

TITLE**Supervisor - Federal Programs, Elementary Education and Accountability****QUALIFICATIONS**

1. Valid Tennessee teacher's license with appropriate endorsements; and
2. Administrative or supervisory endorsement and experience in accordance with state law and State Board Rules and Regulations, based on the minimum of a Master's Degree.

JOB GOALS

To assist teachers and parents in meeting the educational needs of elementary students; to enhance community and parent involvement in our schools; and to oversee the school system's implementation of the state's mandated testing program.

ESSENTIAL FUNCTIONS

1. Monitor the appropriate ESSA guidelines including AMOs;
2. Use federal funding opportunities to the greatest benefit for the system's educational programs, facilities and personnel;
3. Assume responsibility for writing all proposals and filing all applications;
4. Evaluate the federally funded project(s), and others if needed;
5. Prepare project updates, amendments, and addendums, and submit them to the proper agencies;
6. Supervise the implementation of the needs assessments and projects;
7. Assist in securing bids when needed;
8. Monitor and keep close contact with those who are involved in Title I, II-A, III, and VI;
9. Cooperate with community agencies that are involved in the programs;
10. Help plan and assist in methods of involving parents;
11. Plan for the implementation of the evaluation design for a given project;
12. Prepare the evaluation form(s) for the state agencies;
13. Coordinate requirements for, and of, the applicable federal programs; and prepare for the monitoring process;
14. Conduct annual surveys to determine needs of Title I parents;
15. Assess parent involvement activities on an on-going basis;
16. Develop and implement procedures to coordinate home/school activities to include:
 - a. Developing a Title I newsletter;
 - b. Assisting in the development of a Title I handbook; and
 - c. Developing parent-training materials.
17. Conduct teacher training activities to meet specific teacher needs;
18. Monitor utilization of equipment and materials among all schools;
19. Serve as a resource person for Title I Interventionists;
20. Assist with activities associated with program implementation and evaluation;
21. Assume responsibility for collecting data and compiling comparability report;
22. Coordinate staff development for Title I schools;
23. Oversee the program for students who qualify as 'English Language Limited';
24. Oversee the 504 program for qualifying elementary students;
25. Ensure that all rules and regulations for preschool are being implemented;
26. Collaborate closely with Head Start to ensure preschool expectations are met as well as state and federal guidelines are followed;
27. Provide research-based staff development for preschool teachers and assistants;
28. Act as a resource person for elementary teachers in curriculum planning, coordinating instructional services of the schools, and making interesting and effective use of materials for instructions;

29. Monitor the School Improvement Plans (SIP) of the elementary schools and assist principals in formulating appropriate goals, objectives and strategies (focusing on identified areas of weakness) to bring about improvement;
30. Assist in the coordination of the annual county-wide in-service session and makes arrangements for other staff development activities as needed;
31. Procure and distribute elementary textbooks, instructional materials and supplies;
32. Serve as a liaison between principals, director of schools, and the state department in regard to elementary issues and concerns;
33. Develop and update district assessment for reading/language arts and math;
34. Coordinate and monitor the elementary instructional coaches;
35. Handle all aspects of testing which includes, but not limited to:
 - a. Ordering
 - b. Distributing to schools
 - c. Ensuring proper markings/reporting
 - d. Delivering to test center
 - e. Working with Special Educations to ensure proper modifications
 - f. Ensuring state guidelines are followed
 - g. Transiting to on-line testing

Testing includes:

 - ACT (grade 11)
 - Fall semester - End of Course Assessments at FCHS
 - Achievement: grades 3 through 8 (both sections - performance-based and summative)
 - Spring semester - End of Course Assessments at FCHS
 - Yearly End of Course Assessments at Huntland
36. Perform other duties as deemed necessary by the Director of Schools

PHYSICAL DEMANDS

This job may require lifting of objects that exceed twenty-five (25) pounds, with frequent lifting and/or carrying of objects weighing up to fifteen (15) pounds. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping and/or kneeling
4. Reaching
5. Talking
6. Hearing
7. Seeing

TEMPERAMENT (Personal Traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with students.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.
5. Good organizational skills.
6. Enthusiasm.
7. Ability to meet the public well.
8. Ability to represent the organization in a professional, positive, manner.

CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

1. Intelligence: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. Verbal: Ability to understand meanings of words and the ideas associated with them.
3. Numerical: Ability to perform arithmetic operations quickly and accurately.
4. Manual Dexterity: The ability to move the hands easily and manipulate small objects with the fingers.
5. Form Perception: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures.
6. Color Discrimination: The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

WORK CONDITIONS

Normal working environment.

Works 251 days.

Qualifies for the **PROFESSIONAL EXEMPTION** from the requirements of the *Fair Labor Standards Act (FLSA)* in regard to overtime. The employee is not entitled to the overtime rate of pay (time and a half) when the employee works over forty (40) hours in the defined work week (from Sunday 12:00 a.m. and continues through the following Saturday at 11:59 p.m.).

GENERAL REQUIREMENTS

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.