

*Instructional
Job
Descriptions*



JOB DESCRIPTIONS

Steve Dionisio
Superintendent

Updated 6/19/19 II

THE CHARLOTTE COUNTY PUBLIC SCHOOL SYSTEM IS AN EQUAL ACCESS/EQUAL OPPORTUNITY INSTITUTION FOR EDUCATION AND EMPLOYMENT

Steve Dionisio
Superintendent

THE DISTRICT SCHOOL BOARD OF CHARLOTTE COUNTY

Bob Segur, Chairman
Wendy Atkinson, Vice Chairman
Kim Amontree, Member
Cara Reynolds, Member
Ian Vincent, Member

No person shall, on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, social and family background, or on the basis of the use of a language other than English by Limited English Proficiency (LEP) students, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this school district, except as provided by law. C.C.S.B.P. 2.80(1)

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INSTRUCTIONAL

Approved

Academic Coach/Elementary	06/23/09
Behavior Specialist	04/16/19
Career Specialist for the 9 th and 10 th Grade Academies - TSA	11/21/06
Certified Behavior Analyst / Certified Associate Behavior Analyst - ESE	01/18/00
CFEA President – TSA	11/22/05
Chapter I Evaluator	94/95
Classroom Teacher	04/14/97
Classroom Teacher / Alternative Education	11/17/98
Curriculum & Instruction Specialist (Fine Arts, World Languages, Health & PE) - TSA	09/25/12
Curriculum & Instruction Specialist (Mathematics Pre-K-12) - TSA	09/25/12
Curriculum & Instruction Specialist (Reading/Language Arts K-12) - TSA	06/19/18
Curriculum & Instruction Specialist (S.T.E.M.) - TSA	09/25/12
Curriculum & Instruction Specialist (Science, Health & PE Pre-K-12) - TSA	09/25/12
Curriculum & Instruction Specialist (Social Science Pre-K-12) - TSA	09/25/12
Curriculum & Instruction Teacher Leader for Reading Recovery	06/19/18
Data Specialist - TSA	06/19/18
Dean of Students - TSA	08/12/97
Early Childhood Programs - Child Development - TSA	09/16/97
Early Childhood Programs - Child Development Resource Teacher	09/16/97
Early Childhood Programs - Child Family Services Resource Teacher	04/22/08
Early Literacy Interventionist	04/16/19
Elementary Prevention Teacher - TSA	07/23/02
ESE Liaison	04/16/19
Florida Virtual	02/09/20
Florida Virtual Adjunct	05/11/10
Guidance Counselor (Elementary)	11/20/01
Guidance Counselor (High School)	11/20/01
Guidance Counselor (Middle)	11/20/01
Job Placement Specialist - ESE	04/14/97
Lead Teacher	06/23/09
Liaison Teacher - ESE	04/14/97
Literacy Coach – Elementary	04/16/19
Literacy Coach – Secondary	04/16/19
Math Coach – Elementary	04/16/19
Math Coach – Secondary	04/16/19
Media Specialist – Elementary, Middle & High Schools	08/13/13
Occupational Specialist	09/16/97
Performing Arts Theater Teacher	07/22/08
Pre-K Curriculum / ESE Staffing Specialist - ESE	04/14/97
Professional Development Specialist – TSA	09/10/13
Reading and Math Coach	09/09/08
Reading Coach	06/23/09
Reading Coach / Secondary	09/28/04
Reading Specialist - ESE	09/28/04
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School Social Worker	06/18/19

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INSTRUCTIONAL

Approved

Speech & Language Pathologist	11/20/01
Speech & Language Staffing Specialist - ESE	04/14/97
Staffing Specialist - ESE	04/14/97
Summer School - High School Classroom Teacher - Basic Education	03/23/99
Summer School - Middle School Classroom Teacher - Basic Education	03/23/99
Teacher of the Gifted - ESE	04/14/97
Technology Teacher (CTC)	01/22/08
Technology Teacher - TSA	06/24/03
Title I Early Literacy Inservice Course Primary in Class Model	05/09/95
Title I Evaluator	09/10/13
Title I Private School Academic Tutor	05/17/11
Title I Private School Lead Tutor	05/17/11
Title I Teacher Trainer - Family Involvement Specialist - TSA	09/10/13
Title I Teacher Trainer - Family Involvement Supervisor - TSA	07/23/02
Title I Teacher Trainer - T.A.L.L. - TSA	07/23/02
Title I Resource & Family Liason – TSA	02/09/16
Visually Impaired Teacher - ESE	04/14/97

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**ACADEMIC COACH / ELEMENTARY
63012**

QUALIFICATIONS:

1. Meets Florida certification requirements for Elementary Education and/or Early Childhood Education and/or Reading.
2. Bachelor's degree, Master's preferred.
3. Five (5) years of successful elementary teaching experience.
4. Such alternatives/additions to the above qualifications as the Superintendent may find appropriate.
Working knowledge of NET program requirements
5. Proven ability to provide Professional Development
6. Highly Effective "Outstanding" classroom teaching ability as determined by the teacher performance appraisal system

REPORTS TO:

Principal

JOB GOAL:

Student Success for All

PERFORMANCE RESPONSIBILITIES:

1. Assists teachers in developing strategies for effective student learning with an emphasis on reading, writing, and math.
2. Works with students as needed.
3. Gathers student data through observation, dialogue, testing tools, etc., to design alternative strategies to meet diagnosed student needs.

JOB DESCRIPTION - ACADEMIC COACH / ELEMENTARY - Page 2

4. Facilitates the use of data for increased student achievement.
5. Implements ways to facilitate parental involvement and parent education in order to increase student learning.
6. Assists teachers in the implementation of curriculum integration with special emphasis on communication skills.
7. Models effective strategies for teaching communication/math skills and their application.
8. Supports teachers in the implementation of the Student Learning Plan and district initiatives in all curricular areas.
9. Serves as the official coaching liaison between school and district.
10. Serves as “Lead Learner” to Peer Coaches (Professional Learning Communities).
11. Serves as a consultant in the selection of instructional materials, supplies and equipment.
12. Involved with the implementation and monitoring of the School’s Student Success Plan.

SCHOOL BOARD APPROVED 06/23/09

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

BEHAVIOR SPECIALIST

EXCEPTIONAL STUDENT EDUCATION

63105

QUALIFICATIONS:

1. Bachelor's degree or higher in Exceptional Student Education, psychology, social work, counseling, behavior analysis or related field, and holds Florida teaching certification. BCBA or BCaBA certification, or candidate will obtain certification within three (3) years of date of hire.
2. Minimum of three (3) years successful experience working with students exhibiting maladaptive behavior. Classroom experience preferred.*
3. Knowledge of Applied Principles of Behavioral Analysis (ABA), data collection and data analysis at all tiers of instruction.
4. Effective management of disruptive students.
5. Certification in district adopted crisis intervention/de-escalation program.

*Alternatives to the above preferred qualifications as the Superintendent may find appropriate and acceptable.

REPORTS TO:

Director of Exceptional Student Education. This position will be assigned to a school by the ESE Director for the duration of an academic year and will be reviewed on an annual basis. Under certain circumstances, the school assignment may be changed during the school year based on the needs of students and staff.

POSITION GOAL:

To build the capacity of CCPS staff to ensure high-fidelity delivery of research-based behavioral strategies, including principles of Applied Behavior Analysis (ABA), for students with disabilities demonstrating significant social, emotional and/or behavioral needs. The Behavior Specialist will train and support school

staff to implement behavioral strategies to ensure students receive needed supports to access their curriculum and Least Restrictive Environment (LRE).

JOB DESCRIPTION – BEHAVIOR SPECIALIST – Page 2

PERFORMANCE RESPONSIBILITIES:

1. Develops and implements behavioral, social language and/or functional communication programming at all tiers of instruction, using research- based methods of behavioral intervention, to include principles of ABA.
2. Works directly with individual or small groups of students exhibiting problem behavior and in need of intervention and supports.
3. Creates materials and incentives needed to support behavioral interventions that align with academic, social language, and behavioral programming.
4. Provides to other educators and staff modeling, coaching, training and professional development around the implementation of research based methods of classroom management, individualized behavior intervention plans and ABA Principles.
5. Assists school staff in collecting behavioral data, delivers behavior interventions and reinforcement strategies and completes the Behavior Intervention Plan (BIP).
6. Assists school staff in the management of behavioral crisis situations, including the implementation and modeling of de-escalation interventions and, if absolutely necessary in accordance with state laws and district procedures, the participation in physical restraint.
7. Maintains records relating to student progress in the areas of attendance, discipline-and academic achievement for those students served.
8. Supports the mandate in IDEA and the district’s Positive Behavioral Support Initiative by assisting schools in utilizing proactive behavioral supports at all tiers.
9. Conducts fidelity checks on the Behavior Intervention Plans.
10. Participates as a member of the IEP team, as needed.
11. Attends formal meetings and in-services as scheduled.
12. Performs other related duties as requested by the Director of Exceptional Student Education.

ADA CHECKLIST TO IDENTIFY PHYSICAL/MENTAL REQUIREMENTS AND EQUIPMENT USED

- | | | | | |
|--------------------|---|-------------------|--|---------------------------------|
| X Carrying | X Grasping | X Cleaning | X Standing | X Hearing |
| X Squatting | X Climbing | X Reaching | X Kneeling | X Walking |
| X Crawling | X Pulling | X Twisting | X Pushing | X Sitting |
| X Vision | X Bending | X Stooping | X Lifting,
pushing,
pulling up to
20 lbs. | X Occasional
Driving |
| X Writing | X Visual
acuity and
depth
perception | | | |

Requires considerable skill, adeptness, dexterity, and speed in the use of the fingers, hands, or limbs in tasks involving close tolerances. Exposure to dust and noise. The position requires hearing and speaking.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Charlotte County School Board is an Equal Opportunity Employer. ADA requires the School Board to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.

SCHOOL BOARD APPROVED 4/16/19

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**CAREER SPECIALIST FOR THE 9th and 10th GRADE ACADEMIES
TEACHER ON SPECIAL ASSIGNMENT
61238**

QUALIFICATIONS:

1. A Master's degree or higher from an accredited four year college/university.
2. Valid Florida teacher certification or equivalent.
3. Minimum of 5 years teaching experience.
4. Such alternatives to the above qualifications as the superintendent may find appropriate and acceptable.

REPORTS TO:

The Principal

JOB GOAL:

To enhance student's educational and personal growth and development through career planning.

PERFORMANCE RESPONSIBILITIES:

1. Communicates with school administrators, teachers, student service personnel, Exceptional Student Education personnel, and others regarding career programs and planning to improve the educational opportunities of students.
2. Maintains and makes available to students, data for educational career planning.
3. Orients students to career paths and choices.
4. Provides occupational information to ninth and tenth grade students.
5. Assists in recruiting students for career programs.

6. Conducts Charlotte Technical Center tours for ninth and tenth grade students.

***JOB DESCRIPTION - CAREER SPECIALIST FOR THE ACADEMIES -
TEACHER ON SPECIAL ASSIGNMENT - Page 2***

7. Assists in testing.
8. Assists in student orientation.
9. Disseminates information on Charlotte Technical Center programs and requirements.
10. Arranges for visitations to businesses and industries.
11. Meets with students and/or counselors on career planning.
12. Conducts individual and group career counseling sessions as necessary.
13. Conducts classroom career choice activities.
14. Assists in facilitation of career education.
15. Coordinates registration, orientation, and transition from middle school to high school.
16. Provides students with information regarding local job opportunities.
17. Provides students with information regarding employability skills and strategies for getting a job.
18. Perform other job related functions as may be assigned.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**CERTIFIED BEHAVIOR ANALYST / CERTIFIED ASSOCIATE BEHAVIOR ANALYST
EXCEPTIONAL STUDENT EDUCATION
63105**

QUALIFICATIONS:

1. Bachelor's degree or higher in exceptional education, psychology, social work, counseling, behavior analysis or related field. Florida Certification in behavior analysis (CBA/CABA) must be obtained within two years of date of hire.
2. A minimum of three (3) years successful experience working with students exhibiting maladaptive behavior. Classroom experience preferred.
3. Skills necessary to effectively manage disruptive students.
4. Ability to perform essential functions of the position.
5. Such alternative to the above qualifications as the Superintendent may find appropriate and acceptable.

REPORTS TO:

Director of Exceptional Student Education and Principal of Assigned School(s)

POSITION GOAL:

To provide behavioral service to students and teachers through the use of behavioral analysis, behavioral plans and compliance training.

PERFORMANCE RESPONSIBILITIES:

1. To act as a direct service professional to E.S.E. students who need behavioral training.
2. To assist teachers in conducting functional behavioral assessments and in developing behavioral plans for E.S.E. students who exhibit disruptive or non-compliant behavior.

***JOB DESCRIPTION –CERTIFIED BEHAVIOR ANALYST / CERTIFIED ASSOCIATE
BEHAVIOR ANALYST – EXCEPTIONAL STUDENT EDUCATION – Page 2***

3. To provide inservice for teachers and other professionals who work with students with behavioral difficulties.
4. To develop a classroom behavior management system for E.S.E. students.
5. To coordinate hands-on experiences, incentive programs, and individual behavior plans for students.
6. To provide limited special tutoring for identified students within the regular school day.
7. To maintain records relating to student progress in the areas of attendance, discipline, and academic achievement for those students served.
8. To serve as consultant to school personnel regarding students or situations which are not referred for direct service.
9. To perform assigned tasks in a timely and efficient manner.
10. To perform assigned tasks with a high standard of quality.
11. To perform other related duties as may be requested by the Director of Exceptional Student Education or assigned Principal.

SCHOOL BOARD APPROVED 1/18/00

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**CFEA PRESIDENT
TEACHER ON SPECIAL ASSIGNMENT
72012**

QUALIFICATIONS:

1. Meets Florida teacher certification requirements for Elementary, Middle, or High School Education.
2. Elected biannually in May by the Charlotte County teachers.

REPORTS TO:

Assistant Superintendent for Human Resources and Employee Relationships.

JOB GOAL:

To provide quality leadership in all areas of labor relations and to provide assistance to instructional staff in matters relating to the interpretation of the contract, disciplinary issues and the grievance process.

PERFORMANCE RESPONSIBILITIES:

1. Serves as Co-chair of the District LMPC.
2. Collaborates with teachers and administrators to appoint school site LMPC members.
3. Collaborates with appropriate administrator(s) to appoint instructional staff representatives when the contract calls for or the district requests instructional staff representation on committees.
4. Meets regularly with the Superintendent on developments or situations requiring the Superintendent's awareness.
5. Attends school board meetings and workshops as instructional staff representative.

***JOB DESCRIPTION - CFEA PRESIDENT - TEACHER ON SPECIAL ASSIGNMENT –
Page 2***

6. Provides instructional staff with training on contract interpretation.
7. Devises and implements strategies to create a less adversarial, more collaborative labor relations environment.
8. Works with the Manager of Employee Relationships to structure a system-wide Labor Management Partnership Council for teachers.
9. Management Partnership Council for teachers.
10. Creates a working relationship with state and national offices of the Federal Mediation and Conciliation Service.
11. Promotes and helps arrange and facilitate Interest-Based Bargaining and Problem Solving training for instructional personnel.
12. Provides training for school site personnel in contract interpretation.
13. Assists in the identification of issues for negotiation by tracking problems, concerns and suggestions throughout the contract year.
14. Monitors the CFEA Bulletin Board in accordance with the collective bargaining agreement.
15. Applies in-depth knowledge of interpretation, application and modifications of collective bargaining agreements for the dissemination of information to appropriate personnel.
16. Edits and proofs publications and materials for dissemination to district instructional staff.
17. Assists and advises instructional employees with employment, certification, voluntary/involuntary transfers, bumping rights and other issues involving the collective bargaining agreements.
18. Works with Professional Development to coordinate New Teacher Breakfast.
19. Collaborates with the Director of Professional Development in the development, implementation and promotion of the “Charlotte University” concept.
20. Assists the Director of Professional Development in planning, developing, and implementing training programs to meet the needs of the instructional staff.

***JOB DESCRIPTION - CFEA PRESIDENT - TEACHER ON SPECIAL ASSIGNMENT –
Page 3***

21. Maintains on-going communication with Assistant Superintendents of Learning and Human Resources.
22. Performs other tasks or services consistent with the job goal of this position.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**CHAPTER I EVALUATOR
63101**

QUALIFICATIONS:

1. Florida State Certification required.
2. Master's degree - major coursework in educational research design.
3. Classroom teacher experience.
4. Strong elementary reading background preferred.
5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO:

Coordinator of Chapter I

JOB GOAL:

To utilize and evaluate federal funding opportunities to as great advantage as possible to benefit the educational excellence of the district's programs, facilities, and personnel.

PERFORMANCE RESPONSIBILITIES:

1. Studies all federal legislation, projects, and programs for the possibilities and opportunities they offer for educational grants, entitlements, and allocations offered relevant to the needs of the district.
2. Informs, interprets, and recommends to the superintendent and/or the superintendent's designee current and impending federal legislation, and prepares testimony for the Board concerning pending federal legislation.
3. Assist the superintendent and/or the superintendent's designee and the professional staff in planning the wise utilization of funds available to the schools through the various federal programs.

JOB DESCRIPTION - CHAPTER I EVALUATOR - Page 2

4. Works with designated committees of teachers, principals, and lay persons in specific programs, projects, or courses of action.
5. Obtains information, data and application forms necessary to fulfill the requirements of application.
6. Considers and evaluates all requests from school personnel for projects and programs requiring federal moneys.
7. Establishes standard practices and procedures for receiving and processing such requests.
8. Conducts inservice education workshops in the writing of performance objectives, the drafting of project proposals, and the interpretation of specifications for federal funding.
9. Assumes final responsibility for the writing of all proposals and the filing of all proposals and the filing of all applications for federal moneys.
10. Evaluates all federally funded projects in operation in the district on a regular basis.
11. Serves as liaison between the school and other agencies on all projects of a joint community nature that are expected to involve the school and that can be federally funded.
12. Prepares an annual report summarizing the evaluations of federally funded programs newly completed, the progress of those under way, and the import of those being planned.
13. Compiles and maintains written records and reports on results of all federal projects, and disseminates this information, as appropriate, to other educational institutions, lay groups, the state department of education, and the U.S. Office of Education.
14. Remains up to date on the changing laws and requirements regarding federal funds available to the schools.
15. Prepares and administers a budget for the department.
16. Assumes overall responsibility for the preparation of necessary reports concerning compensatory education.

JOB DESCRIPTION - CHAPTER I EVALUATOR - Page 3

17. Works with administrators on administrative matters concerning the program.
18. Maintains an ongoing evaluation of the program's effectiveness and recommends adjustments and changes as necessary within the framework of the funded project.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

CLASSROOM TEACHER / ALTERNATIVE EDUCATION

QUALIFICATIONS:

1. Bachelor's degree or higher from an accredited four year college/university.
2. Holds or is eligible for a valid Florida teacher certificate.
3. Experience with at-risk students preferred.
1. Such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

REPORTS TO:

Academy Coordinator

JOB GOAL:

To enable all students to succeed in school and graduate with the skills, knowledge and attitudes to be successful workers and responsible citizens.

PERFORMANCE RESPONSIBILITIES:

1. Demonstrates a desire to work in an alternative education environment to improve students' learning.
2. Uses teaching and learning strategies that reflect each student's learning styles, special needs, and talents.
3. Uses traditional and alternative assessment strategies to assist the continuous development of the learner.
4. Plans, implements, and evaluates effective instruction in a variety of learning environments.

JOB DESCRIPTION / CLASSROOM TEACHER / ALTERNATIVE EDUCATION - Page 2

5. Uses an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students.
6. Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.
7. Uses effective communication techniques with students and all other stakeholders.
8. Uses appropriate techniques and strategies that promote and enhance the critical, creative, and evaluative thinking capabilities of students.
9. Uses appropriate technology in the teaching and learning processes.
10. Participates in staff development opportunities targeting the special needs of at-risk students.
11. Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.
12. Adheres to the rules and regulations as prescribed by the Florida Statutes, the school board, and administrative procedures.
13. Prepares, maintains, and submits accurate and complete records and reports as required by the Statutes, the School Board, and administrative procedures.
14. Assists in upholding and enforcing school rules, administrative procedures and board policies.
15. Performs other duties as assigned by the academy coordinator.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

CLASSROOM TEACHER

QUALIFICATIONS:

1. A Bachelor's degree or higher from an accredited four year college/university.
2. Valid Florida teacher certification or equivalent.
3. Such alternatives to the above qualifications as the superintendent may find appropriate and acceptable.

REPORTS TO:

Principal

JOB GOAL:

To enable all students to succeed in school and graduate with the skills, knowledge and attitudes to be successful workers and responsible citizens.

PERFORMANCE RESPONSIBILITIES:

1. Maintains a valid Florida Teaching Certificate or appropriate certification.
2. Adheres to the rules and regulations as prescribed by the State Board of Education Florida Statutes, the school board, and administrative procedures.
3. Prepares, maintains, and submits accurate and complete records and reports as required by the State Board of Education Florida Statutes, the school board, and administrative procedures.
4. Supports the student learning plan.
5. Assists in upholding and enforcing school rules, administrative procedures and board policies.
6. Fulfills the terms of the written contract, unless released from the contract by the school board.

JOB DESCRIPTION - CLASSROOM TEACHER - Page 2

7. Maintains a classroom environment which is safe, orderly, and conducive to effective learning and appropriate to the maturity and interest of all students.
8. Meets and instructs assigned classes in the locations and at the times designated.
9. Prepares and maintains lesson plans for classes assigned, and shows written evidence of preparation upon request of supervisor.
10. Works with students to create a classroom environment that is conducive to teaching and learning.
11. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of all individuals or student groups involved.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

CURRICULUM AND INSTRUCTION COACH

(READING/LANGUAGE ARTS K-12)

***TEACHER ON SPECIAL ASSIGNMENT**

63012

****The expected length of service is 3-5 years before rotation to another qualified teacher (unless waived by the Superintendent.)***

QUALIFICATIONS:

1. Certification: meets Florida certification requirements for elementary, middle, or high school education with an emphasis in language arts and literacy.
2. Certification: Reading Endorsement/Reading Certification preferred.*
3. Endorsement: ESOL Endorsement
4. Degree: Bachelor's/Master's degree preferred.*
5. Experience: minimum of five (5) years teaching experience with emphasis in literacy. Experience in Charlotte County preferred.*
6. Knowledge of federal, state and local laws, rules, and regulations governing curriculum.
7. Skills: excellent communication skills: facilitation, collaboration, and listening. Time management and organizational skills. Flexibility. Synthesizing and distribution of information. Technology knowledge and skills.
8. *Such alternatives to the above preferred qualifications as the Superintendent may find appropriate and acceptable.

REPORTS TO:

Director of Elementary Learning and Director of Secondary Learning

JOB GOAL:

To provide a qualitative reading, writing, and language arts program for all K-12 students in the Charlotte County Public Schools.

JOB DESCRIPTION – CURRICULUM AND INSTRUCTION COACH (Reading/language arts K-12) – Page 2

PERFORMANCE RESPONSIBILITIES:

1. Models successful teaching practices at the classroom level, including differentiation in reading, writing and language arts instruction.
2. Assists teachers to align, interpret, implement, and assess the K-12 reading, writing and language arts programs.
3. Serves as the primary writer of the statutory-required Comprehensive, Research-Based K-12 Reading Plan.
4. Serves as the K-12 media liaison for the district and facilitator of the CCPS Media/Audio Visual Plan.
5. Serves as K-12 ELL contact for the district.
6. Plans and coordinates, along with the Director of Elementary Education, the summer reading camp program per state statute requirements for grade 3 students.
7. Assists with the establishment, evaluation, and implementation of progress monitoring procedures and guidelines.
8. Maintains the development and continued facilitation of K-12 ELA/Reading Curriculum Maps.
9. Plans, conducts and/or supervises school and district-wide inservice workshops and institutes for teachers in Data Days and data-driven analysis and instruction.
10. Serves at the request of the principals and/or the Director of Professional Development as a leader in curriculum resources and instructional techniques to all teachers.
11. Works with directors of Elementary and Secondary Learning to analyze instructional programs and materials to ensure that courses are aligned with state and national standards.
12. Has knowledge of research-based best practices in reading, writing and language arts K-12. Provides coaching on best practices as well as in instructional methods and classroom modeling.

JOB DESCRIPTION – CURRICULUM AND INSTRUCTION COACH (Reading/language arts K-12) – Page 3

13. Partners with the psychometrician when providing assistance to teachers in analyzing district data to make the most effective decisions for reading, writing, and language arts instruction.

14. Provides articles from professional books and journals that report research studies and best practices to help teachers keep informed and current in reading, writing, and language arts.
15. Plans, coordinates, and presents staff development programs in reading, writing and language arts for grades K-12 curriculum instruction and methodology.
16. Serves as a consultant and facilitator of the instructional materials adoption process in the review and selection of all textbooks, technology, and other language arts and reading instructional materials for grades k-12.
17. Serves as the liaison between the district and the Department of Education in reading, writing, and language arts curricula issues.
18. Coordinates and encourages teacher attendance and participation in local, state, regional, and national professional meetings and conferences when appropriate.
19. Performs other job-related duties as assigned by the leadership in the Division of Learning.

PHYSICAL REQUIREMENTS:

ADA CHECKLIST TO IDENTIFY PHYSICAL/MENTAL REQUIREMENTS AND EQUIPMENT USED

X	Carrying	X	Grasping		Cleaning	X	Standing	X	Hearing
X	Squatting		Climbing	X	Reaching	X	Kneeling	X	Walking
	Crawling		Pulling	X	Twisting	X	Pushing	X	Sitting
X	Vision	X	Bending	X	Stooping	X	Lifting, pushing, pulling up to 10 lbs. frequently and up to 20 lbs. occasionally	X	Occasional Driving
X	Writing	X	Visual acuity and depth perception						

Requires considerable skill, adeptness, dexterity, and speed in the use of the fingers, hands, or limbs in tasks involving close tolerances. Position may include exposure to dust and noise. The position requires hearing and speaking.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Charlotte County School Board is an Equal Opportunity Employer. ADA requires the School Board to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.

SCHOOL BOARD APPROVED

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**CURRICULUM & INSTRUCTION COACH
(FINE ARTS, WORLD LANGUAGES, HEALTH, PHYSICAL EDUCATION
PRE K-12)
*TEACHER ON SPECIAL ASSIGNMENT
63012**

***The expected length of service for this position is 3-5 years before rotation to another qualified teacher (unless waived by the Superintendent).**

QUALIFICATIONS:

1. Meets Florida teacher certification requirement for elementary, middle, or high school education with emphasis in performing arts.
2. Bachelor's/Master's Degree preferred.
3. Minimum of five (5) years teaching experience with emphasis on the arts. Experience in Charlotte County preferred.
4. Such alternatives to the above qualifications as the Superintendent may find appropriate.

REPORTS TO:

Division of Learning Leadership

JOB GOAL:

To provide quality arts programs to all students in the Charlotte County Public Schools.

To provide coordination and expansion of a quality world languages program for elementary, middle, and high school students.

To provide quality programs in health and physical education for all students in the Charlotte County Public Schools.

PERFORMANCE RESPONSIBILITIES:

1. Models successful teaching practices at the classroom level including differentiation in art, world languages, health, and physical education instruction.

***JOB DESCRIPTION - CURRICULUM & INSTRUCTION COACH (FINE ARTS,
WORLD LANGUAGES, HEALTH, PHYSICAL EDUCATION PRE K-12) Page 2***

2. Assists teachers to align, interpret, implement, and assess the Pre K-12 arts, world languages, health, and physical education curricula.
3. Works with core teachers in integrating content of their teaching with the content of fine arts where applicable.
4. Serves at the request of principals and in conjunction with the District Professional Development Specialist or the Coordinator of the LEAD Teacher Program, as advisor and special consultant to new and probationary teachers
5. Works with Pre K-12 curriculum directors and leaders to analyze instructional programs and materials to ensure that courses are aligned with state and national standards.
6. Has knowledge of research-based best practices in art, world languages, health, and physical education, identifies learning problems in those areas, and provides coaching on best practices as well as provides modeling to assist teachers and students.
7. Works with teachers to diagnose student weaknesses in world languages, the arts, health, and physical education, and develop appropriate strategies.
8. Assists teachers in preparing students for a variety of assessments including end of course exams where applicable.
9. Provides articles from professional books and journals that report research studies and best practices to help teachers keep informed and current in the arts, world languages, health, and physical education.
10. Plans, coordinates, and presents staff development programs in the arts, world languages, health, and physical education content and methodology including facilitation of Professional Learning Communities and Lesson Study.
11. Assists in evaluating the instructional programs in the arts, world languages, health, and physical education including those mandated by the legislature and the School Board.
12. Serves as a consultant in the review and selection of all textbooks, computer software, and other instructional materials.

***JOB DESCRIPTION - CURRICULUM & INSTRUCTION COACH (FINE ARTS,
WORLD LANGUAGES, HEALTH, PHYSICAL EDUCATION PRE K-12) Page 3***

13. Serves as chairman of the School Health Advisory Committee.
14. Works closely with the Arts and Humanities Council and other community groups to strengthen and promote fine arts programs through the sharing of information and resources with the public, media, administrators, teachers, parents, and state art agencies for the purpose of providing information regarding local programs as well as for providing opportunities for local artists, professional and semi-professional productions and concerts.
15. Provides assistance upon request to all schools in the planning, preparation, scheduling, and final production of fine arts presentations.
16. Facilitates and schedules district competitions, and fine arts festivals.
17. Under the direction of the Learning Division leadership, acts as a liaison between the district and the Department of Education in world languages, the arts, health, and physical education curricula.
18. Coordinates and encourages teacher attendance and participation in local, state, regional, and national professional meetings and conferences when appropriate.
19. Develops and coordinates opportunities for students to participate in after school and summer fine arts programs.
20. Provides opportunities for students to demonstrate their talents and skills.
21. Advises school fine arts staff with the selection of performances for students.
22. Works with fine arts and world languages teachers to integrate reading, writing and math skills appropriate to the grade level.
23. Coordinates the development of instructional materials that are consistent with the total education philosophy of the district.
24. Performs other job-related duties as assigned by the leadership in the Division of Learning.

SCHOOL BOARD APPROVED 9/25/12

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

CURRICULUM AND INSTRUCTION COACH

(MATHEMATICS PRE K - 12)

***TEACHER ON SPECIAL ASSIGNMENT**

63012

***The expected length of service for this position is 3-5 years before rotation to another qualified teacher (unless waived by the Superintendent).**

QUALIFICATIONS:

1. Meets Florida teacher certification requirements for elementary, middle, or high school education with an emphasis in mathematics.
2. Bachelors/Master's degree preferred.
3. Minimum of five (5) years teaching experience with emphasis in mathematics. Experience in Charlotte County preferred.
4. Such alternatives to the above qualifications as the Superintendent may find appropriate.

REPORTS TO:

Division of Learning Leadership

JOB GOAL:

To provide a quality mathematics program for all students in the Charlotte County Public Schools.

PERFORMANCE RESPONSIBILITIES:

1. Models successful teaching practices at the classroom level including differentiation in mathematics instruction.
2. Assists teachers to align, interpret, implement, and assess the Pre K-12 mathematics program.

JOB DESCRIPTION CURRICULUM AND INSTRUCTION COACH

3. Serves at the request of principals and in conjunction with the District Professional Development Specialist or the Coordinator of the LEAD Teacher Program, as advisor and special consultant to new and probationary teachers.
4. Works with Pre K-12 curriculum directors and leaders to analyze instructional programs and materials to ensure that courses are aligned with state and national standards.
5. Has knowledge of research-based practices in mathematics, identifies learning problems in mathematics and gives instruction on best practices. Provides classroom modeling to assist the teachers and the students.
6. Along with the psychometrician, assists teachers in analyzing district data to make the most effective decisions for mathematics instruction.
7. Works with teachers to diagnose student weaknesses in mathematics and develop appropriate strategies.
8. Assists teachers in preparing students for a variety of assessments including end of course exams where applicable.
9. Provides articles from professional books and journals that report research studies and best practices to help teachers keep informed and current in mathematics.
10. Plans, coordinates, and presents staff development programs in mathematics content and methodology including facilitation of Professional Learning Communities and Lesson Study.
11. Assists in evaluating mathematics instructional methods and programs including those mandated by the legislature and the School Board.
12. Serves as a consultant in the review and selection of all textbooks, computer software, and other mathematics instructional materials.
13. Under the direction of the Learning Division leadership, serves as a liaison between the district and the Department of Education in mathematics curriculum issues.

***JOB DESCRIPTION CURRICULUM AND INSTRUCTION COACH
(MATHEMATICS PRE K -12)***

Page 3

14. Promotes awareness and practices which increase the number of females and minorities in challenging mathematics courses.
15. Coordinates and encourages teacher attendance and participation in local, state, regional, and national professional meetings and conferences when appropriate.
16. Performs other job-related duties as assigned by the leadership in the Division of Learning.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

CURRICULUM AND INSTRUCTION COACH
(Science, Health and Physical Education, PRE K - 12)
***TEACHER ON SPECIAL ASSIGNMENT**
63012

***The expected length of service for this position is 3-5 years before rotation to another qualified teacher (unless waived by the Superintendent).**

QUALIFICATIONS:

1. Meets Florida teacher certification requirements for elementary, middle, or high school education with an emphasis in science.
4. Bachelors/Master's degree preferred.
5. Minimum of five (5) years teaching experience with emphasis in science. Experience in Charlotte County preferred.
4. Such alternatives to the above qualifications as the Superintendent may find appropriate.

REPORTS TO:

Division of Learning Leadership

JOB GOAL:

To provide a quality science program for all students in the Charlotte County Public Schools.

PERFORMANCE RESPONSIBILITIES:

17. Models successful teaching practices at the classroom level including differentiation in science, health, and physical education instruction.
18. Assists teachers to align, interpret, implement, and assess the Pre K-12 science, health, and physical education curricula.

***JOB DESCRIPTION CURRICULUM AND INSTRUCTION COACH
(Science, Health and Physical Education, PRE K – 12)***

Page 2

19. Serves at the request of principals and in conjunction with the District Professional Development Specialist or the Coordinator of the LEAD Teacher Program, as advisor and special consultant to new and probationary teachers.
20. Works with Pre K-12 curriculum directors and leaders to analyze instructional programs and materials to ensure that courses are aligned with state and national standards.
21. Has knowledge of research-based practices in science, health, and physical education, identifies learning problems in each area and provides coaching on best practices. Provides classroom modeling to assist the teachers and the students.
22. Along with the psychometrician, assists teachers in analyzing district data to make the most effective decisions for science, health, and physical education instruction.
23. Works with teachers to diagnose student weaknesses in science, health, and physical education and develop appropriate strategies.
24. Assists teachers in preparing students for a variety of assessments including end of course exams where applicable.
25. Provides articles from professional books and journals that report research studies and best practices to help teachers keep informed and current in science, health, and physical education.
26. Plans, coordinates, and presents staff development programs in science, health, and physical education content and methodology including facilitation of Professional Learning Communities and Lesson Study.
27. Assists in evaluating science, health, and physical education instructional methods and programs including those mandated by the legislature and the School Board.
28. Serves as a consultant in the review and selection of all textbooks, computer software, and other science, health, and physical education instructional materials.

***JOB DESCRIPTION CURRICULUM AND INSTRUCTION COACH
(Science, Health and Physical Education, PRE K – 12)***

Page 3

29. Under the direction of the Learning Division leadership, serves as a liaison between the district and the Department of Education in science, health, and physical education curriculum issues.
30. Promotes awareness and practices which increase the number of females and minorities in challenging science courses.
31. Coordinates the Science Fair and other district contests and activities.
32. Maintains an effective working relationship with the Charlotte County Public Health Unit in health curriculum issues.
33. Serves as chairman of the School Health Advisory Committee.
34. Assists in coordinating the Pre K-12 comprehensive health education curriculum including the coordination of the AIDS and substance abuse education curriculum.
35. Coordinates and encourages teacher attendance and participation in local, state, regional, and national professional meetings and conferences when appropriate.
36. Performs other job-related duties as assigned by the leadership in the Division of Learning.

SCHOOL BOARD APPROVED 9/25/12

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

CURRICULUM AND INSTRUCTION COACH

(SOCIAL SCIENCE PRE K - 12)

***TEACHER ON SPECIAL ASSIGNMENT**

63012

***The expected length of service for this position is 3-5 years before rotation to another qualified teacher (unless waived by the Superintendent).**

QUALIFICATIONS:

1. Meets Florida teacher certification requirements for elementary, middle, or high school education with an emphasis in social studies.
2. Bachelor's /Master's degree preferred.
3. Minimum of five (5) years teaching experience with emphasis in social science. Experience in Charlotte County preferred.
4. Such alternatives to the above qualifications as the Superintendent may find appropriate.

REPORTS TO:

Division of Learning Leadership

JOB GOAL:

To provide a quality social sciences program for all students in the Charlotte County Public Schools.

PERFORMANCE RESPONSIBILITIES:

1. Models successful teaching practices at the classroom level including differentiation in social sciences instruction.
2. Assists teachers to align, interpret, implement, and assess the Pre K-12 social sciences curriculum.

***JOB DESCRIPTION CURRICULUM AND INSTRUCTION COACH
(SOCIAL SCIENCE PRE K – 12)***

Page 2

3. Serves at the request of principals and in conjunction with the District Professional Development Specialist or the Coordinator of the LEAD Teacher Program, as advisor and special consultant to new and probationary teachers.
4. Works with Pre K-12 curriculum directors and leaders to analyze instructional programs and materials to ensure that courses are aligned with state and national standards.
5. Has knowledge of research-based best practices in social sciences, identifies learning problems in social science, and provides coaching on best practices. Provides classroom modeling to assist the teachers and the students.
6. Along with the psychometrician, assists teachers in analyzing district data to make the most effective decisions for social science instruction.
7. Works with teachers to diagnose student weaknesses in social science courses and develop appropriate strategies.
8. Assists teachers in preparing students for a variety of assessments including end of course exams where applicable.
9. Provides articles from professional books and journals that report research studies and best practices to help teachers keep informed and current in social sciences.
10. Plans, coordinates, and presents staff development programs in social science content and methodology including facilitation of Professional Learning Communities and Lesson Study.
11. Assists in evaluating instructional methods and programs including those mandated by the legislature and the School Board.
12. Serves as a consultant in the review and selection of all textbooks, computer software, and other social science instructional materials.
13. Under the direction of the Division of Learning leadership, serves as the liaison between the district and the Department of Education in social science curriculum issues.

***JOB DESCRIPTION CURRICULUM AND INSTRUCTION COACH
(SOCIAL SCIENCE PRE K – 12)***

Page 3

14. Coordinates the district History Fair for middle and high schools, and Dreamers & Doers, Model UN and many other district projects and activities.
15. Coordinates and encourages teacher attendance and participation in local, state, regional, and national professional meetings and conferences when appropriate.
16. Performs other job-related duties as assigned by the leadership in the Division of Learning.

SCHOOL BOARD APPROVED 9/25/12

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

CURRICULUM AND INSTRUCTION COACH
Science, Technology, Engineering, Math (S.T.E.M.) (PRE K - 12)
***TEACHER ON SPECIAL ASSIGNMENT**
63012

***The expected length of service for this position is 3- 5 years before rotation to another qualified teacher (unless waived by the Superintendent).**

QUALIFICATIONS:

1. Meets Florida teacher certification requirements for elementary, middle, or high school education with an emphasis in mathematics or science.
6. Bachelors/Master's degree preferred.
7. Minimum of five (5) years teaching experience with emphasis in science and/or mathematics. Experience in Charlotte County preferred.
4. Such alternatives to the above qualifications as the Superintendent may find appropriate.

REPORTS TO:

Division of Learning Leadership

JOB GOAL:

To provide a quality S.T.E.M. program for all students in the Charlotte County Public Schools.

PERFORMANCE RESPONSIBILITIES:

37. Models successful teaching practices at the classroom level including differentiation in S.T.E.M. instruction.
38. Assists teachers to align, interpret, implement, and assess the Pre K-12 S.T.E.M. program.

***JOB DESCRIPTION CURRICULUM AND INSTRUCTION COACH
Science, Technology, Engineering, Math (S.T.E.M.) (PRE K - 12)***

Page 2

39. Serves at the request of principals and in conjunction with the District Professional Development Specialist or the Coordinator of the LEAD Teacher Program, as advisor and special consultant to new and probationary teachers.
40. Works with Pre K-12 curriculum directors and leaders to analyze instructional programs and materials to ensure that courses are aligned with state and national standards.
41. Has knowledge of research-based practices in S.T.E.M courses, identifies learning problems in S.T.E.M. curricula and gives instruction on best practices. Provides classroom modeling to assist the teachers and the students.
42. Along with the psychometrician, assists teachers in analyzing district data to make the most effective decisions for S.T.E.M. instruction.
43. Works with teachers to diagnose student weaknesses related to S.T.E.M. courses and develop appropriate strategies.
44. Assists teachers in preparing students for a variety of assessments including end of course exams where applicable.
45. Provides articles from professional books and journals that report research studies and best practices to help teachers keep informed and current in S.T.E.M. initiatives.
46. Plans, coordinates, and presents staff development programs in S.T.E.M content and methodology including facilitation of Professional Learning Communities and Lesson Study.
47. Assists in evaluating S.T.E.M. instructional methods and programs including those mandated by the legislature and the School Board.
48. Serves as a consultant in the review and selection of all textbooks, computer software, and other S.T.E.M.-related instructional materials.
49. Under the direction of the Learning Division leadership, acts as a liaison between the district, interest groups, and the Department of Education in S.T.E.M. curricula issues.
50. Promotes awareness and practices which increase the number of females and minorities in challenging S.T.E.M. courses.

***JOB DESCRIPTION CURRICULUM AND INSTRUCTION COACH
Science, Technology, Engineering, Math (S.T.E.M.) (PRE K - 12)***

Page 3

51. Coordinates the Science Fair and other district contests and activities.

52. Coordinates and encourages teacher attendance and participation in local, state, regional, and national professional meetings and conferences when appropriate.

53. Performs other job-related duties as assigned by the leadership in the Division of Learning.

SCHOOL BOARD APPROVED 9/25/12

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**CURRICULUM AND INSTRUCTION TEACHER-LEADER
FOR READING RECOVERY
63012**

(Commitment to a Minimum of three (3) to Five (5) Years' Service to the Position)

QUALIFICATIONS:

9. Master's degree in Reading or Language Arts or related field.
10. Experience: five (5) years' successful teaching experience (CCPS): preference will be given to those who have three (3) or more years of primary-aged children (K-2).
11. State of Florida Certification, K-6.
12. Willingness to undertake and complete required (reading recovery) coursework.
13. Evidence of Instructional Leadership (Team Leader, Lead Teacher, Clinical Certification, Professional Development Presenter.)

REPORTS TO:

Director of Elementary Education and Learning

JOB GOAL:

To close the literacy-achievement gap in Title I schools by building greater capacity with teachers and students for success in reading and writing.

PERFORMANCE RESPONSIBILITIES:

20. Provides collegial and ongoing professional development support to Reading Recovery teachers.
21. Serves as the official coaching liaison between school and district.
22. Serves as "lead learner" to Reading Recovery teachers.

**JOB DESCRIPTION – CURRICULUM AND INSTRUCTION TEACHER-LEADER FOR
READING RECOVERY – Page 2**

23. Provides ongoing progress-monitoring (of currently and formerly enrolled students) to include classroom visits, data-collection and dissemination of

information to Reading Recovery parents, teachers, community members, and district personnel.

24. Plans for and provides intensive interventions for first grade students who perform in the lowest quartile on program assessments.
25. Oversees the implementation and monitoring of Reading Recovery for Charlotte County Public Schools.
26. Participates in and completes all required Reading Recovery coursework.
27. Constructs and delivers to classroom teachers Reading Recovery-specific presentations for professional development.
28. Complies with Reading Recovery Council's standards and guidelines.
29. Models effective instruction.
30. Procures, distributes, and monitors inventory of material related to the delivery of Reading Recovery instruction.
31. Attends and participates in regional, state and national Reading Recovery meetings and conferences.
32. Participates with others in screening, interview and selection of Reading Recovery teachers when vacancies arise.
33. Seeks, stays informed about, and observes best practice and professional development in other Reading Recovery districts.
34. Collects entry, exit, discontinuing and end-of-year data on student performance in and effectiveness of Reading Recovery.
35. Prepares annual District (site) report.
36. Assists teachers and principals in preparing annual school reports.

JOB DESCRIPTION – CURRICULUM AND INSTRUCTION TEACHER-LEADER FOR READING RECOVERY – Page 3

37. Maintains a (daily) primary focus on Reading Recovery activity inside CCPS schools.

PHYSICAL REQUIREMENTS:

ADA CHECKLIST TO IDENTIFY PHYSICAL/MENTAL REQUIREMENTS AND EQUIPMENT USED

X	Carrying	X	Grasping		Cleaning	X	Standing	X	Hearing
X	Squatting		Climbing	X	Reaching	X	Kneeling	X	Walking
	Crawling	X	Pulling	X	Twisting	X	Pushing	X	Sitting
X	Vision	X	Bending	X	Stooping	X	Lifting, pushing, pulling up to 10 lbs. frequently and up to 20 lbs. occasionally	X	Occasional Driving
X	Writing	X	Visual acuity and depth perception						

Requires considerable skill, adeptness, dexterity, and speed in the use of the fingers, hands, or limbs in tasks involving close tolerances. Position may include exposure to dust and noise. The position requires hearing and speaking.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Charlotte County School Board is an Equal Opportunity Employer. ADA requires the School Board to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.

SCHOOL BOARD APPROVED 4/17/18

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**DATA SPECIALIST
*TEACHER ON SPECIAL ASSIGNMENT
63012**

QUALIFICATIONS:

14. Degree: bachelor's degree required.
15. Certification: current Florida teacher-certification required.
16. Experience in designing and organizing data collection methods, collecting and analyzing data and writing reports.
17. Ability to comprehend, analyze and communicate complex information, accurately, including statistical information and data.
18. Knowledge of current state and national trends and research on federal educational programs and school improvement initiatives: preferred.*
19. *Such alternatives to the above preferred qualifications as the Superintendent may find appropriate and acceptable. NOTE: This position is subject to annual renewal, based upon grant availability and renewal.

REPORTS TO:

Director of Elementary Learning

JOB GOAL:

To coordinate data retrieval and analysis, construct data studies and collaborate with other district staff using data that connect to student progress in reading and to provide professional development and collaborative coaching in the interpretation, analysis, and use of data for the purpose of improving instruction and student achievement.

PERFORMANCE RESPONSIBILITIES:

JOB DESCRIPTION – DATA SPECIALIST – Page 2

38. Collaborates with District staff in customizing a student-data collection system.
39. Provides technical assistance in research and evaluation to district level research.

40. Interprets and summarizes findings through written reports and oral presentations for various stakeholder groups.
41. Assists in collection of data in and through agencies that partner with the District.
42. Uses District-adopted software applications (student data, e.g.) to store, mine, and use data.
43. Collaborates with diverse customers and constituents in the examination of data to advance, evaluate, and confirm the efficacy of instructional programs.
44. Coordinates and completes information-related work with the District-psychometrician,
45. Communicates verbally, through technology, in writing and in person in conveying information to diverse groups.
46. Performs other designated job functions as may be assigned.
47. Completes all required documentation related to the federal program funding for this position.

PHYSICAL REQUIREMENTS:

ADA CHECKLIST TO IDENTIFY PHYSICAL/MENTAL REQUIREMENTS AND EQUIPMENT USED

X	Carrying	X	Grasping		Cleaning	X	Standing	X	Hearing
	Squatting		Climbing	X	Reaching	X	Kneeling	X	Walking
	Crawling	X	Pulling	X	Twisting	X	Pushing	X	Sitting
X	Vision	X	Bending	X	Stooping	X	Lifting, pushing, pulling up to 10 lbs. frequently and up to 20 lbs. occasionally		Occasional Driving
X	Writing	X	Visual acuity and depth perception						

Requires considerable skill, adeptness, dexterity, and speed in the use of the fingers, hands, or limbs in tasks involving close tolerances. Position may include exposure to dust and noise. The position requires hearing and speaking.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Charlotte County School Board is an Equal Opportunity Employer. ADA requires the School Board to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.

SCHOOL BOARD APPROVED 6/19/18

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**DEAN OF STUDENTS
TEACHER ON SPECIAL ASSIGNMENT
61012**

QUALIFICATIONS:

1. Bachelor's degree or higher from an accredited four year college/university; Master's degree preferred.
2. Valid Florida teacher certification or equivalent.
3. Certification in Administration and Supervision/Educational Leadership preferred.
4. Three years of teaching experience required.
5. Such alternatives to the above qualifications as the superintendent may find appropriate and acceptable.

REPORTS TO:

School Principal

JOB GOAL:

To promote a safe and orderly environment for students, staff and community.

PERFORMANCE RESPONSIBILITIES:

1. Assists administration in the responsibility for protecting the health, safety, and welfare of students.
2. Assists administration in resolving all discipline problems in a fair and just manner, and maintains records of any disciplinary action taken.
3. Assists in developing and administering practices dealing with campus control and security.
4. Assists with campus supervision.

JOB DESCRIPTION –DEAN OF STUDENTS – TEACHER ON SPECIAL ASSIGNMENT - Page 2

5. Confers with parents, teachers, counselors, support service personnel, and students on matters of discipline and welfare.
6. Confers with and makes appropriate referrals to social workers and other personnel.
7. Assists administration matters of student attendance.
8. Works with community and government agencies on problems relating to truancy from school.
9. Assists administration in counseling individual students, and when necessary makes appropriate referrals for testing, guidance, or psychological counseling.
10. Participates in the coordination, implementation, and supervision of co-curricular activities.
11. Assists administration with the extracurricular program of the school.
12. Assists in general supervision of students activities, athletic events, programs of student orientation, and similar activities.
13. Assists in assigning faculty to supervision of extra-curricular activities.
14. Assists administration in the development, maintenance, and distribution of student handbooks, bulletins, and newsletters.
15. Assists administration with required programs such as free/reduced lunch, etc.
16. Assists administration with fund-raising activities.
17. Assists the District Security Officer in identifying students who have been formally charged with a violent felony.
18. Performs other job-related functions as may be assigned.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**EARLY CHILDHOOD PROGRAMS
CHILD DEVELOPMENT
TEACHER ON SPECIAL ASSIGNMENT
61012**

QUALIFICATIONS:

1. Bachelor's degree, Master's preferred.
2. Valid Florida Teacher Certification for Early Childhood Education.
3. Experience working with low income children and families and children with disabilities.
4. Experience in working with adults in training situations.

REPORTS TO:

Coordinator of State and Federal PK and Title 1 Programs

JOB GOAL:

To support teachers in planning and implementing effective, quality early childhood programs based upon knowledge of Developmentally Appropriate Practices.

PERFORMANCE RESPONSIBILITIES:

1. Plan the Child Development/Disabilities component. Coordinate and monitor the implementation of planned activities in accordance with Head Start Performance Standards, Pre-K Early Intervention regulations and applicable quality standards.
2. Attend and participate in workshops, conferences, and regularly scheduled meetings to develop professionally.
3. Conduct training needs assessment for teaching staff and develop training plans to meet identified needs.

***JOB DESCRIPTION - EARLY CHILDHOOD PROGRAMS - CHILD DEVELOPMENT -
TEACHER ON SPECIAL ASSIGNMENT - Page 2***

4. Coordinate the purchase of materials to ensure quality environments and developmentally appropriate practices.
5. Serve as a Child Development Associate (CDA) Coordinator.
6. Serve as classroom role model. Make classroom visits for the purpose of observing classroom activities and providing on-site consultation to Pre-K teaching staff.
7. Participate as a team player in the work environment.
8. Work with ESE liaisons to monitor IEP's. Ensure that every child with disabilities has an education plan with needed goals, activities, materials and services.
9. Implement the approved plan for providing developmental screenings for Pre-K children.
10. Provide follow-up with Pre-K children to ensure successful transitions to kindergarten or other programs.
11. Ensure that Pre-K parents are provided an opportunity to participate in their child's education experiences.
12. Ensure that curriculum and instructional practices reflect the valuing of cultures, anti-bias, ethnic and linguistic diversity.
13. Provide guidance and direction to the Child Development Resource Teacher.
14. Serve as an advocate for children and families.
15. Organize and support the Child Development Advisory Committee for the purposes of planning and evaluating the Child Development component.
16. Work with other Early Childhood staff to provide integrated, comprehensive services to children and families in the programs.
17. Perform other related work as assigned by supervisor.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

***EARLY CHILDHOOD PROGRAMS
CHILD DEVELOPMENT RESOURCE TEACHER
61012***

QUALIFICATIONS:

1. Bachelor's degree.
2. Valid Florida teacher certification for Early Childhood Education.
3. Pre-K experience.
4. Experience in working with adults in training situations.

REPORTS TO:

Coordinator of State and Federal PK and Title 1 Programs

JOB GOAL:

To assist the Child Development Teacher on Assignment with the planning and implementation of a quality, Pre-K program. Assist the Child Development Teacher on Assignment in providing training & technical assistance to all teaching personnel.

PERFORMANCE RESPONSIBILITIES:

1. Provide education/disabilities resources for staff and parents.
2. Assist in screening, assessments, planning and record keeping.
3. Provide support and assistance to CDA trainees.
4. Assist in the coordination of the education/disabilities component.
5. Participate as a team player in the work environment.
6. Work positively with diverse populations.

JOB DESCRIPTION - EARLY CHILDHOOD PROGRAMS CHILD DEVELOPMENT RESOURCE TEACHER - Page 2

7. Observe, identify and coordinate appropriate activities for young children and their parents both in the home and school.
8. Attend all required meetings (as necessary).
9. Assist with the development and updating of annual child development/disabilities plan in conjunction with policy council, parents, and other components.
10. Assist with classroom visits for the purpose of supporting, observing activities, and assist with strategy planning.
11. Provide feedback to classroom staff.
12. Assist with required reports.
13. Assist with planning and providing staff development for teachers, parents and volunteers as needed.
14. Serve as an advocate for Pre-K children and families.
15. Assist in the ordering of supplies and equipment. Maintain inventory of equipment and materials.
16. Assist in processes involved with ensuring that all Pre-K classes maintain identified quality standards.
17. Support transition efforts and plans.
18. Perform other related work and assist with assigned duties by the program coordinator and manager.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**EARLY CHILDHOOD PROGRAMS
CHILD/FAMILY SERVICES RESOURCE TEACHER**

QUALIFICATIONS:

1. Bachelor's Degree
2. Valid Florida Teacher Certification
3. Experience working with low income families
4. Experience working with community agencies
5. Such alternatives to the above qualifications as the Superintendent may find appropriate.

REPORTS TO:

Coordinator of Pre-K

JOB GOAL:

To assist the Baker Center Manager in ensuring that all areas of health, family and community Services meet or exceed applicable standards and regulations. To be a liaison between the families, community and the program.

PERFORMANCE RESPONSIBILITIES:

1. Collaborates with Baker Center Manager on all enrollment, recruitment and health services to children birth to five.
2. Track attendance of all children birth to five.
3. Oversee Policy Council elections, parent committees and parent activities at all sites.
4. Maintains funded enrollment.

***JOB DESCRIPTION - EARLY CHILDHOOD PROGRAMS - CHILD/FAMILY SERVICES
RESOURCE TEACHER - Page 2***

5. Tracks related services using the Merlin system.
6. Collaborates with other service area experts on Orientation and classroom placement.
7. Establishes a Family Services Advisory Committee to identify gaps and advocate for families and their social services needs.
8. Supervises the day to day work of Family Service Workers.
9. Assists in the hiring and training of all Family Service Workers.
10. Works with the Early Learning Coalition on enrollment of VPK students.
11. Assists in the coordination of dental services to all children and pregnant moms.
12. Serves on the district's parent involvement committee.
13. Performs other duties as assigned.

School Board Approved 4/22/2008

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION
EARLY LITERACY INTERVENTIONIST
(READING RECOVERY TEACHER)
63012

QUALIFICATIONS:

1. Certification: Elementary (K-5) Certification, State of Florida, K-6
2. Certification: Reading certification, reading endorsement or willingness to complete reading endorsement
3. Experience: Three years' successful elementary teaching experience, K-2 preferred.
4. Endorsement: ESOL endorsement, preferred*
5. Ability and willingness to prepare and present literacy-based professional development to teachers.

*Such alternatives to the above preferred qualifications as the Superintendent may find appropriate and acceptable.

REPORTS TO:

Principal of building where position is located

JOB GOAL:

To close the literacy-achievement gap between and among schools by building greater capacity with teachers and students for success in reading and writing.

PERFORMANCE RESPONSIBILITIES:

1. Organizes and maintains detailed records related to literacy initiatives and to student data.
2. Communicates to teachers (best-practice) strategies, methods, and approaches that advance student performance in literacy and language arts.
3. Provides opportunities for teachers to consider lessons for purposes of individual and group reflection, aimed at improved instructional efficacy.
4. Welcomes and builds literacy-based relationships with at-risk, low-performing students in the interest of improved reading rate, vocabulary, written expression, word recognition and comprehension.
5. Demonstrates a success-based orientation in identifying and resolving inhibitors to effective teaching and student learning in literacy.
6. Serves as a reliable resource to (especially in grade K-2) teachers who seek materials and direction, aimed at improvement of student literacy.
7. Completes, as needed, coursework, workshops, and PD opportunities, to build personal capacity in literacy teaching.
8. Maintains regular communication with and engages in collaborative membership on teacher-teams to advance RtI, team goal-setting, and modeling of successful teaching practice.
9. Commits to the long-term success of the program (minimum of three years) through continuity of service.
10. Provides ongoing progress-monitoring of currently and formerly enrolled students.
11. Plans for and provides intensive interventions for students who perform in the lowest quartile.

JOB DESCRIPTION – EARLY LITERACY INTERVENTIONIST – Page 3

12. Models successful and differentiated teaching practices at classroom level.
13. Attends and participates in position-appropriate district, state, and regional conferences and training.

PHYSICAL REQUIREMENTS:

**ADA CHECKLIST TO IDENTIFY PHYSICAL/MENTAL REQUIREMENTS
AND EQUIPMENT USED**

X	Carrying	X	Grasping	Cleaning	X	Standing	X	Hearing
	Squatting		Climbing	X Reaching		Kneeling	X	Walking
	Crawling	X	Pulling	X Twisting	X	Pushing	X	Sitting
X	Vision	X	Bending	X Stooping	X	Lifting, pushing, pulling up to 10 lbs. frequently and up to 20 lbs. occasionally	X	Occasional Driving
X	Writing	X	Visual acuity and depth perception					

Requires considerable skill, adeptness, dexterity, and speed in the use of the fingers, hands, or limbs in tasks involving close tolerances. The position may include exposure to dust and noise. The position requires hearing and speaking.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Charlotte County School Board is an Equal Opportunity Employer. ADA requires the School Board to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.

SCHOOL BOARD APPROVED 4/16/19

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**ELEMENTARY PREVENTION TEACHER
TEACHER ON SPECIAL ASSIGNMENT
61012**

QUALIFICATIONS:

1. Florida certified in early childhood and/or elementary education as appropriate for assignment.
2. Successful elementary teaching experience in Charlotte County at grade levels and/or programs being considered.
3. Experience working with at-risk, academically challenged, and under achieving students.

REPORTS TO:

Designated School Principal

JOB GOAL:

To create an integrated system of teaching and reinforcing substance abuse prevention and violence prevention skills so that elementary school students come to school prepared to actively engage in schooling and the academic process; and to reduce school suspensions, increase parent involvement, and train staff members.

PERFORMANCE RESPONSIBILITIES:

1. Develop substance abuse prevention and violence prevention lesson plans and instructional materials and provides individualized and small group instruction in order to adapt the curriculum to the individual needs, interests, and abilities of the students.
2. Integrates prevention instruction around age and interest appropriate literature.
3. Employs a variety prevention and instructional techniques, technology, and instructional media to meet the varied needs of the students involved.

***JOB DESCRIPTION –ELEMENTARY PREVENTION TEACHER - TEACHER ON
SPECIAL ASSIGNMENT – Page 2***

4. Is responsible for engaging parents to take an active part in their child’s educational needs and promote substance abuse prevention and violence prevention in the home.
5. Creates a safe, positive environment where students are respected and the belief that “all can learn” is practiced.
6. Assists teachers align, interpret, and/or helps implement the PK-12 substance abuse prevention and violence abuse prevention education curriculum.
7. Facilitates and supports individual schools in the development and implementation of their needs assessments and school development plans for the Safe and Drug-Free Schools Project.
8. Oversees the implementation of the “Project Achieve” program.
9. Assists in evaluating substance abuse prevention and violence prevention methods and programs.
10. Plans, coordinates, and presents staff development programs on substance abuse prevention and violence prevention.
11. Provides assistance and instruction to students and teachers for a minimum of 180 contact hours per year.
12. Attends monthly meetings with the Safe and Drug-Free Schools Coordinator and attends all Safe and Drug-Free Schools advisory council meetings.
13. Performs other job related duties as assigned by the School Principal and/or the Safe and Drug-Free Schools Coordinator.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

EXCEPTIONAL STUDENT EDUCATION SCHOOL BASED LIAISON

EXCEPTIONAL STUDENT EDUCATION

52090

QUALIFICATIONS:

1. Bachelor's degree or higher degree from an accredited four-year college/university.
2. Florida certification in Exceptional Student Education and one additional subject area.
3. Experience as a teacher of students with disabilities.
4. Ability to communicate technical information in a clear and effective manner.
5. Knowledge of PK-12 Florida standards, assessment (to include alternate assessment) and accommodations for students with disabilities, demonstrates knowledge of ACCESS point instruction.

REPORTS TO:

Director of Exceptional Student Education.

The ESE Director assigns this position to a school for the duration of an academic year. This assignment will be reviewed on an annual basis and may be changed based on the needs of the school/student population.

JOB GOAL:

To coordinate educational placement and appropriate services for students with disabilities in the school to which they are assigned. The Liaison will serve as LEA (Local Education Agency) representative at staffing meetings and IEP (Individual Education

Plan) meetings to the assigned school(s) and will conduct staff development activities designed to ensure a free and appropriate public education for all students with disabilities. This position will also assist the School Administrator and Program Specialists in managing all ESE functions within the schools and will ensure compliance in all areas of ESE.

JOB DESCRIPTION – ESE SCHOOL BASED LIAISON – Page 2

PERFORMANCE RESPONSIBILITIES:

1. Adheres to the rules and regulations as prescribed by the State Board of Education Florida Statutes, the school board, and administrative procedures.
2. Schedules, facilitates and serves as district representative/ LEA representative at all annual IEP meetings, amendment meetings, re-evaluation determination meetings, and other staffing/IEP meetings as needed.
3. Ensures that all timelines designated by the federal and state regulations and district procedures are met. This includes annual IEP reviews and triennial re-evaluations.
4. Prepares, maintains, and submits accurate and complete records and reports as required by the State Board of Education Florida Statutes, school board, and administrative procedures including audit preparation, FTE counts, per period counts and other tasks as assigned by ESE Director.
5. Assists in upholding and enforcing school rules, administrative procedures, and board policies.
6. Assists schools in the completion of necessary documents for psychological testing.
7. Provides assistance to parents with support or information as needed.
8. Develops and promotes activities and provides Professional Development to support inclusive education and LRE at all times.
9. Acts as a resource to the school personnel and parents regarding ESE rules, regulations, compliance requirements, program needs, school responsibilities, positive behavioral supports, discipline concerns, functional behavior assessments, behavior intervention

plans, and other ESE related concerns including implementation of Individuals with Disabilities Education Act.

10. Assists with monitoring the staffing/placement process to assure that all necessary documents are in place prior to a student being staffed and/or identified as an exceptional student.
11. Provides and/or assists with crisis intervention services for ESE staff and students as necessary.

JOB DESCRIPTION – ESE SCHOOL BASED LIAISON – Page - 3

12. Collaborates effectively with all school based staff (school administration, counselors, related service providers, etc.) to ensure appropriate services are provided for SWDs in all settings within the school.
13. Mentors and demonstrates effective teaching strategies to teachers of ESE students.
14. Conducts articulation IEP meetings between appropriate schools for exceptional students.
15. Participates in the MTSS process when time permits, to provide suggestions for appropriate interventions.
16. Assists teachers with IEP development.
17. Ensures IEPs are implemented as written, to include: accommodations, minutes, LRE, goals and objectives, behavior interventions and all other areas.
18. Attends all district level meetings as required by ESE Director.
19. Monitors behavior and academic achievement data and utilizes problem-solving process to determine appropriate supports and interventions at all tiers.
20. Performs other job-related functions as may be assigned by the ESE Director.

PHYSICAL REQUIREMENTS:

ADA CHECKLIST TO IDENTIFY PHYSICAL/MENTAL REQUIREMENTS AND EQUIPMENT USED

- X Carrying
- X Grasping
- X Cleaning
- X Standing
- X Hearing
- X Squatting
- X Climbing
- X Reaching
- X Kneeling
- X Walking
- X Crawling
- X Pulling
- X Twisting
- X Pushing
- X Sitting
- X Vision
- X Bending
- X Stooping
- X Lifting, pushing, pulling up to 20 lbs.
- X Occasional Driving
- X Writing
- X Visual acuity and depth perception

Requires considerable skill, adeptness, dexterity, and speed in the use of the fingers, hands, or limbs in tasks involving close tolerances. Exposure to dust and noise. The position requires hearing and speaking.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

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CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

***GUIDANCE COUNSELOR (ELEMENTARY)
61231***

QUALIFICATIONS:

1. Master's degree or higher from an accredited four year college/university.
2. Meets Florida Department of Education certification requirements for Guidance and Counseling, Grades Pre-K through 12.
3. Three (3) years of successful teaching experience preferred.
4. Such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

REPORTS TO:

The principal or his/her designee

JOB GOAL:

To enhance students' educational and personal growth and development.

PERFORMANCE RESPONSIBILITIES:

1. Works with teachers and other staff members to familiarize them with the general range of services offered by the Student Services Department and to improve the educational prospects of individual students being counseled.
2. Consults with faculty, provides relevant background information on students, interprets academic test data, facilitates the appropriate educational placement of students, and recommends appropriate educational strategies for dealing with students with special needs.
3. Assists with the district and state testing programs.

JOB DESCRIPTION - GUIDANCE COUNSELOR (ELEMENTARY) Page 2

4. Acts as a facilitator of the parent-child relationship by providing short-term advising/counseling services and by conducting conferences for the purpose of interpreting tests and academic data.
5. Meets with parents of students when, in his/her professional judgment, such a meeting would be beneficial to the student.
6. Works with students on an individual basis in the solution of personal problems as they relate to success in the school environment.
7. Helps to identify and facilitate the development of special abilities of students.
8. Provides educational counseling to assist students to:
 - A. Understand the school and its environment.
 - B. Understand themselves in relation to others in the school environment.
 - C. Understand their learning progress in relation to their abilities and limitations.
 - D. Understand themselves in relation to educational and vocational goals, opportunities and requirements.
9. Conducts classroom guidance activities which are in accordance with developmental needs of students.
10. Assists the Intervention Assistance Team with the identification and placement of students at risk or with special needs.
11. Assists in the referral and placement process for special and exceptional student programs.
12. Assists students who are experiencing attendance difficulties through counseling and referral to appropriate resources.
13. Assists students in making smooth transitions from one grade or program to another.
14. Assists in the registration of students new to the school and orients them to school procedures and to the school's varied opportunities for learning.
15. Performs other job-related functions as may be assigned.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**GUIDANCE COUNSELOR (HIGH SCHOOL)
61233**

QUALIFICATIONS:

1. Master's degree or higher from an accredited four-year college/university.
2. Meets Florida Department of Education certification requirements for Guidance and Counseling, Grades Pre-K through 12.
3. Three (3) years of successful teaching experience preferred.
4. Such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

REPORTS TO:

The principal or his/her designee.

JOB GOAL:

To enhance students' educational and personal growth and development.

PERFORMANCE RESPONSIBILITIES:

1. Interprets the guidance program to the students, parents, and community.
2. Maintains an ongoing dialogue with secondary school administrators, other guidance counselors, teachers, and support services personnel regarding programs and services.
3. Consults with faculty, administration, and parents regarding relevant background information of students; interprets academic test data; facilitates the appropriate educational placement of students; and recommends appropriate educational strategies for dealing with students with special needs.
4. Acts as a facilitator of the parent-child relationship by providing advising/counseling services and by conducting conferences for the purpose of interpreting tests and academic data.

JOB DESCRIPTION - GUIDANCE COUNSELOR (HIGH SCHOOL) - Page 2

5. Works with the occupational specialist to obtain, maintain, and disseminate information related to occupations, financial aid and scholarships, post- secondary education, and military and job opportunities to students, classes, and parents.
6. Provides individual, classroom, and group counseling for students relating to personal and social concerns, as well as career and education planning.
7. Evaluates and interprets records of students while maintaining confidentiality.
8. Provides academic advisement and scheduling on an individual student basis.
9. Assists with the district and state testing programs.
10. Plans cooperatively with county-level personnel to implement district-wide programs and objectives.
11. Performs other job-related functions as may be assigned.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**GUIDANCE COUNSELOR (MIDDLE)
61232**

QUALIFICATIONS:

1. Master's degree or higher from an accredited four-year college/university.
2. Meets Florida Department of Education certification requirements for Guidance and Counseling, Grades Pre-K through 12.
3. Three (3) years of successful teaching experience preferred.
4. Such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

REPORTS TO:

The principal or his/her designee.

JOB GOAL:

To enhance students' educational and personal growth and development.

PERFORMANCE RESPONSIBILITIES:

1. Communicates with school administrators, teachers, student service personnel, Exceptional Student Education personnel, and others regarding programs and services to improve the educational opportunities of students.
2. Registers, schedules, and orients new students to school procedures and to the school's varied opportunities for learning.
3. Interprets the school's objectives to students, parents, and the community.
4. Meets with parents and/or teachers.
5. Conducts individual and group counseling sessions as necessary.

JOB DESCRIPTION - GUIDANCE COUNSELOR (MIDDLE) - Page 2

6. Conducts classroom guidance activities which are in accordance with the developmental needs of students.
7. Directs and encourages student participation in school and community activities.
8. Assists in facilitation of career education.
9. Maintains cumulative and confidential student records.
10. Evaluates records of new and transferred students.
11. Identifies students for promotion, retention, summer school, and administrative placement in accordance with Charlotte County Pupil Progression Plan.
12. Serves as liaison between school and community agencies in conjunction with the school social worker.
13. Assists in identification of students with special needs and participates in child study team meetings, psychological referrals, staffings, and subsequent student placements.
14. Identifies and places students in the English as a Second Language (ESOL) program.
15. Identifies, places, and monitors students in the alternative academic programs.
16. Coordinates registration, orientation, and transition from elementary to middle grades and from middle grades to senior high school.
17. Assists with the district and state testing programs.
18. Coordinates and interprets district and state testing programs to students, teachers, and parents.
19. Performs other job-related functions as may be assigned.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**JOB PLACEMENT SPECIALIST
EXCEPTIONAL STUDENT EDUCATION
52022**

QUALIFICATIONS:

1. Bachelor's degree or higher degree from an accredited four-year college/university.
2. Holds valid Florida/District Teacher certification or equivalent.
3. Experience with secondary exceptional students.
4. Such alternatives to the above qualifications as the superintendent may find appropriate and acceptable.

REPORTS TO:

Director of Exceptional Student Education

JOB GOAL:

Promote the educational & vocational development of exceptional students as they prepare for transition from school to post school activities.

PERFORMANCE RESPONSIBILITIES:

1. Maintains a valid Florida Teaching Certificate or appropriate certification.
2. Adheres to the rules and regulations as prescribed by the State Board of Education Florida Statutes, the school board, and administrative procedures.
3. Prepares, maintains, and submits accurate and complete records and reports as required by the State Board of Education, school board, and administrative procedures.
4. Assists in upholding and enforcing school rules, administrative procedures, and board policies.

***JOB DESCRIPTION - JOB PLACEMENT SPECIALIST - EXCEPTIONAL STUDENT
EDUCATION - Page 2***

5. Identifies procedures for assessing vocational aptitudes and interests.
6. Establishes and monitors linkages with county vocational agencies.
7. Works with community businesses to identify and develops job training sites.
8. Assesses vocational abilities of exceptional students in assigned schools.
9. Provides career awareness activities for exceptional students at assigned schools.
10. Provides student with information regarding local job opportunities.
11. Provides students with necessary training and information regarding employability skills and strategies for getting a job.
12. Assists eligible ESE students in procuring employment through local companies and agencies.
13. Coordinates work-study transportation.
14. Maintains regular contact with and receives evaluations from employers regarding students' work habits, timeliness, suitability for employment, etc.
15. Develops brochures, information sheets for distribution to the public regarding Charlotte County Job Training Programs.
16. Serves as a resource to ESE and basic education programs serving ESE secondary students.
17. Attends appropriate staffings, IEP Reviews and department meetings.
18. Performs other job-related functions as may be assigned.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

LEAD TEACHER

64012

QUALIFICATIONS:

1. Master's degree and/or completion of Charlotte Academy of Professional Educators (CAPE) Tier II preferred
2. CC/PSC status
3. Five (5) years teaching experience (CCPS)
4. Clinical Ed Training
5. Three (3) years experience as peer coach or other mentoring experience
6. Working knowledge of New Educator Training program requirements
7. Proven ability to provide professional development in Accomplished Practices
8. Accomplished in the use of listening techniques, reflective questioning, collaborative planning, reflection and the use of case studies

REPORTS TO:

Principal

JOB GOAL:

Student Success for All

PERFORMANCE RESPONSIBILITIES:

1. Provides collegial and technical support to program participants and peer coaches.
2. Serves as the official coaching liaison between school and district.

JOB DESCRIPTION – LEAD TEACHER - Page 2

3. Serves as “lead learner” to peer coaches (Professional Learning Community).
4. Provides and coordinates professional development for all coaches.
5. Takes responsibility for site NET and Coaching, Assisting & Supporting Teachers (CAST) programs including the review of NET portfolios with the peer coach and NET teachers.
6. Facilitates the use of data for increased student achievement.
7. Involved with the implementation and monitoring of the School’s Student Success Plan.
8. Attends PPC meetings.
9. Takes an active role in the development and implementation of the school SSP.
10. Serves as professional development contact for school.
11. Coordinates the needed resources for coaching and professional development.
12. Models effective instruction.
13. Conducts evaluations of the effects of peer coaching and CAST programs.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**LIAISON TEACHER
EXCEPTIONAL STUDENT EDUCATION**

52090

QUALIFICATIONS:

1. Bachelor's degree or higher degree from an accredited four-year college/university.
2. Holds valid Florida certification or equivalent in an Exceptional Student Education area.
3. ESE teaching experience preferred.
4. Such alternatives to the above qualifications as the superintendent may find appropriate and acceptable.

REPORTS TO:

Director of Exceptional Student Education

JOB GOAL:

Promote the educational development of students by serving as a liaison teacher with regular staff members with regard to mainstreamed ESE students.

PERFORMANCE RESPONSIBILITIES:

1. Maintains a valid Florida Teaching Certificate or appropriate certification.
2. Adheres to the rules and regulations as prescribed by the State Board of Education Florida Statutes, the school board, and administrative procedures.
3. Prepares, maintains, and submits accurate and complete records and reports as required by the State Board of Education Florida Statutes, school board, and administrative procedures.
4. Assists in upholding and enforcing school rules, administrative procedures, and board policies.

***JOB DESCRIPTION - LIAISON TEACHER - EXCEPTIONAL STUDENT EDUCATION -
Page 2***

5. Fulfills the terms of the written contract, unless released from the contract by the school board.
6. Assists schools in the completion of necessary documents for psychological testing.
7. Provides assistance to parents with support or information as needed.
8. Assists Exceptional Student Education and basic education teachers in the mainstream process, modifications.
9. Serves as the direct link with the ESE office.
10. Serves as district representative at all individual school ESE staffings.
11. Assists regular classroom teachers in implementing appropriate interventions for students being considered for the Intervention Assistance Team referral and to maintain students which have been mainstreamed into regular classes.
12. Monitors the staffing/placement process to assure that all necessary documentation are in place prior to a student being staffed and/or identified as an exceptional student will act as Director designee for in-school staffing, i.e., IEP reviews, re-evaluation meetings, scheduled meeting with guidance, etc.
13. Provides crisis intervention services for ESE staff and students as necessary.
14. Assists the Guidance Department in scheduling changes where needed for ESE students, i.e., MIS, data entry, Survey 9, FTE, etc.
15. Assists in providing classroom observations for students being considered for ESE placement.
16. Conducts articulation between appropriate schools for exceptional students.
17. Participates on Intervention Assistance Team meetings to provide suggestions for appropriate interventions.
18. Conducts suspension staffing/IEP meeting as LEA representative (must sign as LEA designee for Director); provides proper notices, includes full staffing/IEP Committee.
19. Ensures IEP Implemented as written, i.e., hours, minutes, LRE.

***JOB DESCRIPTION - LIAISON TEACHER - EXCEPTIONAL STUDENT EDUCATION -
Page 3***

20. Monitors school-based procedures, assisting ESE department with maintenance of confidential files.
21. Performs other job-related functions as may be assigned.

**CHARLOTTE COUNTY PUBLIC SCHOOLS
JOB DESCRIPTION
LITERACY COACH / ELEMENTARY
*TEACHER ON SPECIAL ASSIGNMENT**

****Filling of the position is dependent upon continued referendum funding.
The assignment of a coach at a school is determined on an annual basis and is data driven.
64021**

QUALIFICATIONS:

1. Bachelor's degree required, Masters preferred.*
2. Teacher certification in reading or reading endorsement required or commitment to actively pursue and acquire.
3. Experience of five (5) or more years of successful elementary teaching.
4. Endorsement in ESOL preferred.*
5. Certification in clinical education, or commitment to actively pursue and acquire, is required.
6. Experience in instructional coaching (three or more years) preferred.*
7. Ability to provide professional development preferred.*
8. Skills: excellent communication skills: facilitation, collaboration, and listening. Time management and organizational skills. Flexibility. Synthesizing and distribution of information. Technology knowledge and skills. Data analysis skills.

*Such alternatives/additions to the above qualifications as the Superintendent may find appropriate and acceptable

REPORTS TO:

Principal. Evaluation is completed by the principal and is subject to review by Learning Department leaders.

JOB GOAL:

To serve as a school-based resource for ongoing, consistent professional development, progress monitoring, and student data analysis leading to improvements in literacy instruction and achievement. Coaches work

JOB DESCRIPTION – LITERACY COACH/ELEMENTARY – Page 2

collaboratively with the Division of Learning, classroom teachers, and the school's principal or designee to design and implement a research-based, quality program of curriculum and instruction that aligns to Florida's adopted standards

in reading and writing and meets the needs of all students. They provide non-evaluative and supportive coaching and other professional development support both in and outside of the classroom that enables teachers to think reflectively about improving student learning and to implement various instructional practices.

PERFORMANCE RESPONSIBILITIES:

1. Assists elementary teachers to align, interpret, implement, and assess the K-5 reading, writing, and language arts program, instructional materials, and other support resources.
2. Assists in establishing, evaluating, and implementing progress monitoring procedures and guidelines.
3. Provides training and support to assist elementary teachers with the implementation of direct, explicit, systematic and multisensory approaches to instruction in the teaching of evidence-based reading and writing strategies.
4. Models successful teaching practices at the classroom level, with a concentration on differentiation in reading, writing and language arts instruction to meet the educational needs of all students.
5. Provides professional development and assists elementary teachers in screening, diagnosing, and progress monitoring of student learning (including assistance to teachers with new students).
6. Provides professional development and assists elementary teachers in utilizing student achievement data to meet the educational needs of a diverse population of students within the subgroups of Economically Disadvantaged, Students with Disabilities, English Language Learners, and major racial and ethnic groups.
7. Provides professional development and assists elementary teachers in implementing immediate, intensive, intervention (iii) for struggling and at-risk readers.
8. Assists elementary teachers in incorporating critical thinking, study skills, and reading skill instruction across all curricular areas.

JOB DESCRIPTION – LITERACY COACH/ELEMENTARY – Page 3

9. Assists elementary teachers in the utilization of the district's ELA/Reading Curriculum Maps, Pacing Guides, The K-12 Comprehensive Reading Plan, and other district instructional practices.

10. Works with the Division of Learning and Elementary School Principals to analyze instructional programs and materials to ensure that English Language Arts/Reading courses are aligned with state and national standards.
11. Partners with the Psychometrician and the Curriculum and Instruction Specialist to provide assistance to teachers in analyzing district and school-wide data to make the most effective decisions for reading, writing, and language arts instruction.
12. Attends and participates in both district and state sponsored training and professional development in literacy/reading coaching.
13. Serves as a school-based and/or district-based committee member of the instructional materials adoption process to review and select textbooks, technology, and other language arts and reading instructional materials for grades K-5.
14. Researches, prepares materials, and identify resources for use by the district, schools, and teachers (e.g. teaching strategies, assessment of reading skills, and interpretation and use of assessment results, etc.).
15. Researches and provides information and guidance regarding a range of effective and innovative reading practices through various activities such as: individual discussions, coaching sessions, model lessons with pre- and post-discussion/analysis, study groups, lesson studies, instructional rounds, staff meetings, and other professional learning opportunities.
16. Participates in collaborative meetings (department meetings, data days, professional learning communities, district learning communities) to assist in the analysis and utilization of assessment data to improve the focus of instructional planning for student achievement.
17. Meets regularly with the principal and/or designee to review benchmarks, established data points, and student progress towards identified instructional goals.

JOB DESCRIPTION – LITERACY COACH/ELEMENTARY – Page 4

18. Meets regularly with other district cadre coaches and Division of Learning team members as determined.

19. Performs other duties as the Superintendent (or designee) may find appropriate and acceptable.

PHYSICAL REQUIREMENTS:

ADA CHECKLIST TO IDENTIFY PHYSICAL/MENTAL REQUIREMENTS AND EQUIPMENT USED

X	Carrying	X	Grasping	Cleaning	X	Standing	X	Hearing
	Squatting		Climbing	X Reaching		Kneeling	X	Walking
	Crawling	X	Pulling	X Twisting	X	Pushing	X	Sitting
X	Vision	X	Bending	X Stooping	X	Lifting, pushing, pulling up to 10 lbs. frequently and up to 20 lbs. occasionally	X	Occasional Driving
X	Writing	X	Visual acuity and depth perception					

Requires considerable skill, adeptness, dexterity, and speed in the use of the fingers, hands, or limbs in tasks involving close tolerances. The position may include exposure to dust and noise. The position requires hearing and speaking.

JOB DESCRIPTION – LITERACY COACH/ELEMENTARY – Page 5

AMERICANS WITH DISABILITIES ACT COMPLIANCE

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SCHOOL BOARD APPROVED 4/16/19

**CHARLOTTE COUNTY PUBLIC SCHOOLS
JOB DESCRIPTION
LITERACY COACH / SECONDARY
*TEACHER ON SPECIAL ASSIGNMENT**

****Filling of the position is dependent upon continued referendum funding.
The assignment of a coach at a school is determined on an annual basis and is data driven.
Middle - 64022, High - 64023**

QUALIFICATIONS:

9. Bachelor's degree required, Masters preferred.*
10. Florida certified for grades 6-12 English.
11. Teacher certification in reading or reading endorsement, or commitment to actively pursue and acquire, is required.
12. Experience of five (5) or more years of successful teaching in middle and/or high school in English Language Arts or reading instruction required.
13. Endorsement in ESOL preferred.*
14. Certification in clinical education, or commitment to actively pursue and acquire, is required.
15. Experience in instructional coaching (three or more years) preferred.*
16. Ability to provide professional development preferred.*
17. Skills: excellent communication skills: facilitation, collaboration, and listening. Time management and organizational skills. Flexibility. Synthesizing and distribution of information. Technology knowledge and skills. Data analysis skills.

*Such alternatives/additions to the above qualifications as the Superintendent may find appropriate and acceptable.

REPORTS TO:

Principal. Evaluation is completed by the principal and is subject to review by Learning Department leaders.

JOB DESCRIPTION – LITERACY COACH/SECONDARY – Page 2

JOB GOAL:

To serve as a school-based resource for ongoing, consistent professional development, progress monitoring, and student data analysis leading to improvements in literacy instruction and achievement. Coaches work collaboratively with the Division of Learning, classroom teachers, and the school's principal or designee to design and implement a research-based, quality program of curriculum and instruction that aligns to Florida's adopted standards in reading and writing and meets the needs of all students. They provide non-evaluative and supportive coaching and other professional development support both in and outside of the classroom that enables teachers to think reflectively about improving student learning and implementing various instructional practices.

PERFORMANCE RESPONSIBILITIES:

20. Assists secondary teachers to align, interpret, implement, and assess the 6-12 reading, writing, and language arts program, instructional materials, and other support resources.
21. Assists in establishing, evaluating, and implementing progress monitoring procedures and guidelines.
22. Provides training and support to assist secondary teachers with the implementation of direct, explicit, systematic instruction in the teaching of evidence-based reading and writing strategies.
23. Models successful teaching practices at the classroom level, with a concentration on differentiation in reading, writing and language arts instruction to meet the educational needs of all students.
24. Provides professional development and assist secondary teachers in screening, diagnosing, and monitoring progress of student learning (including assistance to teachers with new students).
25. Provides professional development and assists secondary teachers in utilizing student achievement data to meet the educational needs of a diverse population of students within the subgroups of Economically Disadvantaged, Students with Disabilities, English Language Learners, and major racial and ethnic groups.

JOB DESCRIPTION – LITERACY COACH/SECONDARY – Page 3

26. Provides professional development and assists secondary teachers in implementing immediate, intensive, intervention (iii) for struggling and at-risk readers.

27. Assists secondary teachers in incorporating critical thinking, study skills, and reading skill instruction across all curricular areas.
28. Assists secondary teachers in the utilization of the district's ELA/Reading Curriculum Maps, Pacing Guides, The K-12 Comprehensive Reading Plan, and other district instructional practices.
29. Works with the Division of Learning and Secondary School Principals to analyze instructional programs and materials to ensure that English Language Arts/Reading courses align with state and national standards.
30. Partners with the Psychometrician and the Curriculum and Instruction Specialist to provide assistance to teachers in analyzing district and school-wide data to make the most effective decisions for reading, writing, and language arts instruction.
31. Attends and participates in both district and state sponsored training and professional development in literacy/reading coaching.
32. Serves as a school-based and/or district-based committee member in the instructional materials adoption process to review and select textbooks, technology, and other language arts and reading instructional materials for grades 6-12.
33. Researches, prepares materials, and identifies resources for use by the district, schools, and teachers (e.g. teaching strategies, assessment of reading skills, and interpretation and use of assessment results, etc.).
34. Researches and provides information and guidance regarding a range of effective and innovative reading practices through various activities such as: individual discussions, coaching sessions, model lessons with pre- and post-discussion/analysis, study groups, lesson studies, instructional rounds, staff meetings, and other professional learning opportunities.
35. Participates in collaborative meetings (department meetings, data days, professional learning communities, district learning communities, etc.) to assist in

JOB DESCRIPTION – LITERACY COACH/SECONDARY – Page 4

36. the analysis and utilization of assessment data to improve the focus of instructional planning for student achievement.

- 37. Meets regularly with the principal and/or designee to review benchmarks, established data points, and student progress towards identified instructional goals.
- 38. Meets regularly with other district cadre coaches and Division of Learning team members as determined.
- 39. Performs other duties as the Superintendent (or designee) may find appropriate and acceptable.

PHYSICAL REQUIREMENTS:

ADA CHECKLIST TO IDENTIFY PHYSICAL/MENTAL REQUIREMENTS AND EQUIPMENT USED

X	Carrying	X	Grasping	Cleaning	X	Standing	X	Hearing
	Squatting		Climbing	X Reaching		Kneeling	X	Walking
	Crawling	X	Pulling	X Twisting	X	Pushing	X	Sitting
X	Vision	X	Bending	X Stooping	X	Lifting, pushing, pulling up to 10 lbs. frequently and up to 20 lbs. occasionally	X	Occasional Driving
X	Writing	X	Visual acuity and depth perception					

JOB DESCRIPTION – LITERACY COACH/SECONDARY – Page 5

Requires considerable skill, adeptness, dexterity, and speed in the use of the fingers, hands, or limbs in tasks involving close tolerances. The position may include exposure to dust and noise. The position requires hearing and speaking.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

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SCHOOL BOARD APPROVED 4/16/19

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

MATH COACH / ELEMENTARY

***TEACHER ON SPECIAL ASSIGNMENT**

****Filling of the position is dependent upon continued referendum funding.**

The assignment of a coach at a school is determined on an annual basis and is data driven.

64024

QUALIFICATIONS:

18. Bachelor's degree required, Masters preferred.*
19. Experience of five (5) or more years of successful elementary teaching.
20. Endorsement in ESOL preferred.*
21. Certification in clinical education, or commitment to actively pursue and acquire, is required.
22. Experience in instructional coaching (three or more years) preferred.*
23. Ability to provide professional development preferred.*
24. Skills: excellent communication skills: facilitation, collaboration, and listening. Time management and organizational skills. Flexibility. Synthesizing and distribution of information. Technology knowledge and skills. Data analysis skills.

*Such alternatives/additions to the above qualifications as the Superintendent may find appropriate and acceptable

REPORTS TO:

Principal. Evaluation is completed by the principal and is subject to review by Learning Department leaders.

JOB GOAL:

To serve as a school-based resource for ongoing, consistent professional development, progress monitoring, and student data analysis leading to improvements in math instruction and achievement. Coaches work collaboratively with the Division of Learning, classroom teachers, and the school's principal or designee to design and implement a research-based, quality

JOB DESCRIPTION – MATH COACH/ELEMENTARY – Page 2

program of curriculum and instruction that align to Florida's adopted standards in mathematics and meets the needs of all students. They provide non-evaluative and supportive coaching and other professional development support both in and

outside of the classroom that enables teachers to think reflectively about improving student learning and implementing various instructional practices.

PERFORMANCE RESPONSIBILITIES:

40. Assists elementary teachers to align, interpret, implement, and assess the K-5 mathematics program, instructional materials, and other support resources.
41. Assists in establishing, evaluating, and implementing progress monitoring procedures and guidelines.
42. Provides training and support to assist elementary teachers with the implementation of evidenced-based mathematics strategies.
43. Models successful teaching practices at the classroom level, with a concentration on differentiation in mathematics instruction to meet the educational needs of all students.
44. Provides professional development and assists elementary teachers in screening, diagnosing, and progress monitoring of student learning (including assistance to teachers with new students).
45. Provides professional development and assists elementary teachers in utilizing student achievement data to meet the educational needs of a diverse population of students within the subgroups of Economically Disadvantaged, Students with Disabilities, English Language Learners, and major racial and ethnic groups.
46. Provides professional development and assists elementary teachers in implementing immediate, intensive, intervention (iii) for struggling and at-risk students in the study of mathematics.
47. Assists elementary teachers in incorporating critical thinking, study skills, and math skill instruction across all curricular areas, as applicable and necessary.

JOB DESCRIPTION – MATH COACH/ELEMENTARY – Page 3

48. Assists elementary teachers in the utilization of the district's Math Curriculum Maps, Pacing Guides, and other district instructional practices.
49. Works with the Division of Learning and Elementary School Principals to analyze instructional programs and materials to ensure that mathematics courses are aligned with state and national standards.

50. Partners with the Psychometrician and the Curriculum and Instruction Specialist and provide assistance to teachers in analyzing district and school-wide data to make the most effective decisions for mathematics instruction.
51. Attends and participates in both district and state sponsored training and professional development in math coaching.
52. Serves as a school-based and/or district-based committee member of the instructional materials adoption process to review and select textbooks, technology, and other mathematics instructional materials for grades K-5.
53. Researches, prepares materials, and identifies resources for use by the district, schools, and teachers (e.g. teaching strategies, assessment of math skills, and interpretation and use of assessment results, etc.).
54. Researches and provides information and guidance regarding a range of effective and innovative math practices through various activities such as: individual discussions, coaching sessions, model lessons with pre- and post-discussion/analysis, study groups, lesson studies, instructional rounds, staff meetings, and other professional learning opportunities.
55. Participates in collaborative meetings (department meetings, data days, professional learning communities, district learning communities) to assist in the analysis and utilization of assessment data to improve the focus of instructional planning for student achievement.
56. Meets regularly with the principal and/or designee to review benchmarks, established data points, and student progress towards identified instructional goals.
57. Meets regularly with other district cadre coaches and Division of Learning team members as determined.

JOB DESCRIPTION – MATH COACH/ELEMENTARY – Page 4

58. Performs other duties as the Superintendent (or designee) may find appropriate and acceptable

PHYSICAL REQUIREMENTS:

ADA CHECKLIST TO IDENTIFY PHYSICAL/MENTAL REQUIREMENTS

AND EQUIPMENT USED

X	Carrying	X	Grasping	Cleaning	X	Standing	X	Hearing
	Squatting		Climbing	X Reaching		Kneeling	X	Walking
	Crawling	X	Pulling	X Twisting	X	Pushing	X	Sitting
X	Vision	X	Bending	X Stooping	X	Lifting, pushing, pulling up to 10 lbs. frequently and up to 20 lbs. occasionally	X	Occasional Driving
X	Writing	X	Visual acuity and depth perception					

Requires considerable skill, adeptness, dexterity, and speed in the use of the fingers, hands, or limbs in tasks involving close tolerances. The position may include exposure to dust and noise. The position requires hearing and speaking.

JOB DESCRIPTION – MATH COACH/ELEMENTARY – Page 5

AMERICANS WITH DISABILITIES ACT COMPLIANCE

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SCHOOL BOARD APPROVED 4/16/19

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

MATH COACH / SECONDARY

***TEACHER ON SPECIAL ASSIGNMENT**

****Filling of the position is dependent upon continued referendum funding.**

The assignment of a coach at a school is determined on an annual basis and is data driven.

Middle – 64025, High - 64026

QUALIFICATIONS:

25. Bachelor's degree required, Masters preferred.*
26. Florida certified for grades 6-12 Mathematics.
27. Experience of five (5) or more years of successful teaching in middle and/or high school mathematics required.
28. Endorsement in ESOL preferred.*
29. Certification in clinical education, or commitment to actively pursue and acquire, is required.
30. Experience in instructional coaching (three or more years) preferred.*
31. Ability to provide professional development preferred.*
32. Skills: excellent communication skills: facilitation, collaboration, and listening. Time management and organizational skills. Flexibility. Synthesizing and distribution of information. Technology knowledge and skills. Data analysis skills.

*Such alternatives/additions to the above qualifications as the Superintendent may find appropriate and acceptable

REPORTS TO:

Principal. Evaluation is completed by the principal and is subject to review by Learning Department leaders.

JOB DESCRIPTION – MATH COACH/SECONDARY – Page 2

JOB GOAL:

To serve as a school-based resource for ongoing, consistent professional development, progress monitoring, and student data analysis leading to

improvements in math instruction and achievement. Coaches work collaboratively with the Division of Learning, classroom teachers, and the school's principal or designee to design and implement a research-based, quality program of curriculum and instruction that is aligned to Florida's adopted standards in mathematics and meets the needs of all students. They provide non-evaluative and supportive coaching and other professional development support both in and outside of the classroom that enables teachers to think reflectively about improving student learning and implementing various instructional practices.

PERFORMANCE RESPONSIBILITIES:

59. Assists secondary teachers to align, interpret, implement, and assess the 6-12 mathematics program, instructional materials, and other support resources.
60. Assists in-establishing, evaluating, and implementing progress monitoring procedures and guidelines.
61. Provides training and support to assist secondary teachers with the implementation of evidence-based mathematics strategies.
62. Models successful teaching practices at the classroom level, with a concentration on differentiation in mathematics instruction to meet the educational needs of all students.
63. Provides professional development and assists secondary teachers in screening, diagnosing, and monitoring progress of student learning (including assistance to teachers with new students).
64. Provides professional development and assists secondary teachers in utilizing student achievement data to meet the educational needs of a diverse population of students within the subgroups of Economically Disadvantaged, Students with Disabilities, English Language Learners, and major racial and ethnic groups.
65. Provides professional development and assists secondary teachers in implementing immediate, intensive, intervention (iii) for struggling and at-risk students in the study of mathematics.

JOB DESCRIPTION – MATH COACH/SECONDARY – Page 3

66. Assists secondary teachers in incorporating critical thinking, study skills, and math skill instruction across all curricular areas, as applicable and necessary.
67. Assists secondary teachers in the utilization of the district's Math Curriculum Maps, Pacing Guides, and other district instructional practices.

68. Works with the Division of Learning and Secondary School Principals to analyze instructional programs and materials to ensure that mathematics courses align with state and national standards.
69. Partners with the Psychometrician and the Curriculum and Instruction Specialist to provide assistance to teachers in analyzing district and school-wide data to make the most effective decisions for mathematics instruction.
70. Attends and participates in both district and state sponsored training and professional development in math coaching.
71. Serves as a school-based and/or district-based committee member of the instructional materials adoption process to review and select textbooks, technology, and other mathematics instructional materials for grades 6-12.
72. Researches, prepares materials, and identifies resources for use by the district, schools, and teachers (e.g. teaching strategies, assessment of math skills, and interpretation and use of assessment results, etc.).
73. Researches and provides information and guidance regarding a range of effective and innovative math practices through various activities such as: individual discussions, coaching sessions, model lessons with pre- and post- discussion/analysis, study groups, lesson studies, instructional rounds, staff meetings, and other professional learning opportunities.
74. Participates in collaborative meetings (department meetings, data days, professional learning communities, district learning communities) to assist in the analysis and utilization of assessment data to improve the focus of instructional planning for student achievement.
75. Meets regularly with the principal and/or designee to review benchmarks, established data points, and student progress towards identified instructional goals.
76. Meets regularly with other district cadre coaches and Division of Learning team members as determined.

JOB DESCRIPTION – MATH COACH/SECONDARY – Page 4

77. Performs other duties as the Superintendent (or designee) may find appropriate and acceptable

PHYSICAL REQUIREMENTS:

ADA CHECKLIST TO IDENTIFY PHYSICAL/MENTAL REQUIREMENTS AND EQUIPMENT USED

X	Carrying	X	Grasping	Cleaning	X	Standing	X	Hearing
	Squatting		Climbing	X Reaching		Kneeling	X	Walking
	Crawling	X	Pulling	X Twisting	X	Pushing	X	Sitting
X	Vision	X	Bending	X Stooping	X	Lifting, pushing, pulling up to 10 lbs. frequently and up to 20 lbs. occasionally	X	Occasional Driving
X	Writing	X	Visual acuity and depth perception					

Requires considerable skill, adeptness, dexterity, and speed in the use of the fingers, hands, or limbs in tasks involving close tolerances. The position may include exposure to dust and noise. The position requires hearing and speaking.

JOB DESCRIPTION – MATH COACH/SECONDARY – Page 5

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SCHOOL BOARD APPROVED 4/16/19

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

MEDIA SPECIALIST
Elementary School - 62030
Middle School - 62031
High School – 62032

QUALIFICATIONS:

1. Bachelor's degree from an accredited four year college/university.
 2. * Master's degree from a program accredited by the American Library Association, or from a program in library and information studies preferred.
 3. Valid Florida teacher certification in Educational Media Specialist or equivalent.
 4. * Completion of a teacher preparation program preferred
- * Such alternatives to the above preferred qualifications as the Superintendent may find appropriate and acceptable.

REPORTS TO:

Director in the Learning Division for the appropriate level

JOB GOAL:

Utilizes leadership and expertise to provide a school library program (SLP) aligned with the mission, goals, and objectives of the school and the school district; collaborates with classroom teachers and school leadership to design, implement, and/or enhance lessons and units of instruction; provides equitable access to information; establishes an environment that encourages students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.

PERFORMANCE RESPONSIBILITIES:

1. Creates an inviting, safe, and flexible environment conducive to active and participatory learning, resource-based instructional practices, and collaboration with teaching staff

2. Adheres to the rules and regulations as prescribed by the State Board of Education Florida Statutes, the school board, and administrative procedures
3. Prepares, maintains, and submits accurate and complete inventories, records and reports as required by the State Board of Education Florida Statutes, school board, and administrative procedures
4. Shares with the learning community collaboratively developed and up-to-date procedures concerning such issues as materials selection, circulation, reconsideration of materials, copyright, privacy, and acceptable use of resources
5. Encourages the use of instructional technology to engage students and to improve learning and provides 24/7 access to digital information resources for the learning community
6. Collects and analyzes data to improve media services and to demonstrate correlations between the school library program and student achievement
7. Participates in school improvement and accreditation activities
8. Participates in the implementation of collaboratively planned learning experiences by providing group and individual instruction, assessing student progress, and evaluating activities
9. Collaborates with stakeholders to develop curricula that incorporate the full range of literacy skills
10. Prepares and administers the school library program budget to support specific program goals
11. Establishes processes and procedures for selection, acquisition, circulation, resource sharing, networking with other libraries and agencies, etc. that assure appropriate resources are available when needed
12. Develops and maintains a collection of resources appropriate to the curriculum, the learners, and the teaching styles and instructional strategies used within the school community, in accordance with district policy and rules and regulations regarding copyright infringement, fair use, and licensing of intellectual property
13. Evaluates, promotes, and uses existing and emerging technologies to support teaching and learning, supplement school resources, connect the school with the global learning, and communicate with students and teachers, and other stakeholders

JOB DESCRIPTION – MEDIA SPECIALIST - Page 3

14. Provides learning opportunities for students and staff related to new technologies, use and production of variety of media, and applicable laws and policies regarding information
15. Trains, utilizes and oversees media aides, volunteers and student assistants in the media center
16. Performs other job-related functions as may be assigned

SCHOOL BOARD APPROVED 8/13/2013

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

OCCUPATIONAL SPECIALIST

61238

QUALIFICATIONS:

1. Hold Florida certification as an Occupational Specialist or is eligible for Florida certification as an Occupational Specialist.
2. Occupational experience outside of education.
3. Three years experience in vocational education preferred.
4. Ability to effectively communicate with local businesses, industry and skilled trades.
5. Such alternatives to the above qualifications as the superintendent may find appropriate and acceptable.

REPORTS TO:

Principal

JOB GOAL:

To assist each program graduate in obtaining employment in his/her area of training and to maintain accurate follow-up data on each individual as required by law.

PERFORMANCE RESPONSIBILITIES:

1. Maintains and makes available to students, data for educational and career planning.
2. Assists students in preparing application forms.
3. Supplies information about former students to other schools, training institutions and prospective employers on request, as prescribed by School Board policy.

JOB DESCRIPTION - OCCUPATIONAL SPECIALIST - Page 2

4. Monitors and provides data regarding placement and follow-up of early school leavers and graduates.
5. Provides occupational information to prospective post-secondary students and other interested persons.
6. Assists in locating and obtaining educational assistance form various agencies such as Vocational Rehabilitation, Social Security, service organizations, etc.
7. Assists in recruiting students for vocational programs.
8. Conducts vocational department tours.
9. Assists in testing.
10. Assists in student orientation.
11. Disseminates information on how students may obtain their high school diploma.
12. Maintains an active involvement with all advisory committees.
13. Maintains files of employers and employment opportunities.
14. Maintains records of placement results.
15. Assists in all student personnel functions.
16. Coordinates all cooperative education programs.
17. Assists with placement of students in related training areas.
18. Arranges for individual or group interviews with business or industrial firms.
19. Arranges for visitations to businesses and industries.
20. Perform other job related functions as may be assigned.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**PERFORMING ARTS THEATER TEACHER
51013**

QUALIFICATIONS:

1. Bachelor's Degree or higher from an accredited four year college or university.
2. A minimum of 2 years experience in sound, production or theatre.
3. A valid Florida teacher certification or equivalent.
4. Must be willing to work a flexible schedule to include early mornings, late evenings and weekends.

REPORTS TO:

Principal

JOB GOAL:

To enable all students to succeed in school and graduate with the skills, knowledge and attitudes to be successful workers and responsible citizens.

To coordinate all programs at the Charlotte Performing Arts Center (CPAC).

To provide coordination between the Charlotte County Public Schools and the community in the use of CPAC.

RESPONSIBILITIES:

1. Cooperates with Curriculum Specialist for fine arts for scheduling children's theatre programs.
2. Teaches Stagecraft (including sound, lighting, and staging) classes.

JOB DESCRIPTION TEACHER / PERFORMING ARTS THEATER – Page 2

3. Provides and coordinates community/school weekly, monthly and annual performance calendars for the center.
4. Acts as a liaison between the CCPS district and/or community users of the CPAC in all matters of scheduling and use.
5. Serves as advisor and special consultant for community groups wishing to use the CPAC.
6. Works to develop a fine arts volunteer program for the facilities.
7. Works to draw public attention to the accomplishments of the students of Charlotte County via the fine arts programs.
8. Involves the community through volunteer programs such as ushers, concessions, and box office.
9. Provides a systematic exchange of fine arts education information and resources that reach all related professionals in the schools and community.
10. Develops the human and financial resources within the community to enhance the educational program for the students and the community programs.
11. Strengthens and provides fine arts programs activities at the center that are consistent with the total education philosophy of the district through the sharing of information and interacting with the public, media, administrators, state art agencies, and parents.
12. Provides supervision for the use of CPAC by outside organizations.
13. Maintains an inventory of program equipment.
14. Supervises the technical requirements for all events held in the theater and for all of the equipment used.
15. Assists in developing and maintaining a security plan for the facility.
16. Coordinates auditorium and stage setups to include light and sound systems, position of stage curtains and moveable walls, arranging for podiums, tables, chairs, risers, etc.
17. Performs other job-related duties as assigned by the principal.

School Board Approved 7/22/2008

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**PRE-K CURRICULUM / ESE STAFFING SPECIALIST
EXCEPTIONAL STUDENT EDUCATION
63010**

QUALIFICATIONS:

1. Bachelor's degree or higher degree from an accredited four-year college/university.
2. Holds valid Florida certification in one area of Exceptional Student Education (ESE); certificate in two areas of ESE preferred.
3. Three (3) or more years of teaching experience in exceptional education.
4. Knowledge of procedures and curriculum used in the general education program.
5. Knowledge of federal, state, and local regulations involved in assessment, placement, and programming of exceptional education students.
6. Experience in decision making in areas where problems of a sensitive nature often occur.
7. Knowledge of assessment procedures and instruments and ability to interpret test data preferred.
8. Such alternatives to the above qualifications as the superintendent may find appropriate and acceptable.

REPORTS TO:

Director of Exceptional Student Education

JOB GOAL:

Promote the educational development of students by participating in all staffings as a designee of the Director of Exceptional Student Education, assisting in the collection, recording and maintaining of required data for reporting and evaluation purposes and assisting as an exceptional student education resource person.

***JOB DESCRIPTION -- PRE-K CURRICULUM / ESE STAFFING SPECIALIST -
EXCEPTIONAL STUDENT EDUCATION – Page 2***

PERFORMANCE RESPONSIBILITIES:

1. Maintains a valid Florida Teaching Certificate or appropriate certification.
2. Adheres to the rules and regulations as prescribed by the State Board of Education Florida Statutes, the school board, and administrative procedures.
3. Prepares, maintains, and submits accurate and complete records and reports as required by the State Board of Education Florida Statutes, school board, and administrative procedures.
4. Assists in upholding and enforcing school rules, administrative procedures, and board policies.
5. Fulfills the terms of the written contract, unless released from the contract by the school board.
6. Schedules/chairs all educational planning conferences and staffings as the designee of the Coordinator of Exceptional Students.
7. Completes all forms required for exceptional student education according to district procedures/staffing procedures. Assists school personnel in the completion of I.E.P. and necessary forms.
8. Confers with school administrators, instructional personnel and parents regarding exceptional education policies and procedures.
9. Maintains ongoing membership rolls of students in all exceptional education classes and provides updated information (to the computer bank when fully implemented).
10. Assists school personnel in the maintenance of exceptional education student records and the preparation of said records for audit.
11. Assists in the planning and conducting of inservice components and other requested school-based activities relative to pre-referral through placement procedures, birth through five.
12. Serves as liaison between parents agencies and school personnel for interpretation of district, state and federal guidelines.
13. Performs duties/responsibilities as outlined in job description for ESE Staffing Specialist.

***JOB DESCRIPTION -- PRE-K CURRICULUM / ESE STAFFING SPECIALIST -
EXCEPTIONAL STUDENT EDUCATION – Page 3***

14. Knows current laws relative to Pre-K.
15. Coordinates Pre-K activities with all ESE personnel...Child-Find and Liaison.
16. Participates on Pre-K Interagency Council and other councils within District VIII.
17. Chairs Pre-K Core Team meetings.
18. Observes and provides suggestions to Pre-K teachers/aides.
19. Assists in needs assessment/development of grants.
20. Monitors/assists in the implementation of grant activities.
21. Provides for in-service day care providers and early intervention programs.
22. Distributes Pre-K information.
23. Performs other job-related functions as may be assigned.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**PROFESSIONAL DEVELOPMENT SPECIALIST
TEACHER ON SPECIAL ASSIGNMENT
63012**

QUALIFICATIONS:

1. Meets Florida teacher certification requirements in a recognized K-12 field
 2. * Master's degree preferred
 3. Minimum of five (5) years satisfactory teaching experience
 4. * Clinical Educator training preferred
 5. * Experience as a peer teacher preferred
- * Such alternatives to the above preferred qualifications as the Superintendent may find appropriate and acceptable

REPORTS TO:

Director of Professional Development Academy

JOB GOAL:

To assist the Director and Assistant Director in the implementation of district professional development programs

PERFORMANCE RESPONSIBILITIES:

1. Assists in the planning, delivery, follow-up, and evaluation of training programs
2. Provide coaching/mentoring to program participants
3. Models effective teaching practices at the classroom level
4. Coordinates and encourages teacher attendance and participation in professional development events

5. Assists in the design and implementation of web-based training programs

JOB DESCRIPTION - PROFESSIONAL DEVELOPMENT SPECIALIST - TSA - Page 2

6. Provides technical assistance to site-based leadership in the implementation of district training programs
7. Provides technical assistance to site-based peer/coaches in the implementation of district training programs
8. Maintains and organizes documentation of district training programs
9. Coordinate with other district trainers and training coordinators in the implementation of district training programs
10. Assist the director and assistant director in the review and evaluation of professional development products and programs
11. Develops reports, presentations, and data charts as directed
12. Acquires necessary certification for training programs as needed
13. Performs other duties as assigned by the Director and Assistant Director of Professional Development

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

READING and MATH COACH

QUALIFICATIONS:

1. Bachelor's degree; Master's degree preferred
2. Reading certification or endorsement required
3. Teacher certification in elementary education required
4. Elementary teaching experience – four years or more in K-5 preferred
5. Strong instructional background in teaching Math preferred

REPORTS TO:

Principal

JOB GOAL:

The Reading and Math Coach will serve as a school-based, K-5 resource for professional development, progress monitoring, and student data analysis leading to improvements in Math and Reading instruction and achievement. She/He will provide coaching while working directly with teachers, principals, and other staff members to best meet the needs of the students and school as directed by the principal.

PERFORMANCE RESPONSIBILITIES:

1. Assist K-5 teachers in implementing scientifically, research-based Reading and/or Math strategies, core materials, and other support resources.
2. Provide training and support to assist K-5 teachers with the implementation of direct, explicit, systematic instruction in the teaching of Reading and/or Math, including model lessons.

JOB DESCRIPTION – READING and MATH COACH – Page 2

3. Provide training and support to assist K-5 teachers with the implementation of differentiated learning strategies to meet the educational needs of all students.
4. To in-service and assist K-5 teachers in screening, diagnosing, and progress monitoring of student learning (including assistance to teachers with new students).
5. To in-service and assist K-5 teachers in utilizing student achievement data to meet the educational needs of a diverse population of students.
6. To in-service and assist K-5 teachers in implementing immediate, intensive, intervention (iii) for at-risk readers. (including assistance with the development of PMP strategies)
7. Assist K-5 teachers in incorporating critical thinking, study skills, and Reading and/or Math skill instruction across appropriate curricular areas.
8. Performs other duties as assigned by the Principal.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**READING COACH / SECONDARY
51042**

QUALIFICATIONS:

1. Bachelor's degree
- Graduate work or advanced training in reading/literacy preferred
- Teacher certification in reading, early childhood, or secondary education
- Secondary teaching experience (five or more years) in reading instruction preferred

REPORTS TO:

Director of Secondary Teaching and Learning

JOB GOAL:

Reading Coaches will serve as a school-based, secondary resource for professional development, progress monitoring, and student data analysis leading to improvements in reading instruction and achievement. They will provide coaching while working directly with teachers, principals, and other staff to best meet the needs of the students and school as directed by the principal.

PERFORMANCE RESPONSIBILITIES:

1. Assist secondary teachers in implementing scientific research-based reading strategies, core materials, and other support resources.
1. Provide training and support to assist secondary teachers with the implementation of direct, explicit, systematic instruction in the teaching of reading, including model lessons.
2. Provide training and support to assist secondary teachers with the implementation of differentiated learning strategies to meet the educational needs of all students.

JOB DESCRIPTION – READING COACH / SECONDARY – Page 2

3. To inservice and assist secondary teachers in screening, diagnosing, and progress monitoring of student learning (including assistance to teachers with new students).
4. To inservice and assist secondary teachers in utilizing student achievement data to meet the educational needs of a diverse population of students.
5. To inservice and assist secondary teachers in implementing immediate, intensive, intervention (iii) for at-risk readers (including assistance with the development of AIP strategies).
6. Assist secondary teachers in incorporating critical thinking, study skills, and reading skill instruction across all curricular areas.
7. Performs other duties as assigned by the Director of Secondary Teaching and Learning.

SCHOOL BOARD APPROVED 9/28/04

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**READING COACH
51042**

QUALIFICATIONS:

1. Bachelor's degree; Master's Degree preferred
6. Graduate work or advanced training in reading/literacy preferred
7. Teacher certification in reading, early childhood, or elementary education
8. Elementary teaching experience –with some previous experience in K-3 preferred

REPORTS TO:

Principal and Director of Elementary Teaching and Learning

JOB GOAL:

Reading Coaches will serve as a school-based, K-5 resource for professional development, progress monitoring, and student data analysis leading to improvements in reading instruction and achievement. They will provide coaching while working directly with teachers, principals, and other staff to best meet the needs of the students and school as directed by the principal.

PERFORMANCE RESPONSIBILITIES:

9. Assist K-5 teachers in implementing scientifically, research-based reading strategies, core materials, and other support resources.
10. Provide training and support to assist K-5 teachers with the implementation of direct, explicit, systematic instruction in the teaching of reading, including model lessons.
11. Provide training and support to assist K-5 teachers with the implementation of differentiated learning strategies to meet the educational needs of all students.

JOB DESCRIPTION – READING COACH – Page 2

12. To inservice and assist K-5 teachers in screening, diagnosing, and progress monitoring of student learning (including assistance to teachers with new students).
13. To inservice and assist K-5 teachers in utilizing student achievement data to meet the educational needs of a diverse population of students.
14. To inservice and assist K-5 teachers in implementing immediate, intensive, intervention (iii) for at-risk readers. (including assistance with the development of PMP strategies)
15. Assist K-5 teachers in incorporating critical thinking, study skills, and reading skill instruction across all curricular areas.
16. Performs other duties as assigned by the Principal.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**READING SPECIALIST
EXCEPTIONAL STUDENT EDUCATION
52029**

QUALIFICATIONS:

1. Bachelor's degree
9. Graduate work or advanced training in reading/literacy preferred
10. Teacher certification in reading, or elementary education preferred
11. Teaching experience – four years or more with some previous experience in K-3 preferred

REPORTS TO:

ESE Director

JOB GOAL:

Reading Coaches will serve as a resource for professional development, progress monitoring, and student data analysis leading to improvements in reading instruction and achievement. They will provide coaching while working directly with teachers, principals, and other staff to best meet the needs of the students.

PERFORMANCE RESPONSIBILITIES:

1. Assist teachers in implementing scientifically, research-based reading strategies, core materials, and other support resources.
2. Provide training and support to assist teachers with the implementation of direct, explicit, systematic instruction in the teaching of reading, including model lessons.
3. Provide training and support to assist teachers with the implementation of differentiated learning strategies to meet the educational needs of all students.

JOB DESCRIPTION –READING SPECIALIST - EXCEPTIONAL STUDENT EDUCATION
– Page 2

4. To inservice and assist teachers in screening, diagnosing, and progress monitoring of student learning (including assistance to teachers with new students).
5. To inservice and assist teachers in utilizing student achievement data to meet the educational needs of a diverse population of students.
6. To inservice and assist teachers in implementing immediate, intensive, intervention (iii) for at-risk readers. (including assistance with the development of AIP strategies)
7. Assist teachers in incorporating critical thinking, study skills, and reading skill instruction across all curricular areas.
8. Performs other duties as assigned by the ESE Director.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**SASIXP TRAINER FOR TECHNOLOGY AND INFORMATION SERVICES
TEACHER ON SPECIAL ASSIGNMENT
63012**

QUALIFICATIONS:

1. Bachelor's degree with an emphasis in instruction and/or technology; Master's preferred.
2. (a) Holds a valid Florida Teaching Certificate, or is Florida teacher certifiable; and has three (3) years prior experience in computer instruction and or data management preferred, or
(b) Is Charlotte County certifiable in a Non-Degreed Vocational area.
3. Experience in working with adults at all levels of expertise.
4. Such alternatives to the above qualifications as the Superintendent may find appropriate.

REPORTS TO:

Director of Information and Communication Systems

JOB GOAL:

To train teachers, staff, and administrators to successfully transfer to, implement, and fully utilize our new student information system. (SASIXP) To also provide training and support for other district technology initiatives.

PERFORMANCE RESPONSIBILITIES:

1. Hosts global trainings at the district office in the use of SASIXP.
2. Hosts individual trainings at the school sites to assist the schools in integrating SASIXP into their daily lives.
3. Maintains a district-wide help desk where teachers, staff, and administrators can call or email questions.
4. Produces training materials appropriate for all users of SASIXP.
5. Works as a liaison with NCS Pearson on updates to the SASIXP system.

JOB DESCRIPTION – SASIxp TRAINER FOR TECHNOLOGY INFORMATION SERVICE) - TEACHER ON SPECIAL ASSIGNMENT Page 2

6. Works as a liaison with the Florida Department of Education on changes to survey requirements with respect to the SASIxp system.
7. Maintains the district web page.
8. Offers training on other district software initiatives as time allows.
9. Works with the principals to target the training needs of their schools.
10. Provides a district training schedule that offers learning opportunities to all CCPS Staff.
11. Assists in meeting the training aspects of the District Technology Plan.
12. Designs and provides staff development models for training all instructional personnel in effective uses of technology.
13. Coordinates, conducts, and assists with on-site teacher training projects and inservice to schools.
14. Provides instructional guidance to district staff on technology issues dealing with curriculum, instruction, and assessment.
15. Keeps apprised of developing technologies, and uses this knowledge to keep the district at the forefront of technology utilization to enhance student performance.
16. Assists in grant writing projects to help acquire hardware and software for the district.
17. Implements new software improvements and directs the writing of procedures for training users.
18. Attends School Board meetings and prepare reports and presentations as required.
19. Reports regularly to the Director of Information and Communication Systems any developments or situations within the district requiring the Director's awareness.
20. Performs other functions as may be assigned by the Director of Information and Communication Systems.

SCHOOL BOARD APPROVED 07/23/02

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

SCHOOL SOCIAL WORKER

61131

Instructional Pay Scale

QUALIFICATIONS:

1. Master's degree in social work required.
2. License in Clinical Social Work (LCSW) preferred.* Candidates not holding the LCSW credential must obtain the license within three years of employment as a school social worker.
3. Certificate: holds a valid Florida Professional Educators Certification in social work or is certifiable.
4. Experience: minimum of three years in social work with social service agencies or school districts preferred.*

* Such alternatives to the above preferred qualifications as the superintendent may find appropriate and acceptable.

REPORTS TO:

Director of Student Intervention and Dropout Prevention Services.

JOB GOAL:

To promote academic success by providing a supportive environment that addresses the academic, social, and emotional needs of specifically targeted at-risk students.

PERFORMANCE RESPONSIBILITIES:

1. Collaborates with the school leadership team in formulating and coordinating services for student success.
2. Assists in the identification and placement process of students eligible for alternative programs.

JOB DESCRIPTION – SCHOOL SOCIAL WORKER – Page 2

3. Participates in school based threat assessment team meetings and assists with performing the duties of the team.
4. Provides support services for students and staff including individual and small group counseling; consultations; monitoring of student progress in the areas of academic achievement, attendance and behavior, referrals to other agencies and programs, and other services as needed and appropriate.
5. Maintains and monitors student performance data for informed decision-making, intervention plans and program evaluation.
6. Assists in the coordination of the Student Assistance Team and is a participating member of the team.
7. Provides case management services for students returning from alternative programs, hospitalizations, residential treatment and detention centers.
8. Provides attendance intervention services for students who are chronically absent or are habitually truant including filing truancy petitions for the State Attorney's office or referring CINS/FINS cases to Lutheran Services Florida.
9. Performs pre-expulsion summary investigations and pre-disposition reports (PDRs) for the Superintendent and School Board.
10. Provides district-wide crisis intervention services.
11. Administers risk assessments and threat assessments to evaluate suicidal and/or homicidal ideations and makes referrals as needed and appropriate.
12. Provides training and support to school staff in the areas of child abuse, suicide and crisis response to traumatic events, risk and threat assessments, mental health awareness, and other related areas as needed and appropriate.
13. Serves as the liaison between the schools and other social service agencies.
14. Conducts parent conferences and home visits to provide liaison services between the home and the school.

JOB DESCRIPTION – SCHOOL SOCIAL WORKER – Page 3

- 15. Provides support for families with economic challenges and the homeless education program, and makes referrals for any available financial assistance as appropriate.
- 16. Assists with the identification and implementation of student engagement programs such as Check & Connect.
- 17. Documents social work interventions and completes required forms as dictated by the district and state and maintains records and reports to meet all local and state guidelines.
- 18. Participates in professional development opportunities targeting the special needs of at-risk students and the profession of social work.
- 19. Participates in school- and district-level meetings as required and appropriate (school staff meetings, social work staff meetings, etc.)
- 20. Provides support and assistance to social worker interns and newly hired social workers, as well as those social workers pursuing clinical licensure.
- 21. Performs other job related duties as assigned by the Director of Intervention and Dropout Prevention Services.

PHYSICAL REQUIREMENTS:

ADA CHECKLIST TO IDENTIFY PHYSICAL/MENTAL REQUIREMENTS AND EQUIPMENT USED

X	Carrying	X	Grasping		Cleaning	X	Standing	X	Hearing
X	Squatting		Climbing	X	Reaching	X	Kneeling	X	Walking
	Crawling		Pulling	X	Twisting	X	Pushing	X	Sitting

JOB DESCRIPTION – SCHOOL SOCIAL WORKER – Page 4

X	Vision	X	Bending	X	Stooping	X	Lifting, pushing, pulling up to 10 lbs.	X	Occasional Driving
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		frequently and up to 20 lbs. occasionally
X Writing	X Visual acuity and depth perception	

Requires considerable skill, adeptness, dexterity, and speed in the use of the fingers, hands, or limbs in tasks involving close tolerances. The position may include exposure to dust and noise. The position requires hearing and speaking.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Charlotte County School Board is an Equal Opportunity Employer. ADA requires the School Board to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.

SCHOOL BOARD APPROVED 6/18/19

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

SPEECH & LANGUAGE PATHOLOGIST

52018

QUALIFICATIONS:

1. Master's degree or equivalent.
2. Must be eligible for Florida teaching certificate or licensure.
3. Such alternatives to the above qualifications as the Superintendent may find appropriate.

REPORTS TO:

Coordinator of Exceptional Student Education Programs

JOB GOAL:

To provide educationally relevant therapy to students diagnosed as speech and /or language impaired.

PERFORMANCE RESPONSIBILITIES:

1. Conduct speech/language screenings on kindergarten students, school-age students referred for ESE Programs, and other school-age students referred by teachers/parents.
2. Integrate therapy sessions into each student's curriculum.
3. Evaluate/diagnose students suspected of speech and/or language disorders.
4. Interpret to parents and the staff results of the speech and/or language evaluations.
5. Participate as a member of the school Intervention Assistance Team (IAT), as appropriate.
6. Participate as a member of the eligibility staffing committee for students evaluated in speech and/or language.

JOB DESCRIPTION – SPEECH & LANGUAGE PATHOLOGIST – Page 2

7. Participate in the development of Individual Education Plans (IEP's) for students needing speech and/or language services.
8. Provide appropriate treatment for students with disorders of language, articulation, fluency and voice.
9. Maintain progress data on enrolled students. Communicate progress to parents.
10. Conduct three-year re-evaluations for speech and/or language students.
11. Recommend dismissal of students from the speech and/or language program, when appropriate.
12. Assist with the transition of students from one level of school to another, (e.g. elementary to middle.)
13. Provide follow-up hearing screenings for students previously screened by school nurse.
14. Adhere to federal and state regulations and district Special Programs and Procedures (SPPs).
15. Keep records as required by federal and state regulations and district SPPs. This includes daily attendance and lesson plans.
16. Promote generalization of speech and/or language skills by working closely with teachers and parents.
17. Work collaboratively as a member of the school /district team, and serve as a resource to school-based personnel.
18. Implement national, state, and district goals for education.
19. Maintain applicable professional credentials.
20. Keep current in the field of speech/ language pathology.
21. Any additional duties as deemed appropriate by the Director or Coordinator of Exceptional Student Education.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**SPEECH & LANGUAGE STAFFING SPECIALIST
EXCEPTIONAL STUDENT EDUCATION
63010**

QUALIFICATIONS:

1. Bachelor's degree or higher degree from an accredited four-year college/university.
2. Holds valid Florida certification in Speech and Language.
3. Three (3) or more years of teaching experience in exceptional education.
4. Knowledge of procedures and curriculum used in the general education program.
5. Experience in decision making in areas where problems of a sensitive nature often occur.
6. Knowledge of federal, state, and local regulations involved in assessment, placement, and programming of exceptional education students.
7. Knowledge of assessment procedures and instruments and ability to interpret test data preferred.
8. Such alternatives to the above qualifications as the superintendent may find appropriate and acceptable.

REPORTS TO:

Director of Exceptional Student Education

JOB GOAL:

Promote the educational development of students by participating in all staffings as a designee of the Director of Exceptional Student Education, assisting in the collection, recording and maintaining of required data for reporting and evaluation purposes and assisting as an exceptional student education resource person.

***JOB DESCRIPTION — SPEECH & LANGUAGE STAFFING SPECIALIST –
EXCEPTIONAL STUDENT EDUCATION - Page 2***

PERFORMANCE RESPONSIBILITIES:

1. Maintains a valid Florida Teaching Certificate or appropriate certification.
2. Adheres to the rules and regulations as prescribed by the State Board of Education Florida Statutes, the school board, and administrative procedures.
3. Prepares, maintains, and submits accurate and complete records and reports as required by the State Board of Education Florida Statutes, school board, and administrative procedures.
4. Assists in upholding and enforcing school rules, administrative procedures, and board policies.
5. Maintains referrals and assists schools in the completion of necessary documents for speech/language testing.
6. Schedules/chairs all educational planning conferences and staffings as the designee of the Coordinator of Exceptional Students.
7. Completes all forms required for exceptional student education according to district procedures/staffing procedures. Assists school personnel in the completion of I.E.P. and necessary forms.
8. Confers with school administrators, instructional personnel and parents regarding exceptional education policies and procedures.
9. Maintains ongoing membership rolls of students in speech/language classes and provides updated information (to the computer bank when fully implemented).
10. Assists speech/language pathologists in the maintenance of exceptional education student records.
11. Assists in the planning and conducting of inservice components and other requested school-based activities relative to the speech/language program.
12. Serves as liaison between parents and school personnel for interpretation of district, state and federal guidelines.
13. Coordinates required hearing screenings for regular grade students and referrals for psychological evaluations for possible ESE placement.

***JOB DESCRIPTION -- SPEECH & LANGUAGE STAFFING SPECIALIST –
EXCEPTIONAL STUDENT EDUCATION - Page 3***

14. Coordinates and implements Language Screenings for referrals for psychological evaluations for possible ESE placement.
15. Coordinates staffings for speech/language pathologists.
16. Assists in the writing of Individual Education Plans (IEPs) with parents and discusses student's speech/language.
17. Monitors compliance with state rules and regulations.
18. Coordinates and monitors the speech/language instructional program.
19. Performs other job-related functions as may be assigned.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**STAFFING SPECIALIST
EXCEPTIONAL STUDENT EDUCATION
63010**

QUALIFICATIONS:

1. Bachelor's degree or higher degree from an accredited four year college/university.
2. Holds valid Florida certification in at least one area of Exceptional Student Education (ESE); certificate in two areas of ESE preferred.
3. Three (3) or more years of teaching experience in exceptional education.
4. Knowledge of procedures and curriculum used in the general education program.
5. Knowledge of federal, state, and local regulations involved in assessment, placement, and programming of exceptional education students.
6. Experience in decision making in areas where problems of a sensitive nature often occur.
7. Knowledge of assessment procedures and instruments and ability to interpret test data preferred.
8. Such alternatives to the above qualifications as the superintendent may find appropriate and acceptable.

REPORTS TO:

Director of Exceptional Student Education

JOB GOAL:

Promote the educational development of students by participating in all staffings as a designee of the Director of Exceptional Student Education, assisting in the collection, recording and maintaining of required data for reporting and evaluation purposes and assisting as an exceptional student education resource person.

***JOB DESCRIPTION - STAFFING SPECIALIST – EXCEPTIONAL STUDENT
EDUCATION – Page 2***

PERFORMANCE RESPONSIBILITIES:

1. Maintains a valid Florida Teaching Certificate or appropriate certification.
2. Adheres to the rules and regulations as prescribed by the State Board of Education Florida Statutes, the school board, and administrative procedures.
3. Prepares, maintains, and submits accurate and complete records and reports as required by the State Board of Education Florida Statutes, school board, and administrative procedures.
4. Assists in upholding and enforcing school rules, administrative procedures, and board policies.
5. Maintains referral logs and assists schools in the completion of necessary documents for psychological testing.
6. Schedules/chairs all educational planning conferences and staffings as the designee of the Director of Exceptional Students.
7. Completes all forms required for exceptional student education according to district procedures/staffing procedures. Assists school personnel in the completion of I.E.P. and necessary forms.
8. Confers with school administrators, instructional personnel and parents regarding exceptional education policies and procedures.
9. Maintains ongoing membership rolls of students in all exceptional education classes and provides updated data base information.
10. Assists school personnel in the maintenance of exceptional education student records and the preparation of said records for audit.
11. Assists in the planning and conducting of inservice components and other requested school-based activities relative to pre-referral through placement procedures, programs and delivery models.
12. Serves as liaison between parents and school personnel for interpretation of district, state, and federal guidelines.
13. Coordinates participants at complex staffings.

***JOB DESCRIPTION - STAFFING SPECIALIST – EXCEPTIONAL STUDENT
EDUCATION – Page 3***

14. Determines ESE Program eligibility at complex initials, complex re-evals and all transfer (temporary) staffings.
15. Commits resources as LEA representative for special needs, i.e., aides, assistive devices, augmentative communication equipment, OT/PT equipment, FM Systems, etc.
16. Interprets recommendations medical, mental health evaluations, etc., and incorporates recommendations, within Staffing Report.
17. Chairs, guides and, as necessary, redirects difficult and/or complex eligibility staffings/meetings and assists the IEP Team in LRE decisions.
18. Monitors Federal and State Compliance Requirements (i.e.) policies, procedures and forms in consistent, district-wide manner, LRE documentation.
19. Provides uniform district-wide leadership regarding teacher training, in-service development, formative evaluation activities, program evaluation.
20. Provides specific categorical expertise in-service regarding program development, curricula development, selective training in response to surveyed needs of teachers and parents. (Large group and technical assistance (1 to 1) in class especially for new and/or out-of-field staff).
21. Attends state/regional meetings in areas of expertise; present to district staff, committees and schools for uniform implementation.
22. Implements interagency collaborative efforts, SEDNET, LICC, Pre-K/Vocational Transition, FSPT, CRC, McHip/Represent-ESE Director at interagency meetings.
23. Performs other job-related functions as may be assigned.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**SUMMER SCHOOL - HIGH SCHOOL
CLASSROOM TEACHER - BASIC EDUCATION**

QUALIFICATIONS:

1. Bachelor's degree or higher from an accredited four-year college/university.
2. Valid Florida teacher certification or equivalent.
3. Has a minimum of 3 years teaching experience at the grade of subject area taught preferred.

REPORTS TO:

Designated summer school administrator

JOB GOAL:

To facilitate students in learning subject matter, concepts, and skills that will contribute to their development as mature, productive and responsible adults.

PERFORMANCE RESPONSIBILITIES:

1. Plans a program of study that meets the individual needs, interest, and abilities of all students.
2. Prepares and maintains lesson plans for classes assigned, and shows written evidence of preparation upon request of supervisor.
3. Employs a variety of instructional techniques .
4. Guides the learning process toward the achievement of curriculum goals, establishes clear objectives for all lessons, units, projects, etc., and communicates these objectives to students.
5. Uses appropriate instructional aids, materials and equipment when a available to present subject matter to the students.

***JOB DESCRIPTION - SUMMER SCHOOL - HIGH SCHOOL - CLASSROOM TEACHER -
BASIC EDUCATION - Page 2***

6. Evaluates students' progress on a regular basis.
7. Maintains a classroom environment which is safe, orderly, and conducive to effective learning and appropriate to the maturity and interests of all students.
8. Assists in upholding and enforcing school rules, administrative procedures, and board policies.
9. Works to establish and maintain open lines of communication with students and their parents.
10. Prepares, maintains, and submits accurate and complete records and reports as required by the State Board of Education Florida Statutes, school board, and administrative procedures.
11. Performs other job-related functions as may be assigned.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**SUMMER SCHOOL - MIDDLE SCHOOL
CLASSROOM TEACHER - BASIC EDUCATION**

QUALIFICATIONS:

1. Florida middle grades endorsement and/or secondary education as appropriate for assignment.
2. Successful middle grades teaching experience in Charlotte County at grade levels and/or programs being considered.

REPORTS TO:

Designated summer school administrator

JOB GOAL:

To create a flexible middle grades program and a classroom environment favorable to learning and personal growth; to establish effective rapport with pupils; to motivate pupils to develop skills, attitudes, and knowledge needed to provide a good foundation for learning; to establish good relationships with parents and other members of the staff and administration.

PERFORMANCE RESPONSIBILITIES:

1. Develops lesson plans and instructional materials and provides individualized and small group instruction to adapt the curriculum to the individual needs, interest, and abilities of the students.
2. Translates lesson plans into learning experiences to best utilize time for instruction.
3. Employs interdisciplinary units as deemed necessary.
4. Employs a variety of instructional techniques to meet the varied needs and capabilities of the students involved.

***JOB DESCRIPTION - SUMMER SCHOOL - MIDDLE SCHOOL CLASSROOM TEACHER
- BASIC EDUCATION – Page 2***

5. Establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
6. Creates a positive environment where “all students can learn” is practiced.
7. Evaluates students’ academic and social growth, keeps appropriate records.
8. Communicates with parents through conferences and other means to discuss pupil progress.
9. Supervises pupil activities in/out of the classroom during the assigned work day.

SCHOOL BOARD APPROVED 3/23/99

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**TEACHER OF THE GIFTED
EXCEPTIONAL STUDENT EDUCATION
52008**

QUALIFICATIONS:

1. Bachelor's degree or higher from an accredited four year college/university.
2. Valid Florida teacher certification and gifted endorsement.
3. Graduate work beyond the Bachelor's degree preferred.
4. Classroom teaching experience preferred.
5. Experience in the teaching of gifted students preferred.
6. Such alternatives to the above qualifications as the superintendent may find appropriate and acceptable.

REPORTS TO:

Principal

JOB GOAL:

Promote the educational development of students by providing and facilitating a specialized program which includes the following areas: social processes, critical appreciation, research methods, creative expression and scientific approach.

PERFORMANCE RESPONSIBILITIES:

1. Maintains a valid Florida Teaching Certificate or appropriate certification/endorsement in Gifted Education.
2. Adheres to the rules and regulations as prescribed by the State Board of Education Florida Statutes, the school board, and administrative procedures.
3. Prepares, maintains, and submits accurate and complete records and reports as required by the State Board of Education Florida Statutes, school board, and administrative procedures.

***JOB DESCRIPTION - TEACHER OF THE GIFTED – EXCEPTIONAL STUDENT
EDUCATION - Page 2***

4. Supports the school improvement plan.
5. Assists in upholding and enforcing school rules, administrative procedures, and board policies.
6. Maintains a classroom environment, which is safe, orderly, and conducive to effective learning and appropriate to the maturity and interests of all students.
7. Meets and instructs assigned classes in the locations and at the times designated.
8. Assists in designing the exceptional student education gifted program so that it is consistent with the total educational philosophy of the district.
9. Continues professional growth through educational meetings, visiting related facilities, reading professional literature, and exchanging ideas among the district staff.
10. Works in coordination with other ESE teachers of the gifted/administrators in planning and developing the program.
11. Develops and implements educational plans annually for each student based on individually assessed needs in accordance with district procedures.
12. Conducts annual Educational Plan.
13. Uses appropriate assessment instruments pertinent to instructional areas.
14. Prepares lesson plans for students.
15. Provides appropriate schedules for exceptional students involving school personnel as required.
16. Provides specialized instructional techniques and media through individual and/or group sessions designed to meet the educational, social and emotional needs of the students.
17. Seeks a variety of services through community resources and agencies to meet the needs of the exceptional students.
18. Participates in the in-school staffing and screening processes as appropriate.
19. Participates on evaluation teams for gifted students as appropriate.

***JOB DESCRIPTION - TEACHER OF THE GIFTED – EXCEPTIONAL STUDENT
EDUCATION - Page 3***

20. Cooperates with school personnel in coordinating ESE services within that school.
21. Develops and conducts an inservice program to inform classroom teacher of the goals and objectives of the ESE program and ways of achieving them in the school setting.
22. Confers with the classroom teacher as requested concerning any educational needs of the student.
23. Makes available to teachers instructional ideas that are appropriate for exceptional students within the classroom situation.
24. Assists in providing information to community groups and parents concerning ESE programs as requested.
25. Assists in coordinating and providing news releases through the immediate supervisor for local news media as requested.
26. Ensures that each student in the program has necessary evaluation records in his/her permanent folder.
27. Furnishes the principal with current exceptional student schedules.
28. Completes progress reports on each student in the program.
29. Supplies progress reports to school personnel and to parents of exceptional students as necessary and requested.
30. Completes appropriate reports for local, state, federal and educational agencies.
31. Refers those students who require further evaluation or follow-up services to the appropriate school personnel or community agencies.
32. Other responsibilities as directed by his/her administrators.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**TECHNOLOGY TEACHER
TEACHER ON SPECIAL ASSIGNMENT
63012**

QUALIFICATIONS:

1. A Bachelor's degree or higher from an accredited four year college/university.
2. Valid Florida teacher certification or equivalent.
3. Minimum of 3 years teaching experience in Technology.
4. Experience teaching adults preferred.
5. Such alternatives to the above qualifications as the superintendent may find appropriate and acceptable.

REPORTS TO:

Director of Learning Through Technology

JOB GOAL:

To enable all staff to succeed with technology by using the skills, knowledge and attitudes they learn to increase student performance.

PERFORMANCE RESPONSIBILITIES:

1. Maintains a valid Florida Teaching Certificate or appropriate certification.
2. Adheres to the rules and regulations as prescribed by the State Board of Education Florida Statutes, the school board, and administrative procedures.
3. Prepares, maintains, and submits accurate and complete records and reports as required by the State Board of Education Florida Statutes, the school board, and administrative procedures.
4. Supports the district technology plan.

***JOB DESCRIPTION – TECHNOLOGY TEACHER – TEACHER ON SPECIAL
ASSIGNMENT - Page 2***

5. Assists in upholding and enforcing school rules, administrative procedures and board policies.
6. Fulfills the terms of the written contract, unless released from the contract by the school board.
7. Maintains a technology lab environment that is safe, orderly, and conducive to effective learning and appropriate to the needs of all staff members.
8. Meets and instructs assigned classes in the locations and at the times designated.
9. Prepares and maintains lesson plans for classes assigned, and shows written evidence of preparation upon request of supervisor.
10. Works with staff to create a learning environment that is conducive to teaching and learning.
11. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of all individuals or student groups involved.
12. Performs school coaching visits to support the inservice program.
13. Performs evaluations of the inservice program.
14. Completes inservice paperwork needed for Charlotte County Public schools and the Department of Education.

SCHOOL BOARD APPROVED 06/24/03

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

TECHNOLOGY TEACHER

53006

QUALIFICATIONS:

1. A Bachelor's degree or higher from an accredited four-year college/university
2. Valid Florida teacher certification or equivalent
3. Minimum of three (3) years teaching experience in technology or related field
4. Proficient in setting up and troubleshooting technical hardware and software
5. Experience teaching both adults and high school students preferred

REPORTS TO:

Director of Charlotte Technical Center

JOB GOALS:

1. To manage all technology hardware, software, inventory, website, distance learning courses, and staff technology training
2. To manage Health Science Resource Center
3. To assist Leadership Team with technical reporting and school publications

PERFORMANCE RESPONSIBILITIES:

1. Manage all technology needs of the Center including (but not limited to):
 - a. Maintain technical inventory of all hardware and software
 - b. Assist instructors in upgrading and ordering hardware and software
 - c. Develop and coordinate software programs in regard to licensing and copyright laws
 - d. Work with district technicians with file server backups and energy conservation
 - e. Assist personnel with use of audio and visual equipment
 - f. Troubleshoot technology problems in-house and with district personnel

JOB DESCRIPTION - TECHNOLOGY TEACHER - page 2

2. Develop and teach in-service, technology staff development classes for CTC staff
3. Serve as the Webmaster
4. Assist the Leadership Team with technical reporting such as COE, IPEDS, and technical surveys
5. Create school promotional pieces such as Center Catalog, recruiting brochures, and various other promotional pieces
6. Manage distance learning curriculum including writing courses, working with publishers on E-packs, building classes, and training instructors in course development
7. Administer Internet/Network Orientation to all students and staff along with managing Network User Agreements
8. Assist Testing Center personnel with testing when needed
9. Work “split” shift of day and evening hours when necessary for technology classes, special programs, etc.
10. Manage Health Science Resource Center
 - a. Oversee entire operation of Health Science Resource Center
 - b. Implement and deliver Continuing Education Units (CEUs) for Health Science
 - c. Import new collections into Follett system
 - d. Plan and schedule use of high school computer lab
 - e. Assist teachers in preparing materials—laminating, bulletin boards, etc.
11. Support the district technology plan
12. Maintain a customer friendly technology lab environment that is safe, orderly, and conducive to effective learning and appropriate to needs of all staff and students
13. Collect evaluations yearly from both staff and students to determine effectiveness of the Technical Learning Center
14. Perform other duties as assigned by the Leadership Team

School Board Approved 01/22/2008

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**TITLE I EARLY LITERACY INSERVICE COURSE
PRIMARY IN CLASS MODEL
51073**

QUALIFICATIONS:

1. Florida Certification in Elementary Education with teaching experience in the primary grades over the last five (5) years.
2. Holding a Professional Service Contract or tenure in Charlotte County Public Schools.
3. Early Literacy Inservice Course (ELIC) trained or successful completion of the twelve (12) week course the first semester available.
4. Evidence of ability to work and communicate well with others.
5. Evidence of successful teaching experience in working with "at risk" children and their parents.
6. Evidence of on-going professional development (keeping abreast of current research).

REPORTS TO:

Principal and Title I Coordinator

JOB GOAL:

The person in this position is directly responsible to the school principal and the Title I Coordinator for implementation of the Title I requirements stated in the school improvement plan in providing supplemental reading instruction to eligible children.

RESPONSIBILITIES:

1. Assess children in the grade levels served to determine which children will be served in the Title I - ELIC Program.

***JOB DESCRIPTION - TITLE I EARLY LITERACY INSERVICE COURSE PRIMARY IN
CLASS MODEL - Page 2***

2. Provide diagnostic and prescriptive reading instruction to eligible children using ELIC Program strategies.
3. Maintain records on all children served as required by the program and for program audit.
4. Assist in the development and implementation of an ongoing program of communication with the classroom teachers, parents of children in the program, and the community.
5. Work with teachers as part of the team coordinating the instructional program.
6. Provide inservice to K-3 school staff and/or other county teachers.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**TITLE I EVALUATOR
63101**

QUALIFICATIONS:

1. Florida State Certification required
2. Bachelor's degree required
3. * Advanced degree preferred
4. Minimum of five years of experience in PK-12 education evaluation
5. Knowledge of quantitative design and experience with descriptive and inferential statistics including experience with SPSS and/or other statistical packages.
6. Knowledge of qualitative methodologies of interviews, focus groups, observations, and document analysis
7. * Experience in the evaluation of federal programs is preferred
8. Effective writing skills and ability to produce reports of findings to a variety of audiences

* Such alternatives to the above preferred qualifications as the Superintendent may find appropriate and acceptable

REPORTS TO:

Coordinator of State and Federal Programs

JOB GOALS:

(1) To provide evaluation services focusing on federal programs in order to produce the highest quality of informational products in support of the district's strategic mission and goals.

(2) Participate in on going Charlotte County Public Schools implementation and compliance of all aspects of Title I and related state legislation.

JOB DESCRIPTION – TITLE I EVALUATOR - Page - 2

PERFORMANCE RESPONSIBILITIES:

1. Conduct an evaluation of the Title I program
2. Develop and oversee the implementation of the annual Title I Parent Survey
3. Implement an evaluation of local Title I parent involvement
4. Facilitate and supervise school compliance with Title I monitoring requirements
5. Coordinate district response in the annual Florida D.O.E. Title I monitoring process
6. Consult with local Title I private school(s) to comply with Title I assessment and evaluation requirements
7. Assist and support implementation of Title I Private School Services
8. Develop and oversee the implementation of the annual Head Start/ EHS parent survey
9. Summarize Head Start/ EHS outcomes in an annual report
10. Develop a synopsis of the Head Start/ Early Head Start annual report for dissemination to stakeholders
11. Assist in preparing for and responding to federal program monitoring/ audits
12. Respond to local evaluation inquiries and research questions by district administrators
13. Attend federal program, evaluation, and educational research meetings
14. Assist as requested with research studies within the District
15. Develop and maintain participation data system for the Title I school Family Resource Centers
16. Collaborate with the District's Psychometrician on data analysis, interpretation and reporting
17. Assist the Coordinator of State and Federal Programs in grants management activities

JOB DESCRIPTION – TITLE I EVALUATOR - Page - 3

18. Completes all required documentation related to the federal program that funds this position

*CHARLOTTE COUNTY PUBLIC SCHOOLS
JOB DESCRIPTION
TITLE I PRIVATE SCHOOL ACADEMIC TUTOR
51079*

QUALIFICATIONS:

1. Hold a valid Florida teaching certificate as required in Elementary Education, or the secondary content area which will be the focus of the tutor's assignment
2. Be Highly Qualified in Reading and/or Math, or both (for Elementary) or the secondary content area of the assignment
3. Have experience with teaching struggling students who achieved annual learning gains or more in reading and/or math
4. Reading Endorsement or Masters in Reading is preferred
5. Experience with small group differentiated instruction is preferred
6. Must comply with all legal requirements for employment by Charlotte County Public Schools
7. Must comply with all requirements established by the administrative organization of the participating private school for interaction with their students
8. If a full-time CCPS employee, must comply with the Title I/Private School Dual Employment Agreement
9. Be able to meet programmatic and scheduling requirements of the assignment. [For SY2010-11, this after school program will be located at St. Charles Borromeo School, Augusta Ave., Port Charlotte, Florida, it will begin between 3:00 and 3:30 pm.]

REPORTS TO:

Tutors will be supervised by the CCPS Coordinator of State and Federal Programs, with the input from the private school's Title I Program Coordinator and/or administrative representative.

*JOB DESCRIPTION – TITLE I PRIVATE SCHOOL
ACADEMIC TUTOR - Page 2*

JOB GOAL:

To provide remedial academic services to eligible private school students as agreed upon through the Title I/Private School Consultation process.

PERFORMANCE RESPONSIBILITIES:

1. Attend all required training sessions
2. Create individual Student Learning Plans
3. Plan differentiated lessons for assigned small group tutoring sessions
4. Conduct tutoring sessions
5. Conduct regular assessment of student progress
6. Maintain attendance records
7. Provide progress reports as scheduled for parents, private school, classroom teachers, and Title I records
8. Attend staff meetings and planning sessions as scheduled
9. Conduct student re-evaluations as scheduled
10. Participate in regular parental communications
11. Participate in articulation with the students' classroom teachers

Compensation:

1. Tutor(s) will be employed by Charlotte County Public Schools, funded through the CCPS Title I project
2. Tutor(s) will be compensated according to the Charlotte County Public School Pay Scale, as a Temporary Teacher
3. For each scheduled 45 minute tutoring session, tutor will be paid for 1.25 hours to allow for differentiated planning time, grading, and short parental communications
4. For each scheduled 60 minute tutoring session, tutor will be paid for 1.5 hours to allow for differentiated planning time, grading, and short parental communications

*JOB DESCRIPTION – TITLE I PRIVATE SCHOOL
ACADEMIC TUTOR - Page 3*

5. For attendance at scheduled training, SLP development, and staff meetings, pre-approved, logged classroom teacher articulations or lengthy parental communications/meetings, tutor will be paid at hourly rate per the salary schedule. Pre-approval must be given in writing/e-mail by the Coordinator of State and Federal Programs

*CHARLOTTE COUNTY PUBLIC SCHOOLS
JOB DESCRIPTION
TITLE I PRIVATE SCHOOL LEAD TUTOR
51079*

QUALIFICATIONS:

2. Hold a valid Florida teaching certificate as required in Elementary Education, or the secondary content area which will be the focus of the tutor's assignment
3. Be Highly Qualified in Reading and/or Math (for Elementary) or the secondary content area of the assignment
4. Have experience with teaching struggling students who achieved annual learning gains or more in reading and/or math
4. Reading Endorsement or Masters in Reading or Math is preferred
5. Experience with small group differentiated instruction is preferred
6. Must comply with all legal requirements for employment by Charlotte County Public Schools
7. Must comply with all requirements established by the administrative organization of the participating private school for interaction with their students
8. If a full-time CCPS employee, must comply with the Title I/Private School Dual Employment Agreement
9. Be able to meet programmatic and scheduling requirements of the assignment

REPORTS TO:

Tutors will be supervised by the CCPS Coordinator of State and Federal Programs, with the input from the private school's Title I Program Coordinator and/or administrative representative

*JOB DESCRIPTION - TITLE I PRIVATE SCHOOL
LEAD TUTOR Page - 2*

JOB GOAL:

To serve as the organizational liaison between the CCPS Title staff and the tutors; and provide remedial academic services to eligible private school students as agreed upon through the Title I/Private School Consultation process.

PERFORMANCE RESPONSIBILITIES:

1. Attend all required training sessions
2. Communicate information as needed between tutors and CCPS
3. Facilitate completion and delivery of timecards to CCPS
4. Ensure that tutors are present; in the event of an absence, secure a substitute if time allows, or re-arrange students among other tutors
5. Supervise students between the end of the school day and the tutoring session; ensure that all students are released to parents after tutoring
6. Ensure organization and security of curricular materials, student information, and supplies in the area assigned to Title I for this purpose
7. Facilitate communication between tutors and/or Title I program staff and parents
8. Facilitate communication between Title I program staff and private school administration as necessary and appropriate
9. Serve as a Title I tutor, completing the job duties of a tutor:
 - a. Create individual Student Learning Plans using Cayen Management System
 - b. Plan differentiated lessons for assigned small group tutoring sessions
 - c. Conduct tutoring sessions
 - d. Conduct progress monitoring of student achievement

*JOB DESCRIPTION - TITLE I PRIVATE SCHOOL
LEAD TUTOR Page - 3*

- e. Maintain attendance records
- f. Provide progress reports as scheduled for parents, private school classroom teachers, and Title I records
- g. Attend staff meetings and planning sessions as scheduled
- h. Conduct student re-evaluations as scheduled
- i. Participate in regular parental communications; and,
- j. Participate in articulation with the students' classroom teachers

CHARLOTTE COUNTY PUBLIC SCHOOLS
JOB DESCRIPTION
TITLE I RESOURCE & FAMILY ENGAGEMENT LIAISON
TEACHER ON ASSIGNMENT
SY2015-16 193 Days, 7 Hours
SY2016-17 and beyond: 232 Days, 8 Hours
Flexibly scheduled
(Funding source: Title I)
63012

QUALIFICATIONS:

1. Certification from the state of Florida required.
2. Bachelor's degree required; Master's degree preferred.*
3. Experience in and/or knowledge of Title I requirements.
4. Experience: minimum of five years teaching experience; Charlotte County experience preferred.*
5. Mastery of organizational skills.
6. Mastery of communication skills (verbal & written) and ability to produce and deliver reports and training/PD for a variety of audiences.
7. Experience in working with adults (school staff, administrators, parents, and community members) in training/PD activities.
8. Proficiency with Microsoft Word, Excel and Power Point programs.

*Such alternatives to the above preferred qualifications as the Superintendent may find appropriate.

REPORTS TO:

Coordinator of State and Federal Programs

JOB GOAL:

Participate in Charlotte County Public Schools implementation of and compliance with all aspects of Title I program components and related state legislation. Support other federal programs as appropriate.

***JOB DESCRIPTION – TITLE I RESOURCE & FAMILY ENGAGEMENT
LIAISON/TEACHER ON ASSIGNMENT – Page 2***

PERFORMANCE RESPONSIBILITIES:

1. Provides Title I technical assistance to schools to comply with state and federal regulations.
2. Provides leadership and professional development related to parent engagement for student achievement to parents and school personnel, particularly the achievement and family associates who operate the family center programs in each school.
3. Facilitates communication between district, schools, and parents.
4. Supports federal, state, district, and school programs and events related to Title I components.
5. Facilitates the implementation of the annual Title I Parent Survey.
6. Facilitates data-gathering for the annual Title I Evaluation Report and participates in its development.
7. Facilitates and supervises school compliance with Title I monitoring requirements.
8. Facilitates district compliance documentation in the annual Florida D.O.E. Title I monitoring process.
9. Assists and supports implementation of Title I private school services.
10. Maintains participation data system for the Title I school family resource centers.
11. Attends state and local trainings, workshops, and conferences related to Title I and its various components.
12. Performs other duties as assigned and appropriate to Title I requirements.

PHYSICAL REQUIREMENTS:

ADA CHECKLIST TO IDENTIFY PHYSICAL/MENTAL REQUIREMENTS AND EQUIPMENT USED

X Carrying X Grasping Cleaning X Standing X Hearing

JOB DESCRIPTION – TITLE I RESOURCE & FAMILY ENGAGEMENT LIAISON/TEACHER ON ASSIGNMENT – Page 3

PHYSICAL REQUIREMENTS:

X Squatting	Climbing	X	Reaching	X	Kneeling	X	Walking
Crawling	Pulling	X	Twisting		Pushing	X	Sitting
X Vision	X Bending	X	Stooping		Lifting, pushing, pulling up to 10 lbs. frequently and up to 20 lbs. occasionally	X	Occasional Driving
X Writing	X Visual acuity and depth perception						

Requires considerable skill, adeptness, dexterity, and speed in the use of the fingers, hands, or limbs in tasks involving close tolerances. Position may include exposure to dust and noise. The position requires hearing and speaking.

AMERICANS WITH DISABILITIES ACT COMPLIANCE

Charlotte County School Board is an Equal Opportunity Employer. ADA requires the School Board to provide adequate accommodations to qualified persons with disabilities. Prospective and current employees are encouraged to discuss ADA accommodations with management.

SCHOOL BOARD APPROVED 2/9/2016

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

*TITLE I TEACHER TRAINER - T.A.L.L.
TEACHER ON SPECIAL ASSIGNMENT
61012*

QUALIFICATIONS:

1. Meets Florida Certification requirements for Elementary Education and/or reading.
2. Master's degree preferred.
3. Minimum of five (5) years teaching experience.
4. Experience in working with adults in training solutions.
1. Evidence of training in either A.L.L. or Reading Recovery.

REPORTS TO:

Coordinator of Pre-K and Title I programs

JOB GOAL:

To observe, model, support, and train Title I staff, classroom teachers and staff, and parents in current reading and writing strategies and/or current research about learning as stated in the school improvement plans.

PERFORMANCE RESPONSIBILITIES:

1. Provide educational resources for staff and parents.
2. Supervise the operation of the Family check out centers and staff.
3. Provide support, assistance, and modeling for Title I staff and/or classroom teachers.
4. Provide feedback to Title I staff.

JOB DESCRIPTIONS – TITLE I TEACHER TRAINER - T.A.L.L. – TEACHER ON SPECIAL ASSIGNMENT - Page 2

5. Assist with planning and providing staff development for teachers, parents, instructional aides, and volunteers as needed.
2. Work with administration to achieve goals stated in the school improvement plans.
3. Implement ways to facilitate parental/family involvement and parent education in order to increase student learning.
8. Engage in research projects/workshops/conferences related to reading/writing/language arts.
9. Work positively with diverse populations
 - a. Provide diagnostic and prescriptive reading instruction to an eligible child using A.L.L. program strategies;
 - b. Provide required staff development activities for the A.L.L. Program including complete of a year long weekly training for first year A.L.L. teachers and monthly meetings for A.L.L. teachers with over one year experience;
 - c. Maintain records on all children served by the A.L.L./USF Programs for programs audit.
10. Perform other related work and assist with assigned duties by the Coordinator of Pre-K and Title I programs.

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

**TITLE I TEACHER TRAINER – FAMILY INVOLVEMENT SPECIALIST
TEACHER ON ASSIGNMENT
61012**

QUALIFICATIONS:

9. Meets Florida Certification requirements for Elementary Education and/or reading.
10. Bachelor's degree required
11. * Master's degree preferred
12. Minimum of five years teaching experience
13. Experience in working with adults (school staff, administrators, parents, and community members) in training situations.
14. Experience in and knowledge of Title I parent involvement requirements.
15. * Experience facilitating Supplemental Educational Services preferred.

* Such alternatives to the above preferred qualifications as the Superintendent may find appropriate and acceptable

REPORTS TO:

Coordinator of State and Federal Programs

JOB GOAL:

Participate in on going Charlotte County Public Schools implementation and compliance of all aspects of Title I and related state legislation.

PERFORMANCE RESPONSIBILITIES:

13. Provide parent involvement technical assistance to schools to comply with state and federal regulation
14. Provide professional development training related to parent involvement, student literacy and academic achievement in school and district settings

***JOB DESCRIPTION – TITLE I TEACHER TRAINER – FAMILY INVOLVEMENT
SPECIALIST - Page - 2***

15. Facilitate communication between district, schools, and parents
16. Assist and support implementation of Title I Private School Services
17. Support Federal, State, District, and school programs and events related to Parental Involvement
- ~~18.~~ Attend state and local trainings, workshops, and conferences related to Title I and its various components
19. Assist the Coordinator of State and Federal Programs in grants management activities
20. Completes all required documentation related to the federal program that funds this position

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

*TITLE I TEACHER TRAINER - FAMILY INVOLVEMENT SUPERVISOR
TEACHER ON SPECIAL ASSIGNMENT
61012*

QUALIFICATIONS:

4. Meets Florida Certification requirements for Elementary Education and/or reading.
5. Master's degree preferred.
6. Minimum of five (5) years teaching experience.
7. Experience in working with adults in training solutions.

REPORTS TO:

Coordinator of Pre-K and Title I programs

JOB GOAL:

To observe, model, support, and train Title I staff, classroom teachers and staff, and parents in current reading and writing strategies and/or current research about learning as stated in the school improvement plans.

PERFORMANCE RESPONSIBILITIES:

1. Provide educational resources for staff and parents.
2. Supervise the operation of the Family check out centers and staff.
3. Provide support, assistance, and modeling for Title I staff and/or classroom teachers.
4. Provide feedback to Title I staff.
5. Assist with planning and providing staff development for teachers, parents, instructional aides, and volunteers as needed.

*JOB DESCRIPTION - TITLE I TEACHER TRAINER - FAMILY INVOLVEMENT SUPERVISOR
- TEACHER ON SPECIAL ASSIGNMENT– Page 2*

6. Work with administration to achieve goals stated in the school improvement plans.
8. Implement ways to facilitate parental/family involvement and parent education in order to increase student learning.
9. Engage in research projects/workshops/conferences related to reading/writing/Language Arts.
10. Work positively with diverse populations.
11. Perform other related work and assist with assigned duties by the Coordinator of Pre-K and Title I programs.

CHARLOTTE COUNTY PUBLIC SCHOOLS

POSITION DESCRIPTION

VIRTUAL SCHOOL FRANCHISE ADJUNCT TEACHER

QUALIFICATIONS:

1. Bachelor degree of higher from an accredited four year college/university.
2. Valid Florida teacher certification in area of assignment.
3. Three years of successful teaching experience in the grade or subject area taught preferred.
4. Current teacher in Charlotte County Schools.
5. Such alternatives to the above qualifications as the superintendent may find appropriate and acceptable.

REPORTS TO:

Principal of The Academy

JOB GOAL:

To deliver educational services by providing innovative, educational opportunities.

PERFORMANCE RESPONSIBILITIES:

1. Adheres to, and assists in upholding, the rules and regulations as prescribed by the State Board of Education, Florida Statutes, the school board, Florida Virtual School Corporation, and administrative procedures.
2. Prepares, maintains, and submits accurate and complete records and reports as required by the State Board of Education Florida Statutes, the school board, Florida Virtual School Corporation, and administrative procedures.

JOB DESCRIPTION – VIRTUAL SCHOOL FRANCHISE TEACHER - Page 2

3. Utilizes the Florida Virtual School curriculum to meet the needs of students who opt for a virtual delivery of their education.
4. Meets and instructs assigned classes to include teaching through virtual curriculum.
5. Participates in ongoing professional development through virtual, face-to-face, and web conference training provided by Charlotte County Schools and Florida Virtual School Corporation.
6. Functions in many roles such as motivators, mentors, and facilitators, in the effort to facilitate “Student Success!” and parent involvement.
7. Maintains a learning environment which is safe, orderly, and conducive to effective learning, appropriate to the maturity and interest of students in the virtual learning environment.
8. Engages in frequent student-teacher communication in the virtual learning environment, which requires commitment outside the normal workday hours.
9. Assists in upholding and enforcing school rules, administrative procedures and board policies.
10. Fulfills the terms of the written contract, unless released from the contract by the school board.
11. Performs other job-related functions as may be assigned.

SCHOOL BOARD APPROVED 05/11/2010

CHARLOTTE COUNTY PUBLIC SCHOOLS

POSITION DESCRIPTION

VIRTUAL SCHOOL FRANCHISE TEACHER

QUALIFICATIONS:

6. Bachelor degree of higher from an accredited four year college/university.
7. Valid Florida teacher certification in area of assignment.
8. Three years of successful teaching experience in the grade or subject area taught preferred.
9. Current teacher in Charlotte County Schools.
10. Such alternatives to the above qualifications as the superintendent may find appropriate and acceptable.

REPORTS TO:

Principal of The Academy

JOB GOAL:

To deliver educational services by providing innovative educational opportunities.

PERFORMANCE RESPONSIBILITIES:

12. Adheres to, and assists in upholding, the rules and regulations as prescribed by the State Board of Education, Florida Statutes, the school board, Florida Virtual School Corporation, and administrative procedures.
13. Prepares, maintains, and submits accurate and complete records and reports as required by the State Board of Education Florida Statutes, the school board, Florida Virtual School Corporation, and administrative procedures.

JOB DESCRIPTION – VIRTUAL SCHOOL FRANCHISE TEACHER - Page 2

14. Utilizes the Florida Virtual School curriculum to meet the needs of students who opt~~ing~~ for a virtual delivery of their education.
15. Meets and instructs assigned classes in the locations and at the times designated, to include teaching part of their daily schedule in the traditional method and part of their daily schedule through virtual curriculum.
16. Participates in ongoing professional development through virtual, face-to-face, and web conference training provided by Charlotte County Schools and Florida Virtual School Corporation.
17. Functions in many roles such as motivators, mentors, and facilitators, in the effort to facilitate “Student Success!” and parent involvement.
18. Maintains a learning environment which is safe, orderly, and conducive to effective learning, appropriate to the maturity and interest of students both in the traditional classroom and the virtual learning environment.
19. Engages in frequent student-teacher communication in the virtual learning environment, which requires commitment outside the normal workday hours.
20. Assists in upholding and enforcing school rules, administrative procedures and board policies.
21. Fulfills the terms of the written contract, unless released from the contract by the school board.
22. Performs other job-related functions as may be assigned.

SCHOOL BOARD APPROVED 02/09/10

CHARLOTTE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

*VISUALLY IMPAIRED TEACHER
EXCEPTIONAL STUDENT EDUCATION
52005*

QUALIFICATIONS:

1. Bachelor's degree or higher from an accredited four year college/university.
2. Holds valid Florida certification or equivalent in area of the Visually Impaired.
3. Knowledge of procedures and curriculum used in the general education program.
4. Knowledge of federal, state, and local regulations involved in assessment, placement, and programming of exceptional education students.
5. Experience in decision making in areas where problems of a sensitive nature often occur.
6. Knowledge of assessment procedures and instruments and ability to interpret test data preferred.
7. Such alternatives to the above qualifications as the superintendent may find appropriate and acceptable.

REPORTS TO:

Director of Exceptional Student Education

JOB GOAL:

Promotes the educational development of students by providing services for visually impaired students.

PERFORMANCE RESPONSIBILITIES:

1. Maintains a valid Florida Teaching Certificate or appropriate certification.

*JOB DESCRIPTION - VISUALLY IMPAIRED TEACHER – EXCEPTIONAL STUDENT
EDUCATION - Page 2*

2. Adheres to the rules and regulations as prescribed by the State Board of Education Florida Statutes, the school board, and administrative procedures.
3. Prepares, maintains, and submits accurate and complete records and reports as required by the State Board of Education Florida Statutes, school board, and administrative procedures.
4. Assists in upholding and enforcing school rules, administrative procedures, and board policies.
5. Provides vision services as required by Board procedures for ESE and other applicable laws and regulations to students identified as visually impaired in Schools and/or homes for pre-schoolers determined to be at risk by the ESE Director.
6. Evaluates referred students at school sites/homes as needed and submits typed narrative regarding functional vision and orientation/mobility evaluations.
7. Assists school personnel in referral process.
8. Informs parents of procedures for evaluation.
9. Assists in the educational assessment of referred students.
10. Assists in the collection/review of required information prior to staffing.
11. Participates in staffing/IEP conferences as required.
12. Prepares IEP for each student, including appropriate goals/objectives based on an analysis of the educational/diagnostic records and any other evaluations deemed appropriate.
13. Implements instructional program in accordance with IEP.
14. Adapts the general curriculum using specialized materials, equipment and methodology (i.e.) visual utilization, listening skills, orientation and mobility and techniques of daily living, etc.
15. Obtains appropriate materials/resources from various resources (i.e.) FIMC/VH, DBS.
16. Provides inservice and continuing education to staff as required by ESE Director.

*JOB DESCRIPTION - VISUALLY IMPAIRED TEACHER – EXCEPTIONAL STUDENT
EDUCATION - Page 3*

17. Provides consultation re: information/suggestions to parents and community agencies.
18. Prepares yearly progress reports for all visually impaired students.
19. Maintains daily log of activities.
20. Maintains documented periodic Student Progress Reports.
21. Performs other responsibilities as directed by his/her immediate supervisor.