

**PINELLAS COUNTY SCHOOL DISTRICT, FLORIDA , ADA**

PCSB: 0118  
Pay Grade: C12

FLSA: Exempt  
Administrative

<b>ASSISTANT SUPERINTENDENT, CHIEF TURNAROUND OFFICER</b>
<b>REPORTS TO:</b> Superintendent
<b>SUPERVISES:</b> Support Staff
<b>QUALIFICATIONS:</b> Master's degree from an accredited college or university in the area of educational administration and supervision, educational leadership or an equivalent certification as defined by the Florida Department of Education. Three (3) years administrative or supervisory experience and five (5) years related professional experience. Demonstrated experience in program planning and implementation. Demonstrated strong communication and leadership skills.
<b>MAJOR FUNCTION</b> Responsible for the overall turnaround efforts for lowest-performing schools within the district. The <del>Assistant Superintendent, Chief</del> Turnaround Officer will report directly to the superintendent and supervise the principals of the lowest-performing schools. Ensure that schools demonstrating the greatest need, based on data analysis receive the highest percentage of resources to support the turnaround initiative.
<b>ESSENTIAL RESPONSIBILITIES</b> <ul style="list-style-type: none"><li>• Oversees the development and monitors the implementation of School Improvement Plans of the <del>F, Intervene and Low 5% lowest – performing</del> schools through analysis of each school's situation</li><li>• Identifies immediate needs, develops action plans and supports Florida's continuous improvement models</li><li>• Provides day-to-day guidance and support in decision making to low- performing schools</li><li>• Reviews data to determine the effectiveness of all instructional programs and class offerings in schools identified as <del>F, Intervene and Low 5% lowest – performing</del> schools</li><li>• Tracks and reports on the progress of the School Improvement Plans of schools identified as <del>F, Intervene and Low 5% lowest-performing</del> schools</li><li>• Develops, supports, and facilitates the implementation of policies and procedures that guide school-based teams with direct support systems for each school principal in the area of school improvement</li><li>• Monitors implementation of Problem Solving and Response to Instruction/Intervention (RTI) in schools identified as <del>F, Intervene and Low 5% lowest-performing</del> schools</li><li>• Reviews budget allocations and alignment of resources to low performing schools</li><li>• Collaborates with the <del>Region Area</del> Superintendents and district department leaders to coordinate strategies and resources to assist lowest-performing schools</li><li>• Works collaboratively with the Department of Education representative for differentiated accountability</li><li>• Assists Department of Education representative with bi-monthly reports progress to the State Board of Education</li><li>• Assures that the lowest-performing schools are fully staffed by the first day of school by overseeing the staffing of the school prior to the start of school</li><li>• Assists schools in reviewing and replacing teachers who have not contributed to increased learning gains or those teachers who did not contribute to improving the school's performance</li><li>• Reviews the school leadership team, and makes recommendations to the district with respect to replacing members of the leadership team</li><li>• Collaborates with <del>Office of Strategic Partnerships</del> <u>Family and Community Involvement</u> in the recruiting of representatives of the community to establish a Community Assessment Team (CAT) which will review school performance data, determine the cause for low performance for each of the</li></ul>

lowest-performing schools

- Participates in CAT meetings
- Advises the district on its District Improvement and Assistance Plan for the lowest-performing schools
- Reviews the instructional pacing guide aligned to the Common Core/Next Generation Sunshine State Standards
- Helps to develop a recruitment/retention plan to encourage teachers and instructional coaches to transfer to or remain at lower-performing schools based on increased learning gains
- Ensures that appropriate resources are provided to redesign the master schedule to allow for common planning time for data-based decision making, job-embedded professional development, and Lesson Study
- Identifies and provides support required to implement any new curriculum, including professional development; ~~provide representation on Instructional~~
- Provide representation on Instructional Reviews Teams and ~~Joint Intervention Teams~~
- Performs related duties as required

#### **TERMS OF EMPLOYMENT**

*Salary and benefits shall be paid consistent with the district's approved compensation plan. Length of the work year and hours of employment shall be established by the District.*

*Performance of the job will be evaluated in accordance with provisions of the School Board's policy on evaluation of personnel.*

*The above statements are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities and duties required of those in this classification.*

#### **HISTORY OF JOB CLASSIFICATION**

ISSUED: 8/10 LMCK; BOARD APPROVED: 9/14/10; REVISED FORMAT, TITLE, MF, ER, ADA; 5/12 LMCK; BOARD APPROVED:

**ASSISTANT SUPERINTENDENT, CHIEF TURNAROUND OFFICER**

WORKING CONDITIONS & PHYSICAL EFFORT:	Seldom Or Never	Monthly	Weekly	Daily	Hourly
1. Lift objects weighing up to 20 pounds		X			
2. Lift objects weighing 21 to 50 pounds	X				
3. Lift objects weighing 51 to 100 pounds	X				
4. Lift objects weighing more than 100 pounds	X				
5. Carry objects weighing up to 20 pounds	X				
6. Carry objects weighing 21 to 50 pounds	X				
7. Carry objects weighing 51 to 100 pounds	X				
8. Carry objects weighing 100 pounds or more	X				
9. Standing up to one hour at a time		X			
10. Standing up to two hours at a time	X				
11. Standing for more than two hours at a time	X				
12. Stooping and bending		X			
13. Ability to reach and grasp objects				X	
14. Manual dexterity or fine motor skills					X
15. Color vision, the ability to identify and distinguish colors					X
16. Ability to communicate orally					X
17. Ability to hear					X
18. Pushing or pulling carts or other such objects	X				
19. Proofreading and checking documents for accuracy					X
20. Using a computer to enter and transform words or data					X
21. Using various technology tools					X
22. Working in a normal office environment with few physical discomforts	X				
23. Working in an area that is somewhat uncomfortable due to drafts, noise, temperature variation, or other conditions	X				
24. Working in an area that is very uncomfortable due to extreme temperature, noise levels, or other conditions	X				
25. Working with equipment or performing procedures where carelessness would probably result in minor cuts, bruises or muscle pulls					
26. Operating automobile, vehicle, or van			X		
27. Other physical, mental or visual ability required by the job	X				

Assistant Superintendent, Chief Turnaround Officer – ADM