



REVISED:
07/01/2019
(Submitted
02/12/19)

JOB TITLE:	Goal Clarity Coach ACADEMIC INSTRUCTIONAL COACH
DIVISION:	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	III
WORK YEAR:	190 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	
BARGAINING UNIT:	CERT

SCOPE OF RESPONSIBILITIES
Provides support, assistance, and advice to system side service center and/or school staffs in the area of assignment. Provides instructional support and leadership in schools focused on the Three Pillars and Six Systems. Responsible for attending all district meetings and trainings for this specific role group and working with the Principal to ensure authentic and effective implementation in classrooms.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Analyzes a variety of student performance data to make decisions about professional development needs. Serves as the MAP experts for instructional implications in literacy and numeracy and acceleration planning to track student progress with teachers in core instruction and short/long term supports
Develops and provides professional development that will directly impact student achievement. Co-designs and plans school-based professional development based on grade level, school-wide and individual teacher needs targeting specific student outcomes and walkthrough data
Provides support and coaching for cohorts of teachers that will design and implement rigorous lessons that are aligned to the standards. Coaches and models (in classrooms) focused on improving teaching and learning to transform core instructional practices for deeper learning
Provides support and coaching for cohorts of teachers that will create assessments that are directly aligned to the standards
Designs and implements a plan to use multiple sources of data to intervene with students and adjust practices. Provides job embedded PLC support for teachers to implement the curriculum/instructional frameworks aimed at personalizing learning for students, and facilitating the analysis of student work samples for quality and instructional implications
Creates intentional work plans that provide equitable support for the teachers in order to increase student achievement and close the achievement gap. Supports cultural competency and the racial equity plan implementation to meet the needs of diverse learners (to support the ensuring equity across all the system components)
Works collaboratively with district leadership and school leadership teams to align school initiatives with district strategic plans and initiatives. Facilitates school-wide improvement on systems, helping the ILT and principal identify trends classroom by classroom to share effective practices more consistently
Provides assistance to teachers and other staff in the area of effective instructional and class management techniques. Provides new teacher support (with school mentor) to help establish positive learning environments and rapport with students (culture and climate) based on the district's new teacher support model
Duties may include performance of health services, for which training will be provided
Performs other duties as assigned by the designated administrator

PHYSICAL DEMANDS
The work is performed while standing or walking. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push or pull light weights.

MINIMUM QUALIFICATIONS
Master's degree with valid Kentucky Teacher Certificate
Three (3) years successful teaching experience
Ability to work successfully with people
Effective communication skills

DESIRABLE QUALIFICATIONS
Demonstrated leadership ability
Demonstrated ability to write distinctly and to organize data
Experience in planning, developing, and conducting in-service programs



REVISED:
09/24/14
02/12/19

JOB TITLE:	ASSISTANT SUPERINTENDENT FOR ACADEMIC SUPPORT PROGRAMS AND SPECIAL POPULATIONS
DIVISION:	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	IV H, Grade 16
WORK YEAR:	260 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4007
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES
Provides leadership for planning and developing the District's support special service for students support programs including Exceptional Child Education, 504 supervision, Early Childhood, federal programs including Title I, English Language Learners; Family Resource and Youth Services Centers (FRYSCs), both Guidance Counselors and Mental Health Practitioners, Community Support Services, School Health Services and the Crisis Response Team. accelerated programs as well as Gifted and Talented, dual credit, and advanced placement; career and technical education and guidance and counseling services. Collaborates with instructional program leadership to ensure alignment with district vision and goals and with other Assistant Superintendents to determine school needs and plan for supports. within the District. Provides leadership to the District in complying with federal and state laws and regulations as applicable to areas of supervision.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Creates systems for assessing need and providing adequate and equitable supports for schools Collaborates with other Assistant Superintendents in matters relating to instructional program development and the use of assessment data for the improvement of instruction
Responsible for the overall coordination Coordinates of the Early Childhood program and services focusing on quality, consistency and compliance and alignment with district vision and goals Creates cross-content and cross-grade communication and integration systems to improve educational service support programs, and organizational accountability for improved student achievement
Responsible for the overall coordination for Coordinates the English as a Second Language/English Language Learners program (Title 3) and services focusing on quality, consistency, compliance and alignment with district vision and goal s of the Exceptional Child Education (ECE) programs and services which focus on compliance, consistency, and quality of programs for students
Oversees work of (school Guidance Counselors and Mental Health Practitioners), FRYSC, Community Support and School Health personnel, ensuring alignment with district vision and goals Develops the operating budget for the organizational unit and assures that all functions operate within the appropriated allotment
Collaborates with other Assistant Superintendents to determine and plan for school needs and supports Develops presentations, data analysis packets and school overviews to support district initiatives
Develops the operating budget for the organizational unit and assures all functions operate within the appropriated allotment Oversees Special Schools by working with Special School principals
Monitors and oversees the performance appraisal process for designated areas of supervision Oversees work of Counselors, FRYSC and FRC Coordinators
Monitors and oversees the performance appraisal process for designated area of supervision
Responsible for state and federal programs that support, enhance and extend teaching, learning, and student services
Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and Jefferson County Public Schools policies, rules, and procedures relating to areas of supervision
Performs other duties as assigned by the Chief Academic Officer Performs all other duties as assigned by supervisor

PHYSICAL DEMANDS
The work is primarily sedentary. It requires the ability to communicate effectively using speech, vision and hearing. The work at times requires bending, squatting, crawling, climbing, reaching with the ability to lift, carry, push or pull light weights. The work requires the use of hands for simple grasping and fine manipulations. The work requires activities involving driving automotive equipment.

MINIMUM QUALIFICATIONS
Master's Degree with Kentucky Certification for Superintendent
Five (5) years successful administrative experiences
Ten (10) years of successful public school service in a certificated position/ {s}
Three (3) years successful experience as a teacher
Ability to articulate vision of best practice for instructional programs
Understanding of systems management
Demonstrated leadership ability within diverse groups
Effective communication skills

DESIRABLE QUALIFICATIONS
Ten (10) years experience as a school principal
Leadership experience in implementing and directing a variety of large-scale instructional programs and/or operations in a large urban school district
Advanced preparation or doctorate



REVISED:
07/01/2018
2/12/19

JOB TITLE:	ASSISTANT SUPERINTENDENT FOR TEACHING AND LEARNING
DIVISION:	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	IV, GRADE 16
WORK YEAR:	260 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4008
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES
Provides leadership for the planning, development and implementation of and developing the District's curriculum, instructional, and evaluation programs. Collaborates with instructional program leadership and is responsible for representing the best interests of the K-12 school programs. curricular and instructional resources, professional learning, federal programs including Title 1, 2, and 4, Gifted and Talented, District Teacher and Leader Development initiatives and Library Media Services. Provides direct supervision of staff responsible for curriculum and instructional development. Provides leadership to the District in complying with federal and state laws and regulations. Collaborates with other Assistant Superintendents to determine school and district academic, instructional and professional learning needs and on-going plans for support. Provides leadership to the District in complying with federal and state regulations as applicable to areas of supervision.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Administers Leads the development, monitoring, and updating revising of a comprehensive plan for design and delivery of curriculum and assessment for K-12 content adequate and equitable access of recommended district curriculum, instructional resources and assessments.
Responsible for the design and development of a written curriculum and pacing guides for all K-12 content including Designs, develops and/or recommends instructional approaches, resources and tools to support teachers in aligned to assist the classroom teacher with the design of lessons to deliver the written curriculum and implementation
Ensures that textbooks and instructional resources are aligned with the written district's curriculum and recommended instructional approaches
Creates and maintains effective systems used to determine the impact of the Teaching and Learning staff, continually monitoring to ensure supports are provided equitably to schools
Creates and maintains effective systems to determine professional learning needs based on student achievement
Responsible for the development and implementation of a District Instructional Model including Characteristics of Highly Effective Teaching and Learning (CHETL) principles
Directs district-wide capacity through professional development and training with focus on achievement gap
Collaborates with other Assistant Superintendents in all matters relating to K-12 instructional program development and implementation, and the use of assessment data for the improvement of instruction-improved student learning
Creates and maintains instructional evaluation procedures to quantify instructional staff performance; provides direction for measured improvement of instructional practices, student achievement, and certificated teacher leadership
Confers with the Chief Academic Officer regarding the selection, assignment and transfer of staff members and other administrative personnel
Monitors and oversees the performance appraisal process for designated area of supervision
Coordinates the Gifted and Talented program and services focusing on quality, consistency, alignment with district vision and goals
Coordinates compliance and quality of federal programs in Titles 1, 2, and 4, and ensuring alignment with district vision and goals
Coordinates District Teacher and Leader Development needs and initiatives, ensuring alignment with district vision and goals
Coordinates District Library Media Services, ensuring alignment with district vision and goals
Develops the operating budget for the department organizational unit and assures that all functions operate within the appropriated allotment
Assures compliance with federal laws, Kentucky statutes, Kentucky Board of Education regulations, and Jefferson County Public Schools policies, rules and procedures relating to instructional programs areas of supervision
Performs all other duties as assigned by Supervisor

PHYSICAL DEMANDS
The work is primarily sedentary. The work at times requires bending, squatting, crawling, climbing, reaching with the ability to lift, carry, push or pull light weights. The work requires the use of hands for simple grasping and fine manipulations. The work requires activities involving driving automotive equipment.

MINIMUM QUALIFICATIONS
Master's Degree with Kentucky Certification for Superintendent
Five (5) years successful administrative experience
Ten (10) years of successful public school service in a certificated position(s) Three (3) years successful experience as a teacher
Ability to articulate vision of best practice for instructional programs
Understanding of systems management
Demonstrated leadership ability within diverse groups
Effective communication skills

DESIRABLE QUALIFICATIONS
Ten (10) years experience as a school principal
Leadership experience in implementing and directing a variety of large-scale instructional programs and/or operations in a large urban school district
Advanced preparation or doctorate



REVISED:
07/1/2012
02/12/19

JOB TITLE:	DIRECTOR EARLY CHILDHOOD
DIVISION:	ACADEMIC SERVICES
SALARY SCHEDULE/GRADE:	IV, GRADE 13
WORK YEAR:	260 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4118
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES
Develops and implements a plan with appropriate staff for implementing a program for pre-school children that meets the requirements of the Department of Health and Human Services, state and district guidelines; provides direct supervision of the early childhood program; interacts with K-12 departments collaborates with district leadership and schools to assure a seamless educational transition for early childhood students into elementary school, direct the development of early childhood curriculum within the context of district goals and federal and state mandates; guidelines, ensures alignment with district vision and goals and assumes fiscal responsibility for early childhood programs and activities.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Develops and reviews program plans with the Assistant Superintendent for Curriculum and Instruction supervisor and district leadership that meets the requirements of state, federal, and district guidelines
Continually reviews and revises early childhood curriculum and programming in collaboration with district leadership and schools to ensure students are transition ready
Provides direction, supervision and evaluation of early childhood programs
Continually monitors program needs, both educational and operations, and makes well-researched recommendations
Ensures compliance with federal and, state statutes and regulations and district policies, and administrative procedures
Develops budget and approves all expenditures in order to maintain budget control to assure that all functions including building management, operate within appropriated allocations
Maintains open lines of communication with principals and other organizational units unit administrators to ensure compliance with district goals and objectives and state and federal guidelines and alignment with district vision and goals
Meets with and empowers the Policy Council to ensure parental and community participation, as directed by the Head Start Performance Standards, including selecting qualified staff in accordance with state and federal guidelines
Develops and maintains relationships with state, regional and national Head Start associations and Administration for Children Families (ACF) and Head Start Bureau personnel
Supervises the preparation of grant applications, community assessment, self-assessment and program information reports
Collaborates with appropriate district departments in the development and progression of early childhood program administration, curriculum design, and evaluation leadership to meet program needs
Performs other duties as assigned by the Assistant Superintendent for Curriculum and Instruction

PHYSICAL DEMANDS
The work is primarily sedentary. It requires the ability to communicate effectively using speech, vision and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching with the ability to lift, carry, push or pull light weights. The work requires activities involving being around moving machinery, exposure to marked changes in temperature and humidity, driving automotive equipment, and exposure to dust, fumes and gases

MINIMUM QUALIFICATIONS
Master's degree
Three (3) years successful leadership experience as a building principal or equivalent
Experience working with low-income children and families
Kentucky certification in administration and supervision
Successful experience managing multiple funding streams
Demonstrated successful experience working with multiple partners

DESIRABLE QUALIFICATIONS
Five (5) years experience teaching early elementary
Extensive knowledge and background in early childhood and pre-school education



NEW: 7/01/18
REVISED: 2/12/19

JOB TITLE:	DIRECTOR ENGLISH AS A SECOND LANGUAGE
DIVISION:	ACADEMICS SUPPORT
SALARY SCHEDULE/GRADE:	II/IV GRADE 13 IV, GRADE 13
WORK YEAR:	260 DAYS
FLSA STATUS:	EXEMPT
JOB CLASS CODE:	4086
BARGAINING UNIT:	CERX

SCOPE OF RESPONSIBILITIES
Plans and delivers district supports for English language learners to provide equitable access to meaningful English language development and content instruction so that all English language learners have the same opportunity to achieve college and career readiness. Provides leadership to and direct supervision of the ESL Department.

PERFORMANCE RESPONSIBILITIES & EVALUATION CRITERIA
Manages and coordinates the overall ESL Department administration, ESL instructional programs, the ESL intake center and language services
Provides district leadership for the support of English language learners
Supports the JCPS testing unit with the administration of ACCESS for ELLs as required by federal (Title III) and state (703:KAR:5070) regulations
Works with the ESL specialist to monitor the performance of exited ELL students who are in the first and second year of monitoring status
Develops ESL summer programming with the use of the Refugee School Impact Grant including creation of timelines, budgets, staffing, and materials to properly resource the ESL summer programs
Manages and develops the federal Title III budget
Manages the Refugee School Impact Grant and completes the Grant report
Manages the General Fund budget
Anticipates and projects General Fund budget requests for each school year
Performs other duties as assigned by the assistant superintendent for Academic Services Support & Special Populations all other duties as assigned by supervisor

PHYSICAL DEMANDS
The work is primarily sedentary. It requires the ability to communicate effectively using speech, vision, and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, crawling, climbing, reaching, with the ability to lift, carry, push, or pull light weights. The work requires activities involving being around moving machinery, exposure to marked changes in temperature and humidity, driving automotive equipment, and exposure to dust, fumes, and gases.

MINIMUM QUALIFICATIONS
Master's Degree with Kentucky certification in administration and/or supervision
Five (5) years successful experience in area of assignment
Endorsement for Teaching English as a Second Language, all grades
Current experience working with English language learners
Effective communication skills

DESIRABLE QUALIFICATIONS
Advanced training in area of assignment
Five (5) years teaching or school administration experience

Experience working with children exposed to trauma