



PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA

PCSB: 0330
Pay Grade: C10

FLSA: Exempt
Administrative

DIRECTOR, SCHOOL TRANSFORMATION

REPORTS TO:

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 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 TRANSFORMATION

ESSENTIAL RESPONSIBILITIES (Continued)
<ul style="list-style-type: none">• Collaborate with the Area Superintendents and district department leaders to coordinate strategies and resources to assist lowest-performing schools• Advise the district on its District Improvement and Assistance Plan for the lowest-performing schools• Review the instructional pacing guides to ensure alignment to the Florida Standards• Identify and provide support required to implement any new curriculum, including professional development• Performs 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 10/09/15 CH; BOARD APPROVED: 10/27/15; REVISED RT, MF 04/01/16 CH; BOARD APPROVED: 04/26/16

DIRECTOR, SCHOOL TRANSFORMATION

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				

Director, School Transformation – ADM