable in the field of child development and early childhood education

EARLY CHILDHOOD EDUCATION SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)
<ul style="list-style-type: none">• Provides input to the preK-12 Teaching and Learning Services office regarding unit allocations• Consults and interfaces with subject area specialists and the ESE prekindergarten specialist regarding curriculum and assessment planning and integration, appropriate materials, teaching strategies, and research on developmentally appropriate practices• Works with the Specialist, ESE Prekindergarten Education, private schools, teachers and administrators, Head Start, and community agencies to provide a smooth transition from prekindergarten to kindergarten• Designs and implements summer programs for prekindergarten and kindergarten students• Provides summer school and new prekindergarten and kindergarten teacher orientations and trainings• Serves as member of Teaching and Learning Services Team• Performs other related duties as required
TERMS OF EMPLOYMENT
<p><i>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 established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
ISSUED: 6/13, LM; BOARD APPROVED:

EARLY CHILDHOOD EDUCATION SPECIALIST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds		X			
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds		X			
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects		X			
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				

Early Childhood Education Specialist - PTS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 1001
Pay Grade: E07

FLSA: Exempt
PTS

ELEMENTARY READING AND LANGUAGE ARTS SPECIALIST

REPORTS TO:

Executive Director, Elementary Education

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

~~Master's~~ Bachelor's degree from an accredited college or university with certification in ~~Administration and Supervision, Educational Leadership, School Principal, or Master's degrees in~~ Reading, Elementary Education, or a core area of Curriculum and Instruction or an equivalent certification as defined by the Florida Department of Education, with documented leadership experiences and a commitment to begin training to obtain Florida Reading Endorsement. Five (5) years of related professional experience at the elementary school-level to include three (3) years of successful experience in teaching elementary reading and language arts. Demonstrated organizational and communication skills.

PREFERRED:

Master's degree with certification in ~~Administration and Supervision, Educational Leadership, School Principal, in~~ Reading, or Florida Reading Endorsement. Experience as a curriculum specialist/trainer in the area of reading and language arts.

MAJOR FUNCTION

The Elementary Reading and Language Arts Specialist is responsible for the supervision of the elementary school curriculum, instruction, and assessment program in reading and language arts. This responsibility includes goal setting, researching, planning, organizing, coordinating, decision-making, communicating, and evaluating.

ESSENTIAL RESPONSIBILITIES

- Advocates, facilitates, and monitors the alignment of curriculum, instruction, and assessment improvement in the accomplishment of district strategic plan for reading and writing
- Serves as a consultant to teachers, principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Promotes, reviews, and communicates progress toward the elementary reading and language arts and division strategic plan
- Facilitates elementary articulation of the reading and writing program
- Manages data collection and reporting functions in reading and language arts; uses data in decision-making
- Represents reading and language arts on cross-functional teams
- Represents the district at state, regional, national, and international conferences on educational research and effective practices in the teaching of reading and language arts
- Serves as liaison with community groups, parents, colleges and universities, and other agencies
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- Evaluates and improves the planning process
- Communicates budget needs to the Teaching and Learning Services Team
- Solicits and listens to customer input from staff, schools, parents, and community
- Monitors customer satisfaction and dissatisfaction results regarding products, services, and transactions

ELEMENTARY READING AND LANGUAGE ARTS SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)
<ul style="list-style-type: none">• Develops customer service standards for the reading and language arts office• Continually evaluates and improves customer satisfaction processes• Maintains an information system that supports the facilitation and monitoring of division goals and initiatives• Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, instruction, assessment, and improvement in reading and language arts• Assists school personnel in analyzing data for continuous improvement of student achievement in reading• Interprets impact of state legislation and State Board rule on elementary school reading and language arts• Collaborates with Technology and Information Services; Assessment, Accountability and Research; and schools to determine data needs and formats for classroom, school, and district analysis• Coordinates professional training for elementary reading and language arts teachers and administrators• Encourages teachers' involvement, empowerment, responsibility, and innovation in school improvement activities• Leads the research and development of curriculum, instruction, and assessment services, activities, and product development related to reading and language arts• Assists schools in securing appropriate instructional materials• Participates in School Improvement planning• Interprets and monitors for schools the school board curriculum policy regarding reading and language arts; provides policy input• Provides for the evaluation and improvement of reading and language arts programs• Establishes and oversees annual budgets from various funding allocations to support elementary reading and language arts• Assists schools with articulation of the reading and language arts program from grade to grade and level to level• Monitors the results of school improvement research and development in reading and language arts• Monitors current levels and trends in key measures of satisfaction and dissatisfaction regarding reading and language arts achievement, including comparisons and benchmarks• Contributes to Teaching and Learning Services' accountability for results aligned to all district strategic directions• Performs other related duties as required
TERMS OF EMPLOYMENT
<p><i>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 established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
ISSUED 5/12 LM; BOARD APPROVED; 6/12/12; REVISED REPORTING, QUALS, 6/13 LM; BOARD APPROVED:

ELEMENTARY READING AND LANGUAGE ARTS SPECIALIST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects		X			
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				

Elementary Reading and Language Arts Specialist -.PTS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: G07 E07

FLSA: Exempt
Administrative PTS

SUPERVISOR, 9-12 MATHEMATICS AND SCIENCE SPECIALIST

REPORTS TO:

Executive Director, High School Education

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

~~Master's degree~~ Bachelor's degree from an accredited college or university with certification in Administration/ and Supervision, Educational Leadership, School Principal, Curriculum and Instruction, Mathematics, Science, or an equivalent certification as defined by the Florida Department of Education. Five (5) years of related professional experience to include three (3) successful years of experience in teaching mathematics, ~~science~~, or science, technology, engineering, and mathematics (STEM) related curriculum. Demonstrated organizational and communication skills.

PREFERRED:

Master's or doctoral degree in mathematics, ~~science~~, or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning and presenting training for teachers, ~~Creating Independence Through Student Owned Strategies (CRISS) training and/or other training in literacy (reading and writing) in the content area, and/or Motivation and Learning assessment.~~

MAJOR FUNCTION

The ~~Supervisor of 9-12 Mathematics and Science Specialist~~ is responsible for the supervision of the high school curriculum, instruction, and assessment program in mathematics and science. This responsibility includes goal setting, researching, planning, organizing, coordinating, decision-making, communicating, and evaluating.

ESSENTIAL RESPONSIBILITIES

- Advocates, facilitates and monitors the alignment of curriculum, instruction, assessment, and improvement in the accomplishment of district mathematics and science goals
- Serves as consultant to teachers, principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Promotes, reviews, and communicates progress toward division goals
- Facilitates articulation of all levels of the mathematics and science high school program
- Manages data collection and reporting functions in ~~science~~ mathematics; uses data in decision-making
- Represents 9-12 mathematics and science on cross-functional teams
- Articulates with supervisors of other subject areas
- Represents the district at state, regional, national, and international conferences on educational research and effective practices in the teaching of 9-12 mathematics and science
- Serves as liaison with community groups, parents, colleges and universities, and other agencies
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- ~~Serves as a support for school instructional review~~
- Evaluates and improves the planning process
- Communicates budget needs to the Curriculum Teaching and Learning Services Team

SUPERVISOR, 9-12 MATHEMATICS AND SCIENCE SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)

- Solicits and listens to customer input from staff, schools, parents, and community
- Monitors customer satisfaction and dissatisfaction results regarding products, services, and transactions
- Develops customer service standards for the 9-12 mathematics and science office
- Continually evaluates and improves customer satisfaction processes
- Maintains an information system that supports the facilitation and monitoring of division goals and initiatives
- Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, instruction, assessment, and improvement in 9-12 mathematics and science
- Assists school personnel in analyzing data for continuous improvement of student achievement in mathematics and science
- Interprets impact of state legislation and state board rule on mathematics and science
- Collaborates with Technology and Management Information Systems Services; Testing and Evaluation, Assessment, Accountability, and Research; and schools to determine data needs and formats for classroom, school, and district analysis
- Coordinates professional training for ~~science~~ 9-12- mathematics teachers and administrators, provides training for all ~~elementary~~ high school teachers in using mathematics as learning strategies
- Encourages teachers' involvement, empowerment, responsibility, and innovation in school improvement activities
- Collaborates to ensure the hiring, orientation, recognition, and career development of high-performing mathematics and science teachers
- Leads the research and development of curriculum, instruction, and assessment services, activities, and product development related to 9-12 mathematics and science
- Assists schools in securing appropriate instructional materials
- Participates in School Improvement Plan reviews
- Interprets and monitors for schools the school board curriculum policy regarding 9-12 mathematics, to regarding science; and provides policy input
- Provides for the evaluation and improvement of 9-12 mathematics and science programs
- Establishes and oversees annual budgets from various funding allocations to support 9-12 mathematics and science
- Assists teachers in creating classroom learning systems
- Assists schools with articulation of the 9-12 mathematics and science program from grade to grade and level to level
- Monitors the results of school improvement research and development in 9-12 mathematics and science
- Monitors current levels and trends in key measures of satisfaction and dissatisfaction regarding 9-12 mathematics and science achievement, including comparisons and benchmarks
- Contributes to Curriculum and Operations Teaching and Learning Services' accountability for results aligned to all district strategic directions
- ~~Assigns student interns in mathematics and science~~
- ~~Reviews syllabi for the Advanced Placement (AP) Audit~~
- Performs other related duties as required.

SUPERVISOR, 9-12 MATHEMATICS AND SCIENCE SPECIALIST

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 established by the District.

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

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

HISTORY OF JOB CLASSIFICATION

ISSUED: 5/03 AK; BOARD APPROVED: 5/14/03; UPDATE DIVISION NAME: 1/06 AK; REVISE TITLE, MF: 5/07 AK; BOARD APPROVED: 6/12/07; REVISED TITLE, D&R, MQ's: 6/10 LM; BOARD APPROVED: 08/10/10; REVISED FORMAT, SALARY SCHEDULE, TITLE, QUALS, PREFERRED, MF, ER, ADA, 6/13 LM; BOARD APPROVED:

SUPERVISOR, 9-12 MATHEMATICS AND SCIENCE SPECIALIST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van		X			
27. Other physical, mental or visual ability required by the job	X				

Supervisor, 9-12 Mathematics and Science Specialist – ADM

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: G07 E07

FLSA: Exempt
Administrative PTS

SUPERVISOR, 9-12 MATHEMATICS AND SCIENCE SPECIALIST

REPORTS TO:

Executive Director, High School Education

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

~~Master's degree~~ Bachelor's degree from an accredited college or university with certification in Administration and /Supervision, Educational Leadership, School Principal, Curriculum and Instruction, Mathematics, ~~Science~~ or an equivalent certification as defined by the Florida Department of Education. Five (5) years of related professional experience to include three (3) years of successful experience in teaching ~~mathematics~~, science or ~~Science, technology, engineering, and mathematics (STEM) related curriculum~~. Demonstrated organizational and communication skills.

PREFERRED:

Master's or doctoral degree in ~~mathematics~~, science or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning, and presenting training for teachers, ~~Creating Independence Through Student Owned Strategies (CRISS) training and/or other training in literacy (reading and writing) in the content area, and/or Motivation and Learning assessment.~~

MAJOR FUNCTION

The ~~Supervisor of 9-12 Mathematics and Science Specialist~~ is responsible for the supervision of the high school curriculum, instruction, and assessment program in ~~math and science~~. This responsibility includes goal setting, researching, planning, organizing, coordinating, decision-making, communicating, and evaluating.

ESSENTIAL RESPONSIBILITIES

- Advocates, facilitates, and monitors the alignment of curriculum, instruction, assessment, and improvement in the accomplishment of district ~~math and science~~ goals
- Serves as consultant to teachers, principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Promotes, reviews, and communicates progress toward the 9-12 science and the division strategic plan goals
- Facilitates 9-12 articulation of all levels of the ~~math and science~~ high school program
- Manages data collection and reporting functions in science ~~mathematics~~; uses data in decision making
- Represents ~~math and~~ 9-12 science on cross-functional teams
- Articulates with 9-12 specialists ~~supervisors~~ of other subject areas
- Represents the district at state, regional, national, and international conferences on educational research and effective practices in the teaching of ~~math and science~~
- Serves as liaison with community groups, parents, colleges and universities, and other agencies
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- ~~Serves as a support for school instructional review~~

SUPERVISOR, 9-12 MATHEMATICS AND SCIENCE SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)

- Evaluates and improves the planning process
- Communicates budget needs to the ~~Curriculum~~ Teaching and Learning Services Team
- Solicits and listens to customer input from staff, schools, parents, and community
- Monitors customer satisfaction and dissatisfaction results regarding products, services, and transactions
- Develops customer service standards for the ~~math-and-science~~ office
- Continually evaluates and improves customer satisfaction processes
- Maintains an information system that supports the facilitation and monitoring of division goals and initiatives
- Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, instruction, assessment, and improvement in ~~math-and-science~~
- Assists school personnel in analyzing data for continuous improvement of student achievement in ~~math-and-science~~
- Interprets impact of state legislation and State Board rule on ~~math-and-science~~
- Collaborates with ~~Management Information Systems~~ Technology and Information Services; Testing and Evaluation Assessment, Accountability and Research; and schools to determine data needs and formats for classroom, school, and district analysis
- Coordinates professional training for 9-12 ~~science mathematics~~ teachers and administrators
- Collaborates to ensure the hiring, orientation, recognition, and career development of high-performing ~~math-and-science~~ teachers
- Leads the research and development of 9-12 curriculum, instruction, and assessment services, activities, and product development related to ~~math-and-science~~
- Assists schools in securing appropriate instructional materials
- Participates in School Improvement Plan reviews
- Interprets and monitors for schools the school board curriculum policy regarding science; provides policy input
- Provides for the evaluation and improvement of ~~math-and-science~~ programs
- Establishes and oversees annual budgets from various funding allocations to support ~~math-and-science~~
- Assists teachers in creating classroom learning systems
- Assists schools with articulation of the ~~math-and-~~9-12-science program from grade to grade and level to level
- Monitors the results of school improvement research and development in ~~math-and-science~~
- Monitors current levels and trends in key measures of satisfaction and dissatisfaction regarding ~~math-and-science~~ achievement, including comparisons and benchmarks
- Contributes to ~~Curriculum and Operations~~ Teaching and Learning Services' accountability for results aligned to all district strategic directions
- Assigns student interns in ~~mathematics and-science~~
- Reviews syllabi for the Advanced Placement (AP) Audit
- Performs other related duties as required.

SUPERVISOR, 9-12 MATHEMATICS AND SCIENCE SPECIALIST

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 established by the District.

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

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

HISTORY OF JOB CLASSIFICATION

ISSUED: 5/03 AK; BOARD APPROVED: 5/14/03; UPDATE DIVISION NAME: 1/06 AK; REVISE TITLE, MF: 5/07 AK; BOARD APPROVED: 6/12/07; REVISED TITLE, D&R, MQ's: 6/10 LM; BOARD APPROVED: 08/10/10; REVISED FORMAT, SALARY SCHEDULE, TITLE, QUALS, PREFERRED, MF, ER, ADA, 6/13 LM; BOARD APPROVED:

SUPERVISOR, 9-12 MATHEMATICS AND SCIENCE SPECIALIST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van		X			
27. Other physical, mental or visual ability required by the job	X				

Supervisor, 9-12 Mathematics and Science Specialist – ADM PTS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 8510
Pay Grade: ~~C07~~ E07

FLSA: Exempt
Administrator PTS

SUPERVISOR, K-8 K-5 SCIENCE SPECIALIST

REPORTS TO:

Executive Director, Elementary Education

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

~~Master's~~ Bachelor's degree from an accredited college or university with certification in Administration/ and Supervision, Educational Leadership, School Principal, Curriculum and Instruction, Science, or an equivalent certification as defined by the Florida Department of Education. Five (5) years of related professional experience to include three (3) years of successful experience in teaching science. Demonstrated organizational and communication skills.

PREFERRED:

Master's or doctoral degree in one or more science subjects or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning and presenting training for teachers. ~~Creating Independence Through Student Owned Strategies (CRISS) training and/or other training in reading literacy in the content area. and/or Classroom Learning Systems training/practice.~~

MAJOR FUNCTION

The ~~Supervisor of K-8 K-5 Science~~ Specialist is responsible for the supervision of the elementary and middle school curriculum, instruction, and assessment program in science. This responsibility includes goal setting, researching, planning, organizing, coordinating, decision-making, communicating, and evaluating.

ESSENTIAL RESPONSIBILITIES

- Advocates, facilitates and monitors the alignment of curriculum, instruction, assessment, and improvement in the accomplishment of district science goals
- Serves as consultant to teachers, principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Promotes, reviews, and communicates progress toward division goals
- Manages data collection and reporting functions in science; uses data in decision-making
- Represents ~~K-8 K-5~~ science on cross-functional teams
- Represents the district at state, regional, national, and international conferences on educational research and effective practices in the teaching of ~~K-8 K-5~~ science
- Serves as liaison with community groups, parents, colleges and universities, and other agencies
- Serves as a support for school instructional reviews
- Coordinates short - and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- Evaluates and improves the planning process
- Communicates budget needs to the ~~Curriculum~~ Teaching and Learning Services Team
- Solicits and listens to customer input from staff, schools, parents, and community
- Monitors customer satisfaction and dissatisfaction results regarding products, services, and transactions

SUPERVISOR, ~~K-8~~ K-5 SCIENCE SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)

- Develops customer service standards for the ~~K-8~~ K-5 science office
- Continually evaluates and improves customer satisfaction processes
- Maintains an information system that supports the facilitation and monitoring of division goals and initiatives
- Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, instruction, assessment, and improvement in ~~K-8~~ K-5 science
- Assists school personnel in analyzing data for continuous improvement of student achievement in ~~K-8~~ K-5 science
- Interprets impact of state legislation and state board rule on ~~K-8~~ K-5 science
- Collaborates with Management Technology and Information Services Systems; Testing and Evaluation, Assessment, Accountability, and Research; and schools to determine data needs and formats for classroom, school, and district analysis
- Coordinates professional training for ~~K-8~~ K-5 science teachers and administrators; provides training for all ~~K-8~~ K-5 teachers in using science as learning strategies
- Encourages teachers' involvement, empowerment, responsibility, and innovation in school improvement activities
- Collaborates to ensure the hiring, orientation, recognition, and career development of high-performing science teachers
- Leads the research and development of curriculum, instruction, and assessment services, activities, and product development related to ~~K-8~~ K-5 science
- Assists schools in securing appropriate instructional materials
- Participates in School Improvement Plan reviews
- Interprets and monitors for schools the school board curriculum policy regarding ~~K-8~~ K-5 science; provides policy input
- Provides for the evaluation and improvement of ~~K-8~~ K-5 science programs
- Establishes and oversees annual budgets from various funding allocations to support ~~K-8~~ K-5 science
- Assists teachers in creating classroom learning systems
- Assists schools with articulation of the ~~K-8~~ K-5 science program from grade to grade and level to level
- Monitors the results of school improvement research and development in ~~K-8~~ K-5 science
- Monitors current levels and trends in key measures of satisfaction and dissatisfaction regarding ~~K-8~~ K-5 science achievement, including comparisons and benchmarks
- Contributes to Curriculum and Operations Teaching and Learning Services' accountability for results aligned to all district strategic directions
- Performs other related duties as required

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 established by the District.

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

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

HISTORY OF JOB CLASSIFICATION

ISSUED: 5/03 AK; BOARD APPROVED: 5/14/03; UPDATE DIVISION NAME: 1/06 AK; REVISE TITLE, MF: 5/07 AK; BOARD APPROVED: 6/12/07; REVISED TITLE. D&R, MQ's: 6/10 LM; BOARD APPROVED: 8/10/10; REVISED FORMAT, SALARY SCHEDULE, TITLE, QUALS, PREFERRED, MF, ER, ADA, 6/13 LM; BOARD APPROVED:

SUPERVISOR, K-8 K-5 SCIENCE SPECIALIST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van		X			
27. Other physical, mental or visual ability required by the job	X				

Supervisor, K-8 K-5 Science Specialist – ADM-PTS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: ~~C07~~ E07

FLSA: Exempt
Administrative PTS

SUPERVISOR, K-8 K-5 MATHEMATICS SPECIALIST

REPORTS TO:

Executive Director, Elementary Education

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

Bachelor's degree from an accredited college or university with certification in Administration and Supervision, Educational Leadership, School Principal, Curriculum and Instruction, Mathematics, or an equivalent certification as defined by the Florida Department of Education. Five (5) years of related professional experience to include three (3) successful years of experience in teaching mathematics. Demonstrated organizational and communication skills.

PREFERRED:

Master's or doctoral degree in one or more math subjects or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning, and presenting training for teachers, ~~Creating Independence Through Student Owned Strategies (CRISST)~~ training and/or other training in literacy reading in the content area, ~~and/or Classroom Learning System training/practice.~~

MAJOR FUNCTION

The ~~Supervisor of K-8~~ K-5 Mathematics Specialist is responsible for the supervision of the elementary ~~and middle~~ school curriculum, instruction, and assessment program in mathematics. This responsibility includes goal setting, researching, planning, organizing, coordinating, decision-making, communicating, and evaluating.

ESSENTIAL RESPONSIBILITIES

- Advocates, facilitates, and monitors the alignment of curriculum, instruction, and assessment improvement in the accomplishment of district mathematics goals
- Serves as consultant to teachers, principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Promotes, reviews, and communicates progress toward division goals
- Manages data collection and reporting functions in mathematics; uses data in decision making
- Represents ~~K-8~~ K-5 mathematics on cross-functional teams
- Represents the district at state, regional, national, and international conferences on educational research and effective practices in the teaching of ~~K-8~~ K-5 mathematics
- Serves as liaison with community groups, parents, colleges and universities, and other agencies
- Serves as a support for school instructional review
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- Evaluates and improves the planning process
- Communicates budget needs to the ~~Curriculum Services~~ Teaching and Learning Services Team
- Solicits and listens to customer input from staff, schools, parents, and community
- ~~Monitors customer satisfaction and dissatisfaction results regarding products, services, and transactions~~

SUPERVISOR, K-8 K-5 MATHEMATICS SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)

- Develops customer service standards for the ~~K-8~~ K-5 mathematics office
- Continually evaluates and improves customer satisfaction processes
- Maintains an information system that supports the facilitation and monitoring of division goals and initiatives
- Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, instruction, assessment, and improvement in ~~K-8~~ K-5 mathematics
- Assists school personnel in analyzing data for continuous improvement of student achievement in ~~K-8~~ K-5 mathematics
- Interprets impact of state legislation and state board rule on ~~K-8~~ K-5 elementary school mathematics
- Collaborates with ~~Management Information Systems, Testing and Evaluation, Technology and Information Services; Assessment, Accountability, and Research;~~ and schools to determine data needs and formats for classroom, school, and district analysis
- Coordinates professional training for ~~K-8~~ K-5 mathematics teachers and administrators; provides training for all elementary teachers in using mathematics as learning strategies
- Encourages teachers' involvement, empowerment, responsibility, and innovation in school improvement activities
- Collaborates to ensure the hiring, orientation, recognition, and career development of high-performing mathematics teachers
- Leads the research and development of curriculum, instruction, and assessment services, activities, and product development related to ~~K-8~~ K-5 mathematics
- Assists schools in securing appropriate instructional materials
- Participates in School Improvement Plan reviews
- Interprets and monitors for schools the school board curriculum policy regarding ~~K-8~~ K-5 mathematics; provides policy input
- Provides for the evaluation and improvement of ~~K-8~~ K-5 mathematics programs
- Establishes and oversees annual budgets from various funding allocations to support ~~K-8~~ K-5 mathematics
- ~~Assists teachers in creating classroom learning systems~~
- Assists schools with articulation of the elementary mathematics program from grade to grade and level to level
- Monitors the results of school improvement research and development in ~~K-8~~ K-5 mathematics
- Monitors current levels and trends in key measures of satisfaction and dissatisfaction regarding ~~K-8~~ K-5 mathematics achievement, including comparisons and benchmarks
- Contributes to ~~Curriculum Services~~ Teaching and Learning Services Team accountability for results aligned to all district strategic directions
- Performs other related duties as required

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 established by the District.

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

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

HISTORY OF JOB CLASSIFICATION

ISSUED: 3/82; FORMAT REVISED: 7/88; REVISED (MQ's): 10/98 PBL; BOARD APPROVED: 10/13/98; REVISED D&R, MQ's: 5/03 AK; BOARD APPROVED: 05/14/03; UPDATE DIVISION NAME: 1/06 AK; REVISED TITLE, D&R 6/10 LM; BOARD APPROVED: 8/10/11; REVISED FORMAT, SALARY SCHEDULE, TITLE, QUALS, MF, ADA 6/13 LM; BOARD APPROVED:

SUPERVISOR, K-8 K-5 MATHEMATICS SPECIALIST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van		X			
27. Other physical, mental or visual ability required by the job	X				

Supervisor, K-8 K-5 Mathematics Specialist– ADM PTS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 8540
Pay Grade: ~~C07~~ E07

FLSA: Exempt
Administrative PTS

SUPERVISOR, K-12 SOCIAL STUDIES SPECIALIST

REPORTS TO:

Executive Director, High School Education

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

~~Master's~~ Bachelor's degree from an accredited college or university with certification in Administration / and Supervision, Educational Leadership, School Principal, Curriculum and Instruction, Social Studies, or an equivalent certification as defined by the Florida Department of Education. Five (5) years of related professional experience to include three (3) years of successful experience in teaching social studies. Demonstrated organizational and communication skills.

PREFERRED:

Master's or doctoral degree in social studies or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning, and presenting training for teachers, ~~Creating Independence Through Student Owned Strategies (CRISS)~~ Document-Based Questions (DBQ) training and/or other training in reading literacy (reading and writing) in the content area₁, ~~and/or Motivation and Learning/Assessment.~~

MAJOR FUNCTION

The ~~Supervisor of~~ K-12 Social Studies Specialist is responsible for the supervision of the elementary, middle₁ and high school curriculum, instruction, and assessment program in social studies. This responsibility includes goal setting, researching, planning, organizing, coordinating, decision-making, communicating, and evaluating.

ESSENTIAL RESPONSIBILITIES

- Serves as consultant to teachers, principals, assistant principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Advocates, facilitates₁ and monitors the alignment of curriculum, instruction, assessment₁ and improvement in the accomplishment of district social studies goals
- Promotes, reviews, and communicates progress toward division goals
- Facilitates articulation of all levels of the social studies program
- Manages data collection and reporting functions in social studies; uses data in decision₁making
- Represents social studies on cross-functional teams
- Articulates with supervisors of other subject areas
- Represents the district at state, regional, national, and international conferences on educational research and effective practices in the teaching of social studies
- Serves as liaison with community groups, parents, colleges and universities, publishers₁ and other agencies
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- Evaluates and improves the planning process
- Communicates budget needs to the ~~Curriculum and Operations~~ Teaching and Learning Services Team

SUPERVISOR, K-12 SOCIAL STUDIES SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)

- Solicits and listens to customer input from staff, schools, parents, and community
- Monitors customer satisfaction and dissatisfaction results regarding products, services, and transactions
- Develops customer service standards for the social studies office
- Continually evaluates and improves customer satisfaction processes
- Maintains an information system that supports the facilitation and monitoring of division goals and initiatives
- Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, instruction, assessment, and improvement in social studies
- Assists school personnel in analyzing data for continuous improvement of student achievement in social studies
- Interprets impact of state legislation and State Board rule on social studies
- Collaborates with ~~Management Information Systems, Testing and Evaluation, Technology and Information Services; Assessment, Accountability, and Research;~~ and schools to determine data needs and formats for classroom, school, and district analysis
- Coordinates professional training for social studies teachers, department heads, and administrators
- Encourages teachers' involvement, empowerment, responsibility, and innovation in school improvement activities
- Collaborates to ensure the hiring, orientation, recognition, and career development of high-performing social studies teachers
- Leads the research and development of curriculum, instruction, and assessment services, activities, and product development related to social studies
- Assists schools in securing appropriate instructional materials
- Participates in School Improvement Plan reviews
- Interprets and monitors for schools the school board curriculum policy regarding social studies; provides policy input
- Provides for the evaluation and improvement of social studies programs
- Establishes and oversees annual budgets from various funding allocations to support social studies
- Assists schools with articulation of the social studies program from grade to grade and level to level
- Monitors the results of school improvement research and development in social studies
- Monitors current levels and trends in key measures of satisfaction and dissatisfaction regarding social studies achievement, including comparisons and benchmarks
- Contributes to ~~Curriculum Services~~ Teaching and Learning Services' accountability for results aligned to all district strategic directions
- Assigns student interns in social studies
- Performs other related duties as required

SUPERVISOR, K-12 SOCIAL STUDIES SPECIALIST

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 established by the District.

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

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

HISTORY OF JOB CLASSIFICATION

ISSUED: 5/03 AK; BOARD APPROVED: 5/14/03, UPDATE DIVISION NAME: 1/06 AK; REVISED FORMAT 4/08 LM; REVISED D&R, MQ's LM; BOARD APPROVED: 5/13/08; REVISED FORMAT, SALARY SCHEDULE, TITLE, QUALS, MF, ER, ADA, 6/13, LM; BOARD APPROVED:

SUPERVISOR, K-12 SOCIAL STUDIES SPECIALIST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van		X			
27. Other physical, mental or visual ability required by the job	X				

Supervisor, K-12 Social Studies Specialist – ADM-PTS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: ~~C07~~-E07

FLSA: Exempt
PTS

SUPERVISOR, SECONDARY 6-8 LANGUAGE ARTS SPECIALIST

REPORTS TO:

Executive Director, Middle School Education

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

~~Master's~~ Bachelor's degree from an accredited college or university with certification in ~~Administration/and Supervision, Educational Leadership, School Principal, Curriculum and Instruction, English, or an~~ equivalent certification as defined by the Florida Department of Education. Five (5) years of related professional experience to include three (3) years of successful experience in teaching English or language arts. Demonstrated organizational and communication skills.

PREFERRED:

Master's or doctoral degree in English or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning and presenting training for teachers, ~~Creating Independence Through Student Owned Strategies (CRISS) training and/or other~~ training in literacy (reading and writing) in the content area, ~~and/or Motivation and Learning assessment.~~

MAJOR FUNCTION

The ~~Supervisor, Secondary 6-8~~ Language Arts Specialist is responsible for the responsible for the supervision of the middle ~~and high~~ school curriculum, instruction, and assessment program in language arts. This responsibility includes goal setting, researching, planning, coordinating, decision-making communicating, and evaluating.

ESSENTIAL RESPONSIBILITIES

- Serves as consultant to teachers, principals, assistant principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Works closely with the Reading Specialist to align curriculum approaches to the Common Core Standards
- Develops Professional Development Training to model instructional practices
- Advocates, facilitates, and monitors the alignment of curriculum, instruction, assessment, and improvement in the accomplishments of district language arts goals
- Promotes, reviews, and communicates progress toward division goals
- Facilitates articulation of all levels of the language arts program
- Manages data collection and reporting functions in language arts; uses data in decision-making
- Represents middle school language arts on cross-functional teams
- Articulates with supervisors of other subject areas
- Represents the district at state, regional, and national conferences on educational research and effective practices in the teaching of language arts
- Serves as liaison with community groups, parents, colleges and universities, publishers, and other agencies
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- Evaluates and improves the planning process
- Communicates budget needs to the ~~Curriculum and Operations~~ Teaching and Learning Services Team

SUPERVISOR, SECONDARY 6-8 LANGUAGE ARTS SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)

- Solicits and listens to customer input from staff, schools, parents, and community
- Monitors customer satisfaction and dissatisfaction results regarding products, services, and transactions
- Develops customer service standards for the language arts office
- Continually evaluates and improves customer satisfaction processes
- Maintains an information system that supports the facilitation and monitoring of division goals and initiatives
- Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, instruction, assessment, and improvement in language arts
- Assists school personnel in analyzing data for continuous improvement of student achievement in language arts
- Interprets impact of state legislation and State Board rule on middle school language arts
- Collaborates with Management Technology and Information Systems, Services, Testing and Evaluation, Assessment, Accountability, and Research; and schools to determine data needs and formats for classroom, school, and district analysis
- Coordinates professional training for language arts teachers, department heads, and administrators
- Encourages teachers' involvement, empowerment, responsibility, and innovation in school improvement activities
- Collaborates to ensure the hiring, orientation, recognition, and career development of high-performing language arts teachers
- Leads the research and development of curriculum, instruction, and assessment services, activities, and product development related to language arts
- Assists schools in securing appropriate instructional materials
- Participates in School Improvement Plan reviews
- Interprets and monitors for schools the school board curriculum policy regarding language arts; provides policy input
- Provides for the evaluation and improvement of language arts programs
- Establishes and oversees annual budgets from various funding allocations to support language arts
- Assists schools with articulation of the language arts program from grade to grade and level to level
- Monitors the results of school improvement research and development in language arts
- Monitors current levels and trends in key measures of satisfaction and dissatisfaction regarding language arts achievement, including comparisons and benchmarks
- Contributes to Curriculum and Operations Teaching and Learning Services' accountability for results aligned to all district strategic directions
- Assigns student interns in middle school language arts
- Performs other related duties as required

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 established by the District.

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

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

HISTORY OF JOB CLASSIFICATION

ISSUED: 3/82; FORMAT REVISED: 7/88; REVISED MQ's: 10/98 PBL; BOARD APPROVED: 10/13/98; UPDATE DIVISION NAME: 1/06 AK; REVISED: MF, D&R, MQ's LM; BOARD APPROVED: 5/13/08; REVISED FORMAT, SALARY SCHEDULE, TITLE, QUALS, MF, ER, ADA, 6/13 LM; BOARD APPROVED:

SUPERVISOR, SECONDARY 6-8 LANGUAGE ARTS SPECIALIST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time	X				
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects		X			
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				

Supervisor, Secondary 6-8 Language Arts Specialist – ADM PTS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: C07-E07

FLSA: Exempt
PTS

SUPERVISOR, SECONDARY 9-12 LANGUAGE ARTS SPECIALIST

REPORTS TO:

Executive Director, High School Education

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

~~Master's~~ Bachelor's degree from an accredited college or university with certification in Administration/ and Supervision, Educational Leadership, School Principal, Curriculum and Instruction, English, or an equivalent certification as defined by the Florida Department of Education. Five (5) years of related professional experience to include three (3) years of successful experience in teaching English or language arts. Demonstrated organizational and communication skills.

PREFERRED:

Master's or doctoral degree in English or curriculum and instruction. Experience in educational administration/supervision, district-level curriculum development/writing, planning, and presenting training for teachers, ~~— Creating Independence through Student Owned Strategies (CRISS) NEXT Generation Content Area Reading (NGCAR-PD), Comprehension Instructional sequence training, and/or other training in reading in the content area, and/or Motivation and Learning/Assessment.~~

MAJOR FUNCTION

The ~~Supervisor, Secondary 9-12 Language Arts Specialist~~ is responsible for the ~~responsible for the development and~~ supervision of the ~~middle and~~ high school curriculum, instruction, and assessment program in language arts. This responsibility includes goal setting, researching, planning, coordinating, decision-making communicating, and evaluating.

ESSENTIAL RESPONSIBILITIES

- Serves as consultant to teachers, principals, assistant principals, guidance personnel, central office staff, colleges and universities, professional organizations, and community groups
- Advocates, facilitates and monitors the alignment of curriculum, instruction, assessment, and improvement in the accomplishments of district language arts goals
- Promotes, reviews, and communicates progress toward division goals
- Facilitates articulation of all levels of the language arts program
- Manages data collection and reporting functions in language arts; uses data in decision-making
- Represents language arts on cross-functional teams
- Articulates with supervisors of other subject areas
- Represents the district at state, regional, and national conferences on educational research and effective practices in the teaching of language arts
- Serves as liaison with community groups, parents, colleges and universities, publishers, and other agencies
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division
- Evaluates and improves the planning process
- Communicates budget needs to the ~~Curriculum and Operations~~ Teaching and Learning Services Team
- Solicits and listens to customer input from staff, schools, parents, and community

SUPERVISOR, SECONDARY 9-12 LANGUAGE ARTS SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)

- Monitors customer satisfaction and dissatisfaction results regarding products, services, and transactions
- Develops customer service standards for the language arts office
- Continually evaluates and improves customer satisfaction processes
- Maintains an information system that supports the facilitation and monitoring of division goals and initiatives
- Monitors and communicates trend, benchmark, and comparison data in the areas of curriculum, instruction, assessment, and improvement in language arts
- Assists school personnel in analyzing data for continuous improvement of student achievement in language arts
- Interprets impact of state legislation and State Board rule on language arts
- Collaborates with Management Technology and Information Services; Systems, Testing and Evaluation, Assessment, Accountability, and Research; and schools to determine data needs and formats for classroom, school, and district analysis
- Coordinates professional training for language arts teachers, department heads, and administrators
- Encourages teachers' involvement, empowerment, responsibility, and innovation in school improvement activities
- Collaborates to ensure the hiring, orientation, recognition, and career development of high-performing language arts teachers
- Leads the research and development of curriculum, instruction, and assessment services, activities, and product development related to language arts
- Assists schools in securing appropriate instructional materials
- Participates in School Improvement Plan reviews
- Interprets and monitors for schools the school board curriculum policy regarding high school language arts; provides policy input
- Provides for the evaluation and improvement of language arts programs
- Establishes and oversees annual budgets from various funding allocations to support language arts
- Assists schools with articulation of the language arts program from grade to grade and level to level
- Monitors the results of school improvement research and development in language arts
- Monitors current levels and trends in key measures of satisfaction and dissatisfaction regarding language arts achievement, including comparisons and benchmarks
- Contributes to Curriculum and Operations Teaching and Learning Services' accountability for results aligned to all district strategic directions
- Assigns student interns in high school language arts
- Performs other related duties as required

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 established by the District.

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

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

HISTORY OF JOB CLASSIFICATION

ISSUED: 3/82; FORMAT REVISED: 7/88; REVISED MQ's: 10/98 PBL; BOARD APPROVED: 10/13/98; UPDATE DIVISION NAME: 1/06 AK; REVISED: MF, D&R, MQ's LM; BOARD APPROVED: 5/13/08; REVISED FORMAT, SALARY SCHEDULE, TITLE, QUALS, MF, ER, ADA, 6/13 LM; BOARD APPROVED:

SUPERVISOR, SECONDARY 9-12 LANGUAGE ARTS SPECIALIST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time	X				
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects		X			
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				

Supervisor, Secondary 9-12 Language Arts Specialist – ADM PTS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: ~~G05~~ E07

FLSA: Exempt
PTS

SPECIALIST, ESOL ESOL SPECIALIST

REPORTS TO:

Executive Director, Elementary School Education

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

~~Master's degree~~ Bachelor's degree with certification in English or at least one foreign language. State certification in Supervision at the elementary and/or secondary level, Educational Leadership, or an equivalent as defined by the Florida Department of Education. Five (5) years related professional experience to include three (3) years of successful teaching. Demonstrated cross-cultural communication skills and sensitivity. ~~Recommendation for the position from immediate supervisor.~~

PREFERRED:

Master's degree with certification in English or at least one foreign language.

MAJOR FUNCTION

Plans, coordinates, and implements the English for Speakers of Other Languages (ESOL) Program for both elementary and secondary school-age children with limited English proficiency.

ESSENTIAL RESPONSIBILITIES

- Responsible for the development, implementation and articulation with both the elementary and secondary instructional levels of the K-12 ESOL program to meet the special educational needs of students with limited English proficiency
- Develops curriculum that incorporates ESOL methodology into content areas; organizes cross-cultural and interdisciplinary programs
- Selects, trains, and places ESOL teachers; observes classes providing assistance as needed; conducts staff meetings; assists in resolving parent/community conflicts
- Manages data collection and reporting functions for ESOL; utilizes data in decision-making
- Promotes, reviews, and communicates progress towards District Strategic Plan
- Coordinates professional training for K-12 ESOL teachers and administrators
- Monitors current levels and trends in key measures of satisfaction and dissatisfaction regarding K-12 ESOL achievement, including comparisons and benchmarks
- Works with Volunteer Services to recruit and train volunteer tutors
- Establishes program criteria; supervises testing and placement of Limited English proficiency (LEP) students, and sets standards for student ESOL program exit
- Coordinates with Pupil Assignment and the Transportation Department matters pertaining to the assignment of eligible students to a particular school
- Works with outside agencies cases involving LEP students identified as having special physical, emotional, and/or psychological needs

SPECIALIST, ESOL ESOL SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)
<ul style="list-style-type: none">• Develops and monitors the program budget; presents program framework to the state; collects information for, submits to Special Projects and manages grants; prepares reports for DOE (Department of Education) or OCR (Office of Civil Rights) including FTE reports; selects, evaluates, purchases, processes, and distributes materials• Utilizes cross-cultural language skills in translation of documents and communication with parents and students of limited English proficiency• Performs other related duties as required
TERMS OF EMPLOYMENT
<p><i>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 established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
ISSUED: 6/87 PBL; BOARD APPROVED: 10/12/88; REVISED FORMAT, TITLE, SALARY SCHEDULE, PAY GRADE, QUALIFICATIONS, PREFERRED, ER, ADA, 7/13 LM; BOARD APPROVED:

SPECIALIST, ESOL ~~ESOL SPECIALIST~~

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds		X			
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds		X			
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using a video display terminal					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				

Specialist, ESOL ~~ESOL Specialist~~- PTS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: E05

FLSA: Exempt
PTS

PROGRAM COORDINATOR, ACADEMIC COMPUTING

REPORTS TO:

Director, Library, Technology, Instructional Materials, and Digital Learning

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

Bachelor's degree from an accredited college or university with certification in Administration and Supervision, Educational Leadership, or equivalent certification as defined by the Florida Department of Education. Five (5) years successful teaching experience in public schools, PreK-12. Demonstrated knowledge in planning for and in utilizing technologies for instruction in a variety of curriculum areas. Demonstrated organizational and communication skills.

PREFERRED:

Master's degree from an accredited college or university.

MAJOR FUNCTION

The Program Coordinator is responsible for the development and implementation of the district's long-range technology plan, which encompasses all instructional levels and all curriculum areas. Work includes visioning, goal-setting, planning, budgeting, and working cooperatively with curriculum services personnel, all school board divisions, school-based personnel, and the community.

ESSENTIAL RESPONSIBILITIES

- Provides visionary leadership, oversight, and direction for all district technology applications for teaching and learning
- Develops plans to increase the level of technological literacy for students, teachers, and administrators
- Collaborates with other departments and divisions to facilitate access to and the implementation of technology
- Provides leadership in obtaining grants and other sources of funds to support innovative practices
- Assists in implementing the district's strategic goals and directions
- Investigates emerging technologies and assesses their potential for cost effective use
- Provides leadership in technology training, resources acquisition, and staff development
- Designs, coordinates, and provides educational technology inservice opportunities for school-based personnel
- Assists educators in using and integrating technology in the instructional program
- Models effective uses of appropriate instructional technology
- Supports teacher and student use of computers in classrooms
- Designs technology training programs for the district's television programming schedule
- Researches and negotiates contracts and agreements with consultants and vendors
- Participates in local, state, and national conferences, collaborates with colleges and universities, and serves on state committees to keep informed on current trends and issues
- Designs and implements new programs and course curricula for computer education
- Recommends budget requirements to effectively support the district technology plan

PROGRAM COORDINATOR, ACADEMIC COMPUTING

ESSENTIAL RESPONSIBILITIES (Continued)
<ul style="list-style-type: none">• Coordinates, evaluates, delegates, and coordinates the work of designated staff members• Prepares and presents reports on technology issues as directed by the Superintendent and Board• Performs other related duties as required
TERMS OF EMPLOYMENT
<p><i>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 established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
ISSUED: 6/13, LM; BOARD APPROVED:

PROGRAM COORDINATOR, ACADEMIC COMPUTING

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds	X				
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time	X				
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van			X		
27. Other physical, mental or visual ability required by the job	X				

Program Coordinator, Academic Computing – PTS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: E05

FLSA: Exempt
PTS

PROGRAM COORDINATOR, INSTRUCTIONAL MATERIALS

REPORTS TO:

Director, Library, Technology, Instructional Materials, and Digital Learning

SUPERVISES:

Instructional Staff
Support Staff

QUALIFICATIONS:

Bachelor's degree with certification in Administration and Supervision or Educational Leadership. Five (5) years related professional experience. Demonstrated organizational and communication skills.

PREFERRED:

Master's degree with certification in Administration and Supervision or Educational Leadership

MAJOR FUNCTION

The Program Coordinator, Instructional Materials provides adequate and appropriate instructional materials countywide working with the Director, Library, Technology, Instructional Materials, and Digital Learning and consultants in a mutual effort to provide the best possible instructional materials support to the countywide instructional program. The position supervises textbook depository support staff and works closely with the Associate Superintendent, Teaching and Learning Services and staff members on a regular basis related to state requirements for state-adopted materials and non-state-adopted items.

ESSENTIAL RESPONSIBILITIES

- Provides leadership in the formulation of goals and objectives for the textbook depository; plans, manages, and evaluates effectiveness of the program
- Supervises supporting staff performing textbook and other instructional materials related activities in the textbook depository
- Serves as liaison between the district and the Florida School Book Depository, state Department of Education, and publishers' representatives on all matters relating to textbooks and state-adopted-related materials as well as non-state-adopted-related materials
- Supervises, develops, and implements textbook-related procedures and the overall operation of the textbook depository
- Prepares annual report for the Superintendent's information on lost and damaged materials
- Prepares the Annual Instructional Materials Budget for the district including school-based allocations and other programs requiring instructional materials allocations
- Periodically reviews and provides guidance to schools and centers regarding the usage of instructional material allocations
- Maintains accurate records of deposits to and expenditures from the district textbook account
- Evaluates all requisitions from schools in accordance with the "Recommended and County Approved Instructional Materials Program", prepared by the instructional staff, verifying guidelines, limits on supplementary titles, prices, and extensions
- Prepares textbook requisitions to the Florida School Book Depository, based upon minimum known requirements and books available to this county
- Processes and distributes instructional materials to schools.
- Coordinates transfer and redistribution of surplus books
- Coordinates the return, processing, redistribution, and disposition of out-of-adoption, discontinued, and unusable textbooks

PROGRAM COORDINATOR, INSTRUCTIONAL MATERIALS

ESSENTIAL RESPONSIBILITIES (Continued)
<ul style="list-style-type: none">• Responsible for the annual state-adopted instructional materials process• Maintains a perpetual inventory, by schools, denoting the quantities, titles, and series of texts in use, and budget expenditures• Responsible for the administration of the Destiny Textbook Manager Program in conjunction with the District Program Administrator• Ensures that all provisions of the Florida Statutes and of the State Board of Educational Regulations, governing the "State Free Instructional Materials Program" are met and that local policies or procedures are in conflict• Participates in the legislative process as it relates to state-adopted instructional materials to seek adequate funding for instructional materials• Develops and conducts workshops for administration and instructional staff on the textbook/instructional materials process• Maintains communication with curriculum supervisors for planning purposes, regarding adoption and other instructional materials needs• Advises the instructional staff concerning approved substitute editions, extension of state contracts or other major changes in the state textbook program• May prepare and/or update related textbooks and instructional materials website• Applies knowledge of countywide curricula offerings• Applies knowledge of Florida State Laws and Regulations, policies, and procedures pertaining to instructional materials• Performs other related duties as required
TERMS OF EMPLOYMENT
<p><i>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 established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
ISSUED: 6/13 LM, BOARD APPROVED:

PROGRAM COORDINATOR, INSTRUCTIONAL MATERIALS

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time				X	
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				

Program Coordinator, Instructional Materials – PTS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: E05

FLSA: Exempt
PTS

PROGRAM COORDINATOR, LIBRARY MEDIA

REPORTS TO:

Director, Library, Technology, Instructional Materials, and Digital Learning

SUPERVISES:

Not Applicable

QUALIFICATIONS:

Bachelor's degree from an accredited college or university with certification in Educational Media Specialist (PK-12) or equivalent certification as defined by the Florida Department of Education. Five (5) years experience as a library information specialist or school library media specialist to include three (3) years successful teaching experience. Demonstrated organizational and communication skills.

PREFERRED:

Master's degree in Library and Information Science from a college or university accredited by the American Library Association (ALA).

MAJOR FUNCTION

The Program Coordinator, Library Media is responsible for the supervision of library media/technology in elementary, middle, and high schools; and in exceptional student and adult centers. The Program Coordinator is responsible for developing strategic plans aligned to customer requirements, deploying processes to support strategic goals, developing and monitoring progress toward goal measures, and evaluating results to provide quality library media programs and services that support the highest achievement for each student.

ESSENTIAL RESPONSIBILITIES

- Communicates, plans collaboratively, and develops partnerships with other district departments, school administrators, vendors, library information specialists, and the community
- Consults with architects, principals, and library information specialists to administer the educational specifications for new construction/remodeling projects of library information centers, including furniture, shelving, network infrastructure, security system, and installation
- Recommends to principals and library information specialists the purchase of equipment to support audiovisual production, computer technology, local area network, and multimedia production
- Advises library information specialists on the selection and utilization of library materials, including print resources, audiovisual materials, computer software, and online services
- Serves as consultant to library information specialists, principals, central office staff, colleges and universities, professional organizations, and community groups
- Promotes, reviews, and communicates progress toward division goals
- Manages data collection and reporting functions in library media/technology; uses data in decision making
- Represents library media/technology on cross-functional teams
- Represents the district at state, regional, national, and international conferences on educational research and effective practices in library media/technology
- Serves as liaison with community groups, parents, colleges and universities, and other agencies
- Coordinates short- and long-term goal setting to support the District Strategic Plan, as well as the planning process and performance measures within the office, department, and division

PROGRAM COORDINATOR, LIBRARY MEDIA

ESSENTIAL RESPONSIBILITIES (Continued)

- Communicates budget needs to the Teaching and Learning Services Team
- Solicits and listens to customer input from staff, schools, parents, and community
- Monitors customer satisfaction results regarding products, services, and transactions
- Develops customer service standards for the library media/technology office
- Keeps abreast of the rapidly changing technological advances and current educational philosophy
- Supervises the cataloging of print and non-print resources, application for the statewide union catalog, maintenance of the media resource library, and reinforcement of copyright law throughout the county
- Maintains an information system that supports the facilitation and monitoring of division goals and initiatives
- Interprets impact of state legislation and state board rule on library media/technology
- Plans, coordinates, and presents inservice opportunities for library information specialists, media assistants, teachers, and administrators on national educational trends in the profession that support state standards and district strategic directions for highest student achievement
- Provides training for all library information specialists in using library media/technology as learning tools
- Encourages library information specialists' involvement, empowerment, responsibility, and innovation in school improvement activities
- Collaborates to ensure the hiring, orientation, recognition, and career development of high-performing library information specialists
- Allocates available resources to school library information centers to support district goals, including block grant and state allocation
- Writes grants and supports library information specialists in writing grants to support district goals through library media/technology programs, including Extended Access Grant of Library Media Services, and SUNLINK grants
- Manages partnerships with vendors to provide for software maintenance agreements for library information center support and to assist schools in securing appropriate periodical subscriptions
- Provides consultation, installation, usage, and upgrade of automated circulation and catalog hardware and software for school library information centers
- Coordinates and promotes countywide student programming such as Author Teleconference, Student Storytelling Festival, Educational Media Awards, and Battle of the Books
- Keeps the district Multimedia Resource Library current and available for teacher use by coordinating the ordering, cataloging, circulating, maintaining, and weeding of the multimedia collection
- Interprets and monitors for schools the school board curriculum policy regarding library media/technology; provides policy input
- Provides for the evaluation and improvement of library media/technology programs
- Establishes and oversees annual budgets from various funding allocations to support library media/technology
- Assists schools with articulation of the library media/technology program from elementary to middle to high school
- Monitors the status of library media/technology programs in the schools to provide consultant services by determining improvement needs and establishing programs to satisfy those needs
- Contributes to Teaching and Learning Services' accountability for results aligned to all district strategic directions
- Performs other related duties as required

PROGRAM COORDINATOR, LIBRARY MEDIA

TERMS OF EMPLOYMENT
<p><i>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 established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
ISSUED: 6/13 LM; BOARD APPROVED:

PROGRAM COORDINATOR, LIBRARY MEDIA

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time	X				
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van			X		
27. Other physical, mental or visual ability required by the job	X				

Program Coordinator, Library Media – PTS

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 0786
Pay Grade: ~~C07~~ C09

FLSA: Exempt
Administrative

COORDINATOR, PARTNERSHIP DIRECTOR, CHARTER SCHOOLS AND HOME EDUCATION

REPORTS TO:

Associate Superintendent, Student and Community Services

SUPERVISES:

Charter Schools and Home Education Specialist
Support Staff

QUALIFICATIONS:

Master's degree from an accredited college or university ~~with certification in Elementary or Secondary Education or related field.~~ with certification in Administration / and Supervision, Educational Leadership, or an equivalent as defined by the Florida Department of Education. Five (5) years related professional experience. Demonstrated knowledge of applicable federal, state, and local laws and regulations. Demonstrated ability to work with diverse groups and effectively communicate, both orally and in writing. Must show evidence of working knowledge of the principles of quality management or commit to begin training in the area of quality management within the first six (6) months of employment.

MAJOR FUNCTION

The ~~Coordinator~~ Director of Partnership Charter Schools and Home Education is responsible for the administration, supervision, and management of the ~~partnership schools~~, charter schools and home education. Monitors compliance of charter schools and home education programs with district and state requirements. Administers contracts/agreements for charter schools and home education programs. ~~This~~ Responsibilities includes goal setting, planning, organizing, coordinating, decision-making, communicating, and evaluating to improve learning processes and promote highest achievement for all students.

ESSENTIAL RESPONSIBILITIES

- ~~• Develops, promotes, evaluates and communicates progress toward department goals on a regular basis~~
- ~~• Collaborates with schools and individuals in establishing partnerships including charter schools~~
- ~~• Develops and maintains partnerships with business and community organizations~~
- ~~• Represents the department on cross functional teams~~
- ~~• Facilitates the execution of contracts with local businesses and other community organizations~~
- Serves as the district's liaison with Florida Department of Education for charter schools and home education
- Coordinates goal setting and planning processes within the department based on district vision and strategic directions
- Communicates budget parameters and legislative mandates
- Solicits and responds to customer input from staff, schools, parents, and community
- Monitors customer satisfaction results
- Works with Technology and Information Services in developing technology to monitor and track charter schools and home education programs
- Develops and monitors program processes and services based on needs of students, teachers, administrators, families, businesses, and community
 - ~~• Interprets Florida Statute, the Florida Administrative Code, the Pinellas County School Board policies and procedures and monitors district compliance~~

COORDINATOR, PARTNERSHIP DIRECTOR, CHARTER SCHOOLS AND HOME EDUCATION

ESSENTIAL RESPONSIBILITIES (Continued)

- Maintains an information system that supports the facilitation and monitoring of department goals and initiatives
- Assists schools, charter schools, and home education parents in analyzing data for continuous improvement in student achievement
- Correlates directly with the credentialing team in Human Resources to monitor teacher credentialing
- Collaborates with School Board Attorney to interpret and monitors Florida statutes and school board policies to principals, other school personnel, parents, and the community
- Manages department data collection and reporting functions; uses data in decision-making
- ~~Provides for evaluation and modification of the partnership programs through advisory committees and other groups~~
- Supervises the selection, development, and evaluation of departmental personnel
- Collaborates with other departments, areas, and schools on projects related to charter schools and home education curriculum, instruction, and staff development
- Keeps informed on the latest research, trends and developments in education and interprets these matters for appropriate personnel as necessary
- Communicates effectively, orally and in writing, with other professionals, students, parents, and community
- Serves on community boards and as a representative to community and state agencies as requested or directed by job responsibilities
- Works collaboratively ~~with the Director of Government Services~~ to review charter school and home school ~~Deregulated School~~ applications
- ~~m~~Monitors and participates in the evaluation of curriculum at those schools
- ~~Advocates, facilitates, and monitors child care services accountability for highest student achievement~~
- Performs other related duties as assigned

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 established by the District.

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

The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.

HISTORY OF JOB CLASSIFICATION

ISSUED: 6/89 PBL; BOARD APPROVED: 6/28/89; REVISED 5/90 (TITLE) BMP; BOARD APPROVED: 5/23/90; REVISED 7/91 (TITLE) PBL; BOARD APPROVED: 8/14/91; REVISED (MQ's): 10/98 PBL; BOARD APPROVED: 10/13/98; REVISED (MF and D&R): 12/98 PBL; UPDATED DIVISION NAME: 1/06 AK; REVISED TITLE, MF, D&R, MQ'S: 4/07 AK; BOARD APPROVED: 5/8/07; REVISED FORMAT, PAY GRADE, TITLE, MF, ER, ADA, 6/13 LM; BOARD APPROVED:

COORDINATOR, PARTNERSHIP DIRECTOR, CHARTER SCHOOLS AND HOME EDUCATION

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds	X				
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time		X			
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				

Coordinator, Partnership Director, Charter Schools and Home Education – ADM

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: E05

FLSA: Exempt
PTS

CHARTER SCHOOLS AND HOME EDUCATION SPECIALIST

REPORTS TO:

Director, Charter Schools and Home Education

SUPERVISES:

Support Staff

QUALIFICATIONS:

Bachelor's degree from an accredited college or university with certification in an educational area or an equivalent as defined by the Florida Department of Education. Demonstrated ability to work with diverse groups and effectively communicate, both orally and in writing. Five (5) years related professional experience.

PREFERRED:

Master's degree with certification in Administration and Supervision, Educational Leadership, or an equivalent as defined by the Florida Department of Education. Demonstrated knowledge of applicable federal, state, and local laws and regulations.

MAJOR FUNCTION

The Charter Schools and Home Education Specialist is responsible for assisting in the supervision and management of charter schools and home education. Assists in monitoring compliance of charter schools and home education programs with District and state requirements. Responsibilities include goal setting, planning, organizing, coordination, decision-making, communication, and evaluating to improve learning processes and promote highest achievement for all students.

ESSENTIAL RESPONSIBILITIES

- Assists the Director of Charter Schools and Home Education in monitoring compliance of charter schools to ensure adherence to all applicable state and federal laws and regulations
- Assists in monitoring the implementation of each charter school's application and contract
- Assists in providing coordination and support among and between departments in the provision of "administrative and educational services" as prescribed in state statutes
- Works with Technology and Information Services in developing technology to monitor and track charter schools and home education programs
- Assists in providing technical assistance to charter schools, district personnel, and community members interested in charter schools
- Assists in disseminating information about charter schools to families and interested citizens.
- Assists in coordinating the charter application process
- Assists to ensure that charter schools adhere to all applicable state and federal laws and regulations
- Assists to ensure that charter schools and district operations are consistent with the terms of the charter
- Assists in receiving and investigating complaints about charter schools from parents, community members, or employees of the school, and ensuring the charter school communicates its resolution
- Assists in reviewing charter applications
- Assists in coordinating the charter renewal process

CHARTER SCHOOLS AND HOME EDUCATION SPECIALIST

ESSENTIAL RESPONSIBILITIES (Continued)
<ul style="list-style-type: none">• Assists in monitoring the accurate and timely completions of reporting requirements• Assists in monitoring pre-opening charter school requirements (Such as: Certificate of Occupancy, Fire Inspection, Health Inspection)• Assists as needed in interpreting Florida Statutes and Pinellas County School Board policies and procedures for Home Education• Analyzes and uses data for decision-making• Collaborates with all members of the Charter School Home Education Department to help fully deploy and meet department goals• Participates in meetings which involve charter school or home education requirements• Attends professional meetings--national, state, and local to keep informed on current developments as they pertain to the charter schools or home education• Helps define and interpret goals for the department of charter schools and home education• Correlates directly with the credentialing team in human resources to monitor teacher credentialing• Plans and carries out monitoring site visitations to charter schools• Monitors charter schools and home education programs on a regular basis.• Provides other related duties as required
TERMS OF EMPLOYMENT
<p><i>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 established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
ISSUED; 6/13 LM; BOARD APPROVED:

CHARTER SCHOOLS AND HOME EDUCATION SPECIALIST

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds	X				
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time		X			
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors				X	
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: E01

FLSA: Non-Exempt
PTS

21st Century iClass Community Learning Advisor

REPORTS TO:

Director, Family and Community Involvement

SUPERVISES:

Not applicable

QUALIFICATIONS:

Bachelor's degree from an accredited college or university and/or five (5) years related professional experience to include one (1) year of demonstrated experience in the family and community relations area. Demonstrated knowledge of program management and district curriculum expectations. Demonstrated proficiency in computer literacy. Demonstrated ability to work effectively with others.

PREFERRED:

Demonstrated leadership experience at a school-based or central office site. Experience working with federal and/or state grants, program coordination, and district fiscal practices.

MAJOR FUNCTION

The 21st Century iClass Community Learning Advisor is responsible for the successful implementation of the 21st Century grant, including planning and coordinating program requirements, managing daily program activities, ensuring successful management of all program components, and reporting grant information as required by district, state, and federal mandates.

ESSENTIAL RESPONSIBILITIES

- Assists Director with managing 21st Century grant project according to requirements
- Manages budget planning and reconciliation functions
- Manages and designs program support systems and infrastructure
- Manages vendor procurement and program purchasing functions
- Assists Director with managing grant compliance functions
- Manages activities of the 21st Century grant to assure that policies and guidelines are observed
- Collects data using various data collection methods
- Manages research or program datasets
- Coordinates with external collaborators and program stakeholders
- Performs field work at designated program sites to interview program participants
- Assists Director with preparing and presenting program progress reports and presentations
- Maintains good public relations in collaboration with Pinellas County Schools' Strategic Communications Department
- Ensures that support services are provided to the program and community
- Anticipates needs of the program and develops recommendations for filling these needs
- Monitors/tracks the status of the iClass program through its program life cycle
- Performs site visits to verify compliance with staffing guidelines related to grant award agreements
- Assists Director with preparing and/or coordinating program reports for submission to the granting authority according to grant guideline schedules
- Performs other related duties as required

TERMS OF EMPLOYMENT
<p><i>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 established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
Issued: 5/13, LM, BOARD APPROVED:

21st Century iClass Community Learning Advisor

<u>WORKING CONDITIONS & PHYSICAL EFFORT:</u>	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time		X			
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending			X		
13. Ability to reach and grasp objects					X
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors					X
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				

PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB:
Pay Grade: D09

FLSA: Non-Exempt
Non-Rep

21st Century iClass Community Learning Liaison
REPORTS TO: Director, Family and Community Involvement
SUPERVISES: Not applicable
QUALIFICATIONS: Graduation from a standard high school or possession of a GED, with one (1) year of demonstrated experience in family and community relations area. Demonstrated proficiency in computer literacy.
MAJOR FUNCTION
The 21 st Century iClass Community Learning Liaison supports the implementation, execution, and delivery of the iClass Learning Center program districtwide. The liaison is responsible for the day to day operation of a site-specific iClass Learning Center program as a liaison between community stakeholders, program contractors, school administrators, and district program administrators.
ESSENTIAL RESPONSIBILITIES
<ul style="list-style-type: none">• Oversees daily operations of the 21st Century iClass Community Learning Program• Provides support to staff to include assisting in assigning and monitoring work, ensuring training, resolving conflicts, in interviewing applicants, and evaluating program staff• Facilitates planning meetings to develop, organize, and schedule daily activities, materials, and supplies• Communicates information to parents, community stakeholders and district staff• Inventories and orders materials, resources, supplies, and equipment for daily activities and for special projects• Facilitates parent or vender meetings to develop and implement changes to the program• Performs site visits to verify compliance with staffing guidelines related to grant award agreements and program operating procedures• Monitors/tracks the status of the 21st Century iClass Community Learning Program• Ensures proper reporting and administration of requirements• Ensures that support services are provided to the program and community• Performs other related duties as required
TERMS OF EMPLOYMENT
<p><i>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 established by the District.</i></p> <p><i>Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.</i></p> <p><i>The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.</i></p>
HISTORY OF JOB CLASSIFICATION
Issued: 5/13, LM, BOARD APPROVED;

21st Century iClass Community Learning Liaison

<u>WORKING CONDITIONS & PHYSICAL EFFORT:</u>	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds		X			
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time		X			
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending			X		
13. Ability to reach and grasp objects					X
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors					X
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts					X
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls	X				
26. Operating automobile, vehicle, or van	X				
27. Other physical, mental or visual ability required by the job	X				