

JOB DESCRIPTION

PATERSON BOARD OF EDUCATION

SUPERVISOR – EDUCATIONAL
1787 School Improvement
(Non-Evaluative)
Supervisor
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JOB TITLE: SCHOOL IMPROVEMENT SUPERVISOR

REPORTS TO: Director of NCLB/Academic Services

SUPERVISES: Non-Evaluative

NATURE AND SCOPE OF JOB:

The School Improvement Supervisor shall facilitate, support, and engage in the school improvement efforts in accordance to Elementary and Secondary Act (*formally No Child Left Behind*). Achieving excellence requires that the Supervisor works collaboratively to coordinate, organize and manage the school improvement process as it relates to networking resources. This process will include stakeholders, such as Assistant Superintendents, Principals, Vice-Principals, teachers, parents, community members and institutions of higher learning.

The School Improvement Supervisor shall:

1. Hold a New Jersey Administrative Certificate in accordance with the requirements of N.J.S.A. 18A:27-1 et seq., and N.J.A.C. Title 6A Chapter 9, with a School Administrator endorsement (N.J.A.C 6A:9-12.4).
2. Have a Master's Degree or higher from an accredited college or university.
3. Demonstrate excellent leadership and organizational skills and the ability to motivate people.
4. Have excellent integrity and demonstrate good moral character and initiative.
5. Hold a valid driver's license with no serious violations.
6. Demonstrate knowledge and understanding of curriculum development and program evaluation, learning assessment and diagnosis, and research related to learning.
7. Demonstrate knowledge of one or more of the following area grant acquisition, implementation and compliance.
8. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary, multilingual preferred.
9. Demonstrate the ability to use computers for word processing, data management, and telecommunications.
10. Provide proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.

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11. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. During the initial six month period provide a sworn statement that there have not been any convictions of a crime or a disorderly person's offense in accordance with 18A:6-7.1.
12. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4
13. Pass the state required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
14. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

VERIFICATIONS OF COMPETENCY:

1. District application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources.
4. Official transcripts. Copies of recent evaluations and observations of teaching and administrative performance.
5. Employment interview.

EMPLOYMENT TERMS:

The School Improvement Supervisor shall be employed under the following terms:

1. Work year of twelve (12) months.
2. Salary or hourly wage, benefits, and leave time as negotiated.
3. Conditions established by all laws and codes of the State, and all policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

JOB FUNCTIONS AND RESPONSIBILITIES:

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The School Improvement Supervisor shall:

1. Work under supervision of the Director of NCLB.
2. Be the contact person for the school and maintain close communication with the school and an interest in its progress.
3. Meets regularly to discuss the school's progress.
4. Coordinate professional development that has been built into the school schedule by the district as part of the school improvement process which is select training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs.
5. Provide structure for periodic measurement and evaluation of the success of the district's restructuring and improvement plan in terms of the educational growth and achievement of students.
6. Provide for the introduction of relevant innovative programs, revised methodology and new books and materials for upgrading and updating the curriculum.
7. Collaborate with the Director of Staff Development to develop a comprehensive staff development program that addresses identified staff needs, support district and school Improvement efforts, and focuses on student achievement.
8. Recommend to the Assistant Superintendent for Academic Services the addition of new programs, courses, curricula, etc.
9. Provide guidance for grade level and departmental meetings in horizontal and vertical continuity and articulation of the instructional practices implemented in the classrooms.
10. Plan and present a series of meetings each year for the purpose of interpreting to the Board and to the parents and public at large the educational programs of the schools.
11. Coordinate the selection of textbooks and instructional materials throughout the district through the use of faculty committees and recommend those selected to the Superintendent for adoption by the Board.
12. Keep abreast of and interpret to the staff the current research in the area of curriculum development.
13. Meet on a regular basis with administration for the purpose of maintaining ongoing support, coordination and implementation of the district's curriculum.
14. Conduct classroom observations and provide support of teachers in collaboration with the building administration.

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15. Plan, organize, implement, supervise, coordinate, and evaluate curriculums to ensure that each student meets and exceeds the Common Core Standards.
16. Collaborate with the Director of Assessment and Evaluation to measure and analyze student performance in the Common Core Standards.
17. Coordinate District support to Principals and School Leadership Teams in the implementation of each school's Title I Unified Plan inherent in the Unified Plan to be implemented are the following elements:
 - Improved student performance;
 - Research based program of curriculum and instruction supported by and integrated with an appropriate array of research proven supplemental strategies;
 - School based leadership and decision making to ensure a comprehensive plan with annual student achievement targets, supported by parents, staff, and community members;
 - Integration and alignment of school functions aimed at student achievement of the Core Curriculum Content Standards and Common Core Standards;
 - Infusion of educational technology;
 - Accountability system with rewards and sanctions related to the achievement of the Core Curriculum Content Standards and Common Core Standards.
18. Serve as a consultant to principals relative to in-service programs, curriculum development, scheduling, etc.
19. Oversee compliance with federal, State, county and local program regulations, to collect and report required data, and to insure that applications, reports, evaluations, etc. are submitted in a timely fashion.
20. Participate in interviews for positions as requested by the Superintendent.
21. Evaluate and recommend to the Assistant Superintendent for Academic Support instructional supplies and equipment to meet the needs of the instructional program.
22. Be available to other administrators, principals and staff members for assistance in dealing with needs and problems of a school or schools.

PHYSICAL DEMANDS:

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The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

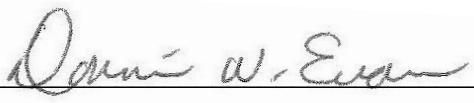
EVALUATION:

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The Director of NCLB/Academic Services shall evaluate the School Improvement Supervisor in accordance with Policy No. 3223 and Regulation Nos. 3223.1 or 3223.2, this Job Description and such other criteria as shall be established by the Board of Education.



Approved

11-18-2011

Date