

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

Position/Job Description

DIRECTOR, 9th Grade Center

QUALIFICATIONS

- Master's Degree in Educational Leadership from an accredited institution.
- Valid Florida School Principal or Educational Leadership Certification (Level I or II).
- Minimum of three (3) years of successful teaching experience.
- Meet all other qualifications for employment required by the School Board of Seminole County, Florida.

KNOWLEDGE, SKILLS, ABILITIES

- Knowledge of applicable laws, rules, policies, and procedures.
- Knowledge of current educational trends and research.
- Knowledge of personnel evaluation protocol and other personnel procedures.
- Skill in problem solving, human interaction, and conflict management.
- Skill in personnel management and supervision techniques.
- Ability to cooperatively work with personnel at all levels of the organization.
- Ability to plan, organize and manage multiple tasks and competing priorities.
- Ability to employ the continuous improvement process for problem solving and managing change.
- Ability to analyze, interpret, and use data in decision-making.
- Ability to communicate effectively orally and in writing.
- Ability to supervise and support leadership development in others at all levels of the organization.
- Ability to tolerate high levels of stress.
- Ability to maintain confidentiality.

SUPERVISION

REPORTS TO Principal
SUPERVISES Assigned School Personnel

POSITION GOAL

To assist and support the Principal in providing the school-based leadership required to sustain a focus of improving instruction for the purpose of increasing the achievement of all students in a safe learning environment, while ensuring the orderly and efficient operation of the 9th grade center.

PERFORMANCE RESPONSIBILITIES

The Director, 9th Grade Center engages in the following actions to support the Principal in accomplishing the mission, vision, and goals of the School Board of the Seminole County Public Schools:

- 1.***Demonstrates personal and professional behaviors consistent with quality practices in education and as a community leader by:**
 - a. Adhering to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.;
 - b. Demonstrating resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
 - c. Demonstrating a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
 - d. Engaging in professional learning that improves professional practice in alignment with the needs of the school system;
 - e. Demonstrating willingness to admit error and learn from it; and
 - f. Demonstrating explicit improvement in specific performance areas based on previous evaluations and formative feedback.
2. ***Achieves results on the school's student learning goals by:**
 - a. Basing the school's learning goals on the state's adopted student academic standards and the District's adopted curricula; and

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- b. Evidencing student learning results by student performance and growth on statewide assessments; District-determined assessments that are implemented by the District under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the District and state.
- 3.*Demonstrates that student learning is the top priority through leadership actions that build and support a learning organization focused on student success by:**
- a. Enabling faculty and staff to work as a system focused on student learning;
 - b. Maintaining a school climate that supports student engagement in learning;
 - c. Generating high expectations for learning growth by all students; and
 - d. Engaging faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
- 4.*Collaboratively develops and implements an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments by:**
- a. Implementing the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
 - b. Engaging in data analysis for instructional planning and improvement;
 - c. Communicating the relationships among academic standards, effective instruction, and student performance;
 - d. Implementing the District's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
 - e. Ensuring the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
- 5.*Recruits, retains and develops an effective and diverse faculty and staff by:**
- a. Generating a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
 - b. Evaluating, monitoring, and providing timely feedback to faculty on the effectiveness of instruction;
 - c. Employing a faculty with the instructional proficiencies needed for the school population served;
 - d. Identifying faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
 - e. Implementing professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
 - f. Providing resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.
- 6. *Structures and monitors a school learning environment that improves learning for all of Florida's diverse student population by:**
- a. Maintaining a safe, respectful, and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
 - b. Recognizing and using diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
 - c. Promoting school and classroom practices that validate and value similarities and differences among students;
 - d. Providing recurring monitoring and feedback on the quality of the learning environment;
 - e. Initiating and supporting continuous improvement processes focused on the students' opportunities for success and well-being; and
 - f. Engaging faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.
- 7. *Employs and monitors a decision-making process that is based on vision, mission, and improvement priorities using facts and data by:**
- a. Giving priority attention to decisions that impact the quality of student learning and teacher proficiency;
 - b. Using critical thinking and problem solving techniques to define problems and identify solutions;
 - c. Evaluating decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
 - d. Empowering others and distributing leadership when appropriate; and
 - e. Using effective technology integration to enhance decision making and efficiency throughout the school.
- 8. *Actively cultivates, supports, and develops other leaders within the organization by:**
- a. Identifying and cultivating potential and emerging leaders;
 - b. Providing evidence of delegation and trust in subordinate leaders;
 - c. Planning for succession management in key positions;
 - d. Promoting teacher-leadership functions focused on instructional proficiency and student learning; and
 - e. Developing sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.
- 9. *Manages the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment by:**
- a. Organizing time, tasks and projects effectively with clear objectives and coherent plans;
 - b. Establishing appropriate deadlines for him/herself and the entire organization;
 - c. Managing schedules, delegating, and allocating resources to promote collegial efforts in school improvement and faculty development; and
 - d. Fiscal responsibility and maximizing the impact of fiscal resources on instructional priorities.

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10. ***Practices two-way communications and using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals via building and maintaining relationships with students, faculty, parents, and community by:**
- a. Actively listening to and learning from students, staff, parents, and community stakeholders;
 - b. Recognizing individuals for effective performance;
 - c. Communicating student expectations and performance information to students, parents, and community;
 - d. Maintaining high visibility at school and in the community and regularly engaging stakeholders in the work of the school;
 - e. Creating opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
 - f. Utilizing appropriate technologies for communication and collaboration; and
 - g. Ensuring faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.
11. **Performs other duties as assigned by the Principal pursuant to the rules and regulations of the School Board and State Board of Education.**
- *Denotes essential job function/ADA*

EQUIPMENT / MATERIALS

Standard office equipment

PHYSICAL REQUIREMENTS

Light Work Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

PHYSICAL ACTIVITIES

Sitting	Resting with the body supported by the buttocks or thighs.
Standing	Assuming an upright position on the feet particularly for sustained periods of time.
Walking	Moving about on foot to accomplish tasks, particularly for long distances.
Finger Dexterity	Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
Hearing Acuity	The ability to perceive speech and other environmental sounds at normal loudness levels.
Visual Acuity	The power to see at a level which allows reading of numbers and text, operation of equipment, inspection of machines, etc.

WORKING CONDITIONS

Indoors/Outdoors The worker is subject to both environmental conditions. Activities occur inside and outside.

TERMS OF EMPLOYMENT

PAY GRADE AO-05-P \$63,538- \$97,463 District Salary Schedule Months 11 Annual Days 221 Weekly Hours 37.5 Annual Hours 1657.50	POSITION CODES PeopleSoft Position TBD Personnel Category 01 EEO-5 Line 03 Function 6100 Job Code 1355 Survey Code 61005	FLSA <input type="checkbox"/> Applicable <input checked="" type="checkbox"/> Not applicable ADA Information Provided by Position Description Prepared by	BOARD APPROVED May 9, 2017 Previous Board Approval Boyd Karns Boyd Karns
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