

**PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA**

PCSB: 0009  
 Pay Grade: €14 C15

FLSA: Exempt  
 Administrative

<b>DEPUTY SUPERINTENDENT</b>
<p><b>REPORTS TO:</b>          Superintendent of Schools</p>
<p><b>SUPERVISES:</b>          Support Staff</p>
<p><b>QUALIFICATIONS:</b>          Master's degree from an accredited college or university. At least five (5) years of leadership experience at the district and/or school level in an administrative capacity. <del>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.</del></p> <p><b>PREFERRED:</b>          Doctorate degree from an accredited college or university. Certification in Administration/Supervision at the elementary and/or secondary level, Educational Leadership, or an equivalent certification as defined by the Florida Department of Education.</p>
<b>MAJOR FUNCTION</b>
<p>Serves as Acting Superintendent in the absence of the Superintendent; assumes all the duties and responsibilities of the Superintendent. Serves as a staff officer to the Superintendent, including, but not limited to, keeping the superintendent informed as to all financial, information services, facilities, operational, and personnel issues, and status of the school system. Provides advice as to the appropriate use of all resources of the district; recommends changes in policy and practice; and assists in the preparation of agenda for Board meetings. Directs activities of the district to be in compliance with law, policy, and regulations in a manner that ensures the optimal use of district assets.</p>
<b>ESSENTIAL RESPONSIBILITIES</b>
<ul style="list-style-type: none"> <li>• Serves as Acting Superintendent in the absence of the Superintendent; assumes all the duties and responsibilities of the Superintendent</li> <li>• Act as Chief of Staff to organize staff functions and monitor progress whether solely in a division or jointly among divisions</li> <li>• Disseminates information in order to accomplish the district's goals</li> <li>• Coordinates and manages the financial, information services, facilities, and operational activities of the district</li> <li>• Advises and counsels with the Superintendent on all areas of responsibility and recommends action</li> <li>• Recommends to the Superintendent policies pertaining to the district school system as necessary for the most efficient operation</li> <li>• <u>Coordinates with the Director of School Transformation on the implementation of plans to improve the performance of the transformation schools</u></li> <li>• <u>Assists in the planning and resource allocations for the entire operations of the transformation schools</u></li> <li>• <u>Makes presentations at community events regarding the transformation schools and the minority achievement plan</u></li> <li>• <u>Works with the Minority Achievement Officer to plan and implement strategies to close the achievement, discipline, promotion, graduation, and attendance gap with the minority groups</u></li> <li>• Assists in the preparation of the School Board meeting agenda, preparing related actions items of routine and priority nature, as well as timely reports</li> <li>• Recommends to the Superintendent plans for contracting, receiving, purchasing, acquiring by condemnation, leasing, selling, holding, transmitting, and conveying title to real property and personal property</li> <li>• Works to ensure plans are implemented to accomplish district goals of career and college readiness</li> </ul>

## DEPUTY SUPERINTENDENT

### ESSENTIAL RESPONSIBILITIES (Continued)

- Supervises the assembling of data, studies and surveys essential to the development of a more efficient and effective School District ensuring that the data systems are available to monitor all aspects of the transformation schools and the Minority Achievement Office
- Recommends resulting programs to the Superintendent as the basis for operation within the Pinellas County School District
- Recommends the establishment, organization, and operation of services as are needed to provide adequate services for all children in the district
- Oversees the development of fiscal/school year calendars for the operations of the district
- Recommends policies and procedures for the closing of any or all schools/facilities in the event of an emergency
- Recommends to the Superintendent the proper policies and procedures for the attendance and control of pupils at school and for the proper attention to health, safety, and other matters which will best promote the welfare of children  
These areas include but are not limited to:
  - Admitting, classifying, promoting, transporting, and graduating pupils to or from various schools in the district
  - Enforcement of all laws and regulations
  - Employment of qualified employees
  - Control, discipline, suspension, and expulsion of pupils
  - Staff duties and responsibilities, which need to be performed and positions which need to be filled
  - Minimum qualifications of personnel for these various positions
  - Nominations for reappointment
  - Adoption of a salary schedule or salary schedules to be used as the basis for paying district employees
- Recommends to the Superintendent a districtwide facilities program including construction, refurbishing, land acquisition, financing, and cost controls
- Oversees the development of annual staffing plans and district budgets
- Recommends to the Superintendent necessary revenue sources, availability, and options
- Ensures accurate accounting for all district funds
- Recommends to the Superintendent policies and procedures related to appropriate and compliant retention
- Coordinates and facilitates communications with federal, state, county, and local agencies and stakeholders of the district
- Recommends to the Superintendent procedures whereby stakeholders are adequately informed of the educational programs, needs, and objectives of public education within the district
- Recommends procedures for implementing and maintaining a system of school improvement and education accountability as provided by statute and state rules
- Provides outstanding customer service and use of positive interpersonal communicational skills
- Ensures compliance with Board rules and applicable federal laws and regulations
- 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 2/28/13, LM; BOARD APPROVED: 4/23/13; REVISED PG, MQ, ER 04/01/16 CH; BOARD APPROVED:

**DEPUTY SUPERINTENDENT**

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				

Deputy Superintendent – ADM

**PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA**

PCSB:  
Pay Grade: C12

FLSA: Exempt  
Administrative

**MINORITY ACHIEVEMENT OFFICER**

**REPORTS TO:**  
Superintendent

**SUPERVISES:**  
Support Staff

**QUALIFICATIONS:**  
Master's degree from an accredited college or university in the area of educational administration and supervision, educational leadership, or an equivalent certification as defined by the Florida Department of Education. Three (3) years administrative or supervisory experience and demonstrated experience in program planning and implementation. Demonstrated strong communication and leadership skills.

**MAJOR FUNCTION**

Responsible for planning, coordinating, and implementing initiatives to close all gaps between various groups. The Minority Achievement Officer will provide assistance to district administrators and principals in all schools. Ensure that areas of needed improvement are given adequate support and resources to accomplish the goal of eliminating all gaps.

**ESSENTIAL RESPONSIBILITIES**

- Collaborates with district and school staff to develop and implement plans to close the achievement gaps in ELA, math, and science
- Collaborates with district and school staff to develop and implement plans to close the achievement gaps in discipline to include the number of referrals, in-school suspensions, out of school suspensions, and arrests
- Collaborates with district and school staff to develop and implement plans to close the achievement gaps in the promotion and graduation rates
- Collaborates with district and school staff to develop and implement plans to close the achievement gaps in attendance rates
- Works with various community groups to fully engage the community in all closing the gap efforts
- Develops and implements plans to increase the number of minority students taking advanced placement and higher level courses
- Develops and implements plans to increase the number of minority students in gifted programs
- Develops and implements plans to increase the number of minority students in STEM programs
- Collaborates with the TIS department to ensure there are adequate data tracking systems in place to monitor all plans
- Engages parents and the community in all efforts of the district in closing the gaps
- Develops and implements plans to decrease the number of minority students identified for special education services
- Develops and implements plans to increase the number of minority students who demonstrate readiness for college and careers after graduation
- Develops and implements plans to improve the participation and performance of minority students in PreK programs
- Collaborates with district and school staff to develop and implement plans to increase the mentoring opportunities for minority students
- Performs other related duties as required

**MINORITY ACHIEVEMENT OFFICER**

**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: 04/01/16 CH; BOARD APPROVED:

**MINORITY ACHIEVEMENT OFFICER**

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					
26. Operating automobile, vehicle, or van			X		
27. Other physical, mental or visual ability required by the job	X				

Minority Achievement Officer – ADM



**PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA**

PCSB: 0330  
Pay Grade: C10

FLSA: Exempt  
Administrative

**DIRECTOR, SCHOOL LEADERSHIP TRANSFORMATION**

**REPORTS TO:**

~~Associate Superintendent, Teaching and Learning Services~~ Superintendent

**SUPERVISES:**

Instructional Staff Developers  
Support Staff

**QUALIFICATIONS:**

Master's degree from an accredited college or university in the area of educational administration and supervision, educational leadership, or an equivalent certification as defined by the Florida Department of Education. Three (3) years administrative or supervisory experience and five (5) years related professional experience. Demonstrated experience in program planning and implementation. Demonstrated strong communication and leadership skills.

**MAJOR FUNCTION**

Responsible for providing additional supports to the lowest-performing schools within the district. The Director will report directly to the ~~Associate Superintendent of Teaching and Learning Services~~ Superintendent and will assist the principals in the lowest-performing schools. Ensure that schools demonstrating the greatest need, based on data analysis receive the highest level of support.

**ESSENTIAL RESPONSIBILITIES**

- Assist in the development of School Improvement Plans of the lowest-performing schools through analysis of each school's situation
- Assist in the implementation of School Improvement Plans of the lowest-performing schools
- Track and report on the progress of the School Improvement Plans of schools identified as lowest-performing schools
- Provide day-to-day guidance and support in decision making to low-performing schools
- Assist in the hiring of all personnel at the low-performing schools
- Assure that the lowest-performing schools are fully staffed by the first day of school by overseeing the staffing of the school prior to the start of school
- Assist schools in reviewing and replacing teachers who have not contributed to increased learning gains or those teachers who did not contribute to improving the school's performance
- Help to implement the recruitment/retention plan to encourage teachers and instructional coaches to transfer to or remain at lower-performing schools based on increased learning gains
- Review data to determine the effectiveness of all instructional programs and class offerings in schools identified as lowest-performing schools
- Monitor academic progress of students at identified schools through formative and summative evaluations
- Assess, align, and monitor professional development for faculty at identified schools to ensure the professional development required for the student population is effective
- Assist school-based leaders at identified schools in improving the effectiveness of the coaching model
- Develop, support, and facilitate the implementation of policies and procedures that guide school-based teams with direct-support systems for each school principal in the area of school improvement
- Monitor implementation of Multi-Tiered Systems of Support (MTSS) in schools identified as lowest-performing schools

**DIRECTOR, SCHOOL LEADERSHIP TRANSFORMATION**

<b>ESSENTIAL RESPONSIBILITIES (Continued)</b>
<ul style="list-style-type: none"><li>• Collaborate with the Area Superintendents and district department leaders to coordinate strategies and resources to assist lowest-performing schools</li><li>• Advise the district on its District Improvement and Assistance Plan for the lowest-performing schools</li><li>• Review the instructional pacing guides to ensure alignment to the Florida Standards</li><li>• Identify and provide support required to implement any new curriculum, including professional development</li><li>• Performs related duties as required</li></ul>
<b>TERMS OF EMPLOYMENT</b>
<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>
<b>HISTORY OF JOB CLASSIFICATION</b>
ISSUED 10/09/15 CH; BOARD APPROVED: 10/27/15; REVISED RT, MF 04/01/16 CH; BOARD APPROVED:

**DIRECTOR, SCHOOL LEADERSHIP TRANSFORMATION**

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
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3. Lift objects weighing 51 to 100 pounds	X				
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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
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22. Working in a normal office environment with few physical discomforts	X				
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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					
26. Operating automobile, vehicle, or van			X		
27. Other physical, mental or visual ability required by the job	X				

Director, School Leadership Transformation – ADM