

JOB DESCRIPTION

_____ PATERSON BOARD OF EDUCATION

**SUPERVISOR – EDUCATIONAL
1794 –Supervisor of Language Arts
Instruction
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JOB TITLE: SUPERVISOR OF LANGUAGE ARTS INSTRUCTION

REPORTS TO: Director of Humanities and Principals

NATURE AND SCOPE OF JOB:

Achieving excellence requires that the Supervisor work collaboratively to lead and nurture members of the school staff and communicate effectively with all members of the school organization. Additionally, Supervisors must collaborate effectively with District and state staff members, while overseeing the implementation of the literacy instructional programs at their sites.

QUALIFICATIONS:

The Supervisor of Language Arts Instruction 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 6 Chapter 11, with a supervisor endorsement (N.J.A.) 6:11-9.3 and 9.6)
2. Hold a Master's degree from an accredited institution (College or University).
3. Have at least (5) years of teaching/administrative experience.
4. Hold and maintain a valid driver's license with no serious violations.
5. Have excellent administrative and/or teaching experience and work with students.
6. Demonstrate excellent integrity and demonstrate good moral character and initiative.
7. Demonstrate knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
8. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.
9. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.

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10. Demonstrate the ability to use electronic equipment for word processing, data management, visual and audio presentations, and integrate technology into classroom lessons.
11. 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.
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. 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.
15. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

VERIFICATION OF COMPETENCY:

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

EMPLOYMENT TERMS:

The Supervisor of Language Arts Instruction shall be employed under the following terms:

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1. Work year of twelve months.
2. Salary, benefits, and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by laws and codes of the State, and policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

JOB FUNCTIONS AND RESPONSIBILITIES:

The Supervisor of Language Arts Instruction shall:

1. Establish and promote high standards and expectations for students and staff for academic performance and responsibility for behavior.
2. Work cooperatively and collectively with principals, staff, and other supervisors to ensure that instructional programs and services are coordinated in the schools and are administered uniformly and equitably.
3. Develop a cycle schedule of school visits and support for identified schools.
4. Review School Improvement Plan (SIP) and school-related data to determine school-based needs.
5. Plan and conduct Professional Development to support content area instructional strategies delineated in the School Improvement Plan.
6. Participate in administrative and content walkthroughs.
7. Conduct a minimum of three (3) spot observations per day providing timely meaningful feedback to teachers within 24 hours.
8. Conduct debriefing sessions regarding walkthrough trends with school administration and mentor teachers.
9. Collaborate with administration to design student intervention programs in specific content areas.

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10. Conduct Professional Development sessions regarding intervention, content specific test preparation strategies, using data to improve instruction, and content specific teaching strategies.
11. Monitor the teacher's planning and delivery of effective instruction in the specific content area.
12. Conduct model lessons as part of job-embedded coaching for teachers, as needed.
13. Assist teachers in the implementation of the Language Arts Literacy curriculum.
14. Participate in and develop identified professional learning communities at each site to support action steps identified in the school improvement plan during grade level meetings.
15. Actively participate in district level professional development within the content area.
16. Collaborate with the administrative team in providing instructional support to non-tenured teachers and/or teachers under corrective action.
17. Conduct both informal and formal evaluations in collaboration with the Administration on identified teachers.
18. Develop feedback protocol and schedule of "next steps" that will support the instructional visits conducted in each school and in each classroom.
19. Provide opportunities for effective staff development that addresses the needs of the instructional programs including, workshops, conferences, visitations, demonstration lessons, and sessions in which the staff shares successful practices and strategies.
20. Establish a professional rapport with students and with staff that earns respect, maintaining visibility with students, staff, parents, and the community.
21. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school.

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22. Serve as a role model for students, dressing professionally, and demonstrating the importance and relevance of learning, accepting responsibility, and pride in the education profession.
23. Keep the staff informed about the instructional program and services and seek ideas for the improvement of instruction.
24. Use effective presentation skills when addressing students, staff, parents, administration, and the community, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and function 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 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:

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

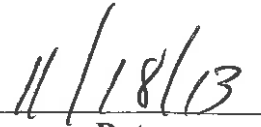
1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or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

EVALUATION:

The Director of Humanities or designee shall be evaluated by the Superintendent of Schools 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



Date