INSTRUCTIONS:

Please use the Find box and search for Job Title.

NOTE:
If there is not a job description posted for a position, please contact the Certified Personnel Department.
Caddo Parish Schools Job Description

Job Title: 504 Specialist  
Job Code: 026  
Grade: A4  
Prepared By: Richard Dezendorf  
Prepared Date: March 16, 2001  
Approved By: Cecil McCune  
Approved Date: March 16, 2001

SUMMARY
Works to implement 504 regulations, goals and objectives for all Caddo school system students and employees.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Plans strategies to assist teachers in meeting diverse needs and varied abilities of students covered by 504 regulations.
- Keeps current on 504 regulations, professional literature, organizations, programs, and bulletins/guides.
- Responds to parent and school questions, requests and concerns about the 504 program or rights of students meeting 504 qualifications.
- Works with teachers, school administrators and special education personnel to plan programs that meet needs and accommodations of students covered by 504 provisions.
- Responds to requests from Caddo school system employees for information regarding special needs or accommodations related to specific temporary or permanent handicapping conditions.
- Consults with school 504 designees and other employees to help them maintain 504 records and to comply with federal, state and local 504 regulations.
- Performs other related duties as required or assigned by the Director of Special Services.
- Plans and implements, under the supervision of the Director of Special Services, the goals and objectives and mandates of the 504 program.
- Maintains accurate records and reports and forwards them to the Director of Special Services as requested.
- Communicates with individuals, groups and agencies that provide assistance to students and adults in the 504 program.

SUPERVISORY RESPONSIBILITIES
Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring recommendations, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master's degree from an accredited college or university. Capability equivalent to that normally achieved through at least five years of continuous professional experience.
SKILL RELATED
Should satisfy Louisiana requirements for a teaching certificate with authorization for parish and city school supervision.

PERSONAL CHARACTERISTICS
• Ability to work tactfully and harmoniously with staff, schools, agencies, parents and/or the public.
• Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
• Ability to hold records, reports and conversations in confidence.
• Ability and initiative to plan, organize and carry out assignments under minimum supervision.
• Neat, well groomed, appropriately dressed appearance.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Special Services

TERMS OF EMPLOYMENT
260 days

Employee Name: __________________________________________ SSN: ________-________-________
(Type or Print)

Employee Signature ___________________________ Date ____________

Caddo Parish Schools Job Description

Job Title: 504/Dyslexia Specialist
Job Code: 026
Grade: A4
Prepared By: Jan Holliday
Prepared Date: November 30, 2004
Approved By: Mary Nash Robinson
Approved Date: November 30, 2004

SUMMARY
Works to implement 504 regulations, goals and objectives for all Caddo school system students and employees.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

• Plans strategies to assist teachers in meeting diverse needs and varied abilities of students covered by 504 regulations.
• Keeps current on 504 regulations, professional literature, organizations, programs, and bulletins/guides.
• Responds to parent and school questions, requests and concerns about the 504 program or rights of students meeting 504 qualifications.
• Works with teachers, school administrators and special education personnel to plan programs that meet needs and accommodations of students covered by 504 provisions.
• Responds to requests from Caddo school system employees for information regarding special needs or accommodations related to specific temporary or permanent handicapping conditions.
• Consults with school 504 designees and other employees to help them maintain 504 records and to comply with federal, state and local 504 regulations.
• Makes progress toward achieving objectives in the Professional Growth Plan.
• Remains current with professional literature and organizations pertaining to 504 regulations and programs.
• Supervises dyslexia teachers assigned to the department.
• Performs other related duties as required or assigned by the Director of Special Services.
• Plans and implements, under the supervision of the Director of Special Services, the goals and objectives and mandates of the 504 program.
• Maintains accurate records and reports and forwards them to the Director of Special Services as requested.
• Communicates with individuals, groups and agencies that provide assistance to students and adults in the 504 program.

SUPERVISORY RESPONSIBILITIES
Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring recommendations, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master's degree from an accredited college or university. Capability equivalent to that normally achieved through at least five years of continuous professional experience.
SKILL RELATED
Should satisfy Louisiana requirements for a teaching certificate with authorization for parish and city school supervision.

PERSONAL CHARACTERISTICS
• Ability to work tactfully and harmoniously with staff, schools, agencies, parents and/or the public.
• Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
• Ability to hold records, reports and conversations in confidence.
• Ability and initiative to plan, organize and carry out assignments under minimum supervision.
• Neat, well groomed, appropriately dressed appearance.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Special Services

TERMS OF EMPLOYMENT
260 days

Employee Name: _______________________________ SSN: __________-________-________
(Type or Print)

Employee Signature Date
Caddo Parish Schools Job Description

Job Title: Area Director of School Performance
Job Code: 012
Grade: A5
Prepared By: Jan Holliday
Prepared Date: July 1, 2004
Approved By: Mary Nash Robinson
Approved Date: July 1, 2004

SUMMARY
Directs administration of programs by performing the following duties personally or through subordinate supervisors.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Coordinates and monitors educational programs.
- Supervises principals and staff.
- Conducts performance evaluations.
- Conducts and attends various staff meetings.
- Compiles and analyzes expenditures and projected costs, and prepares reports for officials.
- Prepares budget and monitors expenditures.
- Performs other related duties as required or assigned.

SUPERVISORY RESPONSIBILITIES
Manages subordinate supervisors who supervise employees in the school district. Is responsible for the overall direction, coordination, and evaluation of this department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing and hiring recommendations; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master's Degree; six years job-related experience; or equivalent combination of education and experience and a teaching certification with supervision. Should satisfy Louisiana requirements for a teaching certificate with authorization as parish or city school supervisor, or Educational Leader 1 or 2 required; successful experience as a teacher and administrator preferred.
LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from employees, parents, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PERSONAL CHARACTERISTICS
Ability to plan, organize, and supervise the work of assigned personnel. Ability to work tactfully and harmoniously with schools, staff, agencies, parents, and/or the public. Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control. Ability to hold records, reports, and conversation in confidence. Neat, well groomed appearance.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet to moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Chief Academic Officer

TERMS OF EMPLOYMENT
260 days

SUPERVISES
School Principals (as assigned)

Employee Name: _________________________________________   SSN:  ________-____________-________
(Typ e or Print)

Employee Signature      Dat e
Caddo Parish Schools Job Description

Job Title: Director of Accountability and Instructional Support
Job Code: 012
Grade: A5
Prepared By: Keith Burton
Prepared Date: December 2, 2013
Approved By: Caddo Parish School Board
Approved Date: December 11, 2013

SUMMARY
Under the direction of the Chief Academic Officer, coordinates district-wide program accountability and instructional support to schools. Works collaboratively with other academic directors to ensure the development and implementation of district education programs and services.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Supervises the work of the supervisors and specialists assigned to the department to ensure development and implementation of the educational programs and services.
- Develops department objectives, based upon the parish goals and objectives of the school board and Superintendent.
- Develops performance objectives and prepares a professional growth plan supporting division and school system goals.
- Collaborates with staff members to identify performance objectives and prepare professional growth plans supporting division and school system goals.
- Involves other members of the staff in decision-making.
- Recommends to the Chief Academic Officer specific policies, procedures, plans, and programs for attaining instructional objectives, improving performance of students, schools, and staff.
- Plans for evaluation of instructional objectives.
- Develops and organizes the presentation of workshops, meetings, seminars, and in-service training.
- Develops and administers the Pupil Progression Plan.
- Coordinates and oversees the district’s Response to Intervention (RTI) and School Building Level Committee (SBLC) Process.
- Conducts performance observations and evaluations of immediate staff.
- Recommends intensive assistance according to established procedures within Performance Evaluation Plan.
- Provides interpretation and analyses of school test data for school personnel and provides assistance in using test results to impact student achievement.
- Prioritizes instructional need based on test data.
- Designates the responsibility and authority for personnel within the department.
- Adheres to established lines of communication through the chain of command.
- Ensures cost effectiveness of departmental operations.
- Administers the annual budget for the department in accordance with school board policies and procedures.
- Responsible for oversight and management of all expenditures within the department.
• Adheres to the policies and procedures established by the board.
• Develops and implements board policies and procedures.
• Communicates with appropriate state agencies and testing companies.
• Assists school staffs in implementing a school plan of action based upon disaggregation of school data.
• Continuously supports school leadership teams to meet the state accountability requirements.
• Provide schools with current research relating to improving instruction and test scores.
• Plans and provides materials and training for the administration of standardized tests.
• Keeps informed regarding current student assessment research.
• Assists in the equitable solution of complaints, concerns, and problems in the areas of responsibility.
• Performs other related duties as required or assigned.

SUPERVISORY RESPONSIBILITIES
Manages supervisors and specialists assigned to the department. Is responsible for the overall direction, coordination, and evaluation of this department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing and hiring employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master's Degree; at least seven years of job-related experience; or equivalent combination of education and experience. Should satisfy Louisiana requirements for a teaching certificate with Parish or City School Supervisor of Instruction authorization, or Educational Leader 1 or 2, as stated in Bulletin 746 (as revised). Successful experience as a teacher and administrator preferred.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or the school board.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit.
WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Chief Academic Officer

SUPERVISES
Supervisors and specialists

TERMS OF EMPLOYMENT
260 days

Employee Name: _________________________________________   SSN:  ________-____________-________
(Type or Print)

Employee Signature ___________________________________________ Date

________________________________________________________ ___________________________________
Caddo Parish Schools Job Description

Job Title: Assistant Principal
Prepared By: Jan Holliday
Prepared Date: July 19, 2012
Approved By: Caddo Parish School Board
Approved Date: August 21, 2012

AREA OF RESPONSIBILITY

Working under supervision of the school principal, assists in administering the school in accordance with school board policies and uses leadership, supervisory, and administrative skills to manage assigned school so as to promote the educational development of each student. Assists the principal with the planning and implementation of a program which creates an environment where teachers have the ability to design and implement a course(s) of study that enable students to learn and develop optimally.

Domains and Components will be used for the Assistant Principal evaluation in conjunction with measures of student growth. Measures of student growth will be aligned with the Caddo Parish Public School System’s accountability measures as outlined in the Louisiana Accountability System.

Domain I: School Vision Component A: Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision.
- The assistant principal creates an atmosphere for achievement of high academic expectations for all students; providing a clear picture of the schools future.
- The assistant principal ensures that the school vision is lived in practice, encouraging behaviors that support the vision and addressing behaviors that undermine the vision; enlisting the support, ownership, and institutionalization of the vision from various perspectives and lenses.
- The assistant principal places data driven school level goals into the vision which describe how the vision will be attained; adjusting the goals as needed, using student learning outcomes, needs assessments, observations of teacher practices, and participation from stakeholders to ensure they are driving improvements in achievement.

Domain II: School Culture Component A: Facilitates collaboration between teams of teachers
- The assistant principal develops a school culture that allows effective teaching and learning to occur through the use of effective and frequent collaboration between teams of teachers.
- The assistant principal reinforces the school culture, along with the teachers, students and stakeholders, through practices and actions that say: this is how we do school here.
- The assistant principal establishes a culture of learning, wherein teachers identify and teach core academic skills across the curriculum and implement shared instructional practices to improve student achievement; using work that is rigorous and aligned with the Compass rubric.

Component B: Provides opportunities for professional growth and develops a pipeline of teacher leaders
- The assistant principal expects professional growth from all members of the teaching staff that is aligned with the vision of the school and the Compass rubric.
- The assistant principal facilitates meaningful, targeted professional development opportunities aligned to teacher needs and designed to improve instructional practice.
- The assistant principal cultivates a pipeline of teacher leaders and develops their leadership skills to provide additional support to teachers in the school and allows them to take on additional leadership opportunities.

Component C: Creates and upholds systems that result in a safe and orderly school environment.
- The assistant principal ensures that the school building is clean and safe, all basic facilities are in working order and that the physical plant fosters major academic priorities and initiatives.
- The assistant principal consistently implements and discusses across all classrooms, an age appropriate code of conduct with written values and beliefs, that is aligned with district and school priorities.
- The assistant principal utilizes all support staff, including certificated and non-certificated employees, to strategically support the achievement of school goals.

Domain III: Instruction
Component A: Observes teachers and provides feedback on instruction regularly.
- The assistant principal observes teachers to provide on-going actionable, clear and transparent feedback on instruction; these observations will become a part of both formative and summative assessments of teacher effectiveness.
- The assistant principal ensures that all instruction is focused on the development and implementation of goals and objectives that are aligned with the Common Core Standards.
Component B: Ensures teachers set clear, measurable objectives aligned to Common Core.

- The assistant principal guarantees that all instruction is grounded in and guided by the Common Core Standards.
- The assistant principal implements a curricular scope and sequence that fosters rigorous instruction and activities that are designed to cognitively challenge students using the Common Core Standards.
- The assistant principal supplies teachers with supporting curricular materials that allow them to implement the curriculum with fidelity.

Component C: Ensures teachers use assessments reflective of Common Core rigor.

- The assistant principal facilitates and supports staff use of aggregated and disaggregated data to identify and prioritize students’ needs in relation to the Common Core Standards.
- The assistant principal will ensure that all assessments are Common Core aligned and will maintain teacher accountability for on-going analysis of student data to provide rigor, differentiation, rapid interventions and updated intervention assignments to reflect student needs and progress.

OTHER DUTIES AND RESPONSIBILITIES:

- Observes and supervises assigned personnel at the school level while performing designated duties.
- Assists in selecting, requisitioning, and administering supplies, materials, equipment, textbooks and services.
- Assists in supervising the maintenance of the school plant including the operation of custodial services, food services and transportation, as assigned.
- Assists in establishing and enforcing rules and regulations related to student rights and responsibilities.
- Assists in accounting for student attendance.
- Assists in the supervision of extra-curricular activities.
- Assists the principal in investigating, evaluating and implementing instructional changes on the school level.
- Assists in maintaining accurate records related to curriculum procedures, instructional practices, and student records.
- Assists in the evaluation and development of the school staff including appropriate professional development activities.
- Performs other duties as designated by the principal.

PROFESSIONAL CONDUCT

Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

Minimum Qualifications: Minimum of five years of successful teaching experience during the five-year period immediately preceding appointment to the position of assistant principal. Holds a valid Type "A" or Level 3 Louisiana teaching certificate with authorization as Provisional Principal, School Principal, or Educational Leader 1 or 2 and other requirements as set forth in Louisiana Standards for State Certification of School Personnel (Bulletin 746).

Personal Characteristics: Ability to plan, organize, and oversee the work of the school staff; ability to work tactfully and harmoniously with schools, staff, parents and/or the public; ability to gain the respect of staff, parents and students; ability to hold records, reports and conversations in confidence and encourage cooperation between teachers and parents in order to ensure a professional instructional climate for students; physical stamina and emotional stability to work effectively under pressure and to keep all aspect of the job under control; exhibits professionalism in dealing with all members of the staff; neat, well groomed appearance.

Terms of Employment: Elementary: 194 days; Middle: 195 days; High: 200 days

Reports to: School Principal

Supervises: Assigned school personnel at school site

Salary Range: See Caddo Salary Schedules for Assistant Principals

I acknowledge awareness of responsibilities and evaluation criteria,

Employee Name: ____________________________  Caddo Employee ID# or SSN: ______________________

(Type or Print)

Employee Signature  ____________________________  Date  ____________________________

Assistant Principal (Revised July 2012)
Caddo Parish Schools Job Description

Job Title: Assistant Principal for Discipline/Administration
Prepared By: Richard Dezendorf
Prepared Date: March 16, 2001
Approved By: Dr. Robert Schiller
Approved Date: March 16, 2001

Job Title: ASSISTANT PRINCIPAL FOR DISCIPLINE/ADMINISTRATION

AREA OF RESPONSIBILITY

Working under supervision of the school principal, assists in administering the school in accordance with school board policies and uses leadership, supervisory, and administrative skills to manage assigned school so as to promote the educational development of each student.

PRINCIPAL DUTIES

- Develops performance objectives and prepares a professional growth plan supporting school, department and school system goals.
- Observes and supervises assigned personnel at the school level while performing designated duties.
- Participates in developing appropriate performance objectives for the school in accordance with school system/community goals.
- Processes discipline referrals, conducts parent and student conferences and conducts student hearings.
- Conducts performance observations and serves as the evaluator for teachers and support staff assigned by the principal. Performs all of the duties of evaluator as described in the Personnel Evaluation Plan.
- Serves as the principal's designee for new teachers assigned by the principal. Performs the duties of the immediate supervisor/assessor as described in the Louisiana Teacher Assessment Program.
- Assists in supervising the continuing review and improvement of all aspects of the school program.
- Assists in the selection, orientation and assignment of personnel.
- Assists in the evaluation and development of the school staff including appropriate in-service activities.
- Assists in selecting requisitioning, and administering supplies, materials, equipment, textbooks and services.
- Assists in supervising the maintenance of the school plant including the operation of custodial services, food services and transportation.
- Assists in establishing and enforcing rules and regulations related to student rights and responsibilities.
- Assists community agencies in providing special assistance to students.
- Assists in accounting for student attendance.
- Assists in the evaluation of student progress and establishes a procedure to distribute progress reports and report cards.
- Assists in the supervision of extra-curricular activities.
- Keeps the public, staff, and media adequately informed about programs provided by the school.
- Makes progress toward achieving objectives in the Professional Growth Plan.
- Prepares a self-evaluation as described in the Personnel Evaluation Plan.
- The assistant principal is also evaluated on the Standards for School Principals in Louisiana that may be found in the Personnel Evaluation Plan booklet.
- Performs other duties as designated by the principal.
PREFERRED ATTAINMENT LEVELS

Education Related
At least a valid Type “A” Louisiana teaching certificate with authorization as Provisional Principal, School Principal, or Educational Leader 1 or 2 and other requirements as set forth in Louisiana Standards for State Certification of School Personnel (bulletin 746).

Experience Related
At least five years of successful teaching experience during the five-year period immediately preceding appointment to the position of assistant principal.

PERSONAL CHARACTERISTICS

- Ability to plan, organize, and oversee the work of the school staff.
- Ability to work tactfully and harmoniously with schools, staff, parents and/or the public.
- Ability to gain the respect of staff, parents and students.
- Ability to hold records, reports and conversations in confidence.
- Encourage cooperation between teachers and parents in order to ensure a professional instructional climate for students.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspect of the job under control.
- Exhibits professionalism in dealing with all members of the staff.
- Neat, well groomed appearance.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

TERM OF EMPLOYMENT
As determined by Board Policy

REPORTS TO
School Principal

SUPERVISES
Assigned teachers and clerical staff.

EVALUATION
Performance of this job will be evaluated in accordance with provisions of Board's policy on Evaluation of Professional Personnel.

I acknowledge awareness of responsibilities and evaluation criteria,

Employee Name: ______________________________ SSN: ______________________________
( Type or Print)

Employee Signature ___________________________ Date e
Caddo Parish Schools Job Description

Job Title: Assistant Superintendent for Human Resources
Job Code: A-6
Grade: A-6
Prepared By: Charles Walker
Prepared Date:
Approved By: Ollie Tyler
Approved Date: December 16, 2003

SUMMARY

Reports to the superintendent; administers the human resources programs by directing and evaluating the division through the personnel, attendance, and special services departments; administers and interprets personnel policies.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities include the following. Other duties may be assigned.

Planning
- Identifies division objectives based on parish goals and objectives established by the School Board and the Superintendent.
- Prepares a Professional Growth Plan supporting division and school system goals and objectives.
- Identifies and initiates the development of performance objectives within each department based on established school system/community goals.
- Collaborates with department directors to identify performance objectives for their Professional Growth Plans and approves their Professional Growth Plans.
- Involves other members of the staff in decision-making.
- Recommends to the Superintendent specific policies, procedures, plans and programs for attaining current objectives related to human resources services.
- Supervises through the Directors of Personnel recruiting and staffing of teachers, administrators and classified employees.

Administration
- Advises and counsels the Superintendent in the field of human resource services during the Superintendent’s staff meetings and upon request of the Superintendent.
- Makes presentations to the School Board in the field of human resource services when required by the Superintendent.
- Conducts performance observations and evaluations of immediate staff.
- Performs other duties as an evaluator as described in the Performance Evaluation Plan.
- Conducts periodic staff meetings.
- Reviews files, interviews candidates, recommends candidates to the superintendent for classified jobs.
- Ensures that periodic performance observations are made of directors and administrators as described in the parish Performance Evaluation Plan.
- Delegates authority in order to accomplish responsibilities of the division.
- Supervises through the Directors of Personnel the maintenance of personnel records, job descriptions and staffing formulas.
- Monitors operation, results and reports of the Performance Evaluation Plan. Assures due process in operation of the plan.
- Coordinates student teacher assignments with universities.
- Interprets personnel policies and assures that due process is followed. Monitors administrative procedures system-wide to ensure that proper due process is always provided to all employees and students.
- Hears employee grievances submitted at level two of the staff complaints and grievances policy and procedures. Resolves grievances at level two, if possible.
• Serves as chair of the Administrative Interview II Committee, interviews candidates for administrative and supervisory positions and presents committee recommendations to the superintendent.
• Administers board policy and administrative procedures as it relates to employee benefits. Administers leave policies, approving leaves and recommending leave approvals as provided in leave policies. Reviews requests for emergency leave as needed and requested by payroll. Monitors and follows-up on sabbatical leave requirements. Reports conflicts to the superintendent.
• Coordinates Title IX
• Makes progress toward achieving objectives in the Professional Growth Plan.
• Prepares a self-evaluation as described in the Performance Evaluation Plan.
• Designates role responsibility and authority for personnel within the division based upon board-approved job descriptions.

Organization
• Recommends organization changes within the division to the superintendent.
• Establishes formal lines of communication for the division through the chain of command.
• Recommends division job description changes to the superintendent.
• Recommends division job pay grade changes to the Position Evaluation Committee.

Controlling
• Insures cost effectiveness of divisional operations through the institution of effective controls.
• Develops and implements division-wide procedures with the superintendent’s approval.
• Adheres to the policies and procedures established by the local school board.
• Monitors board approved budget as it relates to personnel system-wide.
• Develops the division’s annual budget for the superintendent’s approval.
• Consults with the board attorney about legal matters regarding new laws, policies and changes in the law pertaining to personnel administration (termination, EEOC, discipline, etc.). Researches data necessary to respond to legal citations.
• Oversees compilation, preparation and distribution of statistical and other data for federal, State Department of Education and local reports.

Communications and Human Relations
• Interprets and communicates the functions and procedures of the division to the employees, board members and the general public.
• Prepares and disseminates information explaining programs for which responsible according to established policy.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master’s degree from an accredited college or university. Capability equivalent to that normally achieved through at least seven years of progressive professional experience.

SKILL RELATED
Louisiana requirements for a teaching certificate with authorization as parish or city school superintendent or Educational Leader 3 is preferred, but not required.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit.
WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Superintendent

SUPERVISES
Directors of Personnel
Director of Attendance
Director of Special Services

TERMS OF EMPLOYMENT
260 days
Salary based on school system salary schedule.

Employee Name: ________________________________  SSN: ________-________-_______
(Typ e or Print)

________________________________________________________
Employee Signature      Date   e
Caddo Parish Schools Job Description

Job Title: Assistant Superintendent of Academic Affairs
Job Code: A6
Grade: A6
Prepared By: Jan Holliday
Prepared Date: September 19, 2007
Approved By: Dr. Mary Nash Robinson
Approved Date: September 20, 2007

SUMMARY
Under the direction of the Superintendent, is responsible for the leadership and development of all district educational programs and services so as to assure improved academic performance and services. Works collaboratively with the Assistant Superintendent of Human Resources and Assistant Superintendent of Support Services to assist with implementation of programs and services.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Assumes any and all assigned duties by the Superintendent, not detailed below.

Planning
- Develops division objectives, based upon the parish goals and objectives of the school board and Superintendent.
- Develops performance objectives and prepares a professional growth plan supporting division and school system goals.
- Collaborates with staff members to identify performance objectives and prepare professional growth plans supporting division and school system goals.
- Involves other members of the staff in decision-making.
- Recommends specific policies, procedures, plans, and programs for attaining instructional objectives, improving performance of students, schools, and staff.
- Plans for evaluation of instructional objectives.
- Develops annual master plan objectives in assigned areas.

Administration
- Advises and counsels the Superintendent in all matters of instruction, curriculum, assessment, professional development and all educational support functions.
- Makes presentations to the school board in the area of academic leadership and support programs and services.
- Develops and organizes the presentation of workshops, meetings, seminars, and in-service training.
- Conducts performance observations and evaluations of immediate staff.
- Directs the work of all assigned personnel in areas of General Education, Special Education, Special Services, Professional Development, Title I and Career, Adult and Alternative Education.
- Conducts periodic staff meetings.
- Reviews file, interviews candidates, and recommends candidates for vacant jobs.
- Ensures that periodic performance observations are made by directors and instructional supervisors as described in the Personnel Evaluation Plan.
- Monitors directors to ensure that instructional supervisors use interpreted test data and establish plans to improve instruction.
- Ensures that the instructional program in all schools is of the highest quality and consistent.
- Delegates authority in order to accomplish responsibilities of the division.
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Personnel Evaluation Plan.
Curriculum
- Responsible for the development, revision, and evaluation of curriculum.
- Responsible for course content and resources for improvement of curriculum.
- Demonstrates expertise and knowledge of trends and developments in the field of elementary, secondary education, and adult education.
- Studies the educational needs of the school community and recommends methods for changes to assure student progress toward stated educational objectives.

Organization
- Designates the responsibility and authority for personnel within the division.
- Recommends organizational changes to the Superintendent.
- Adheres to established lines of communication through the chain of command.
- Recommends position changes to the Position Evaluation Committee.
- Ensures coordination of local programs and ensures their compatibility with state guidelines.

Controlling
- Ensures cost effectiveness of divisional operations.
- Develops the division’s annual budget for the Superintendent’s approval.
- Administers the annual budget for the division in accordance with school board policies and procedures.
- Responsible for oversight and management of all expenditures within the division.
- Ensures that subordinates review and approve or deny all division employees’ requests for leave (vacation or personal) and travel forms.
- Adheres to the policies and procedures established by the board.
- Develops and implements board policies and procedures.

Communication and Human Relations
- Communicates the division’s programs to the community: holds regular forums.
- Assists in the solution of concerns that may arise in the areas of responsibility.
- Prepares information to news media about program activities in accordance with procedures.
- Prepares and disseminates information explaining services of the division.

SUPERVISORY RESPONSIBILITIES
Manages assigned subordinate directors who supervise many employees. Assumes any and all assigned duties by the Superintendent, not detailed above.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Doctorate degree from an accredited college or university. The requirement of a Doctorate degree may be waived by the Superintendent. Capability equivalent to that normally achieved through at least seven years of progressive professional experience, including classroom teaching and school and/or district administrative experience. Louisiana requirements for a teaching certificate with a parish or city school superintendent’s authorization is required.
LANGUAGE SKILLS
Ability to read, analyze, and interpret government regulations and the like. Ability to write reports, memos, and procedure manuals. Ability to effectively present information and respond to questions from staff, superintendent, school board, news media, and the public.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Superintendent

SUPERVISES
Director(s) of Elementary Schools
Director of Middle Schools
Director of High Schools
Director of Title I
Director of Special Services
Director of Professional Development
Director of Career, Adult, and Alternative Education

TERMS OF EMPLOYMENT
260 days per year.
Salary based of school system salary schedule.

Employee Name: _______________________________ SSN: __________-_______-_______
(Type or Print)

________________________________________________________
Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: Executive Assistant to Superintendent/Communications
Job Code: 005
Grade: A6
Prepared By: Charles Walker
Prepared Date: January 9, 2004
Approved By: Ollie Tyler
Approved Date:

SUMMARY
Responsible for implementing a communications program to inform internal and external publics, and the community of systemwide educational programs and the progress of the parish schools. Assumes responsibility for special projects as assigned by the Superintendent.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Disseminates information to media and school publics.
- Prepares and publishes district brochures and newsletters.
- Coordinates and facilitates work of citizen and staff advisory committees and special events, and visits by dignitaries.
- Collaborates with staff members in all divisions to accomplish completion of specific projects.
- Interprets system-wide programs/projects to the community.
- Serves as the Superintendent’s liaison to community boards and groups.
- Coordinates recognitions and presentations for Board meetings.
- Assumes responsibility for assigned projects.
- Represents, as assigned, the district at community and district meetings and functions.
- Performs other duties as assigned by the Superintendent.

SUPERVISORY RESPONSIBILITIES
Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master’s degree from an accredited college or university. Capability equivalent to that normally achieved through at least seven years of progressive professional experience. Should satisfy Louisiana requirements for a teaching certificate with a parish or city school supervisor’s authorization preferred; successful experience as a teacher and administrator preferred.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, government regulations and legal documents. Ability to respond to inquiries or complaints from the community, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to write reports, memos, and procedure manuals. Ability to effectively present information and respond to questions from staff, superintendent, school board, news media, and the public.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables. Ability to plan, organize, and oversee the work of assigned personnel; to work tactfully and harmoniously with staff, schools, students, agencies, parents, and/or the public; to hold records, reports, and conversations in confidence.

**PHYSICAL DEMANDS**
Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control. The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear. The employee is occasionally required to use hands to handle controls.

**WORK ENVIRONMENT**
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**CHAIN OF SUPERVISION**
Superintendent

**TERMS OF EMPLOYMENT**
260 days

Employee Name: ____________________________ SSN: ________-________-________
(Typ e or Print)

Employee Signature ____________________________ Date ____________

Caddo Parish Schools Job Description

Job Title: Attendance Facilitator
Job Code: 050
Grade: Teacher Salary Schedule
Department: Attendance and Census
Prepared By: Richard Dezendorf
Prepared Date: May 19, 1999
Approved By: David A. Barr
Approved Date: June 25, 1999

SUMMARY
Reports to Director of Attendance and Census; assists in enforcing compulsory attendance law; works to improve attendance and relations between schools and homes.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Assist Supervisor of Child Welfare & Attendance in critical areas of need with schools that have high absentees.
- Utilize the attendance analysis to identify students whose absenteeism is high.
- Visit homes and confer with parents of students with poor attendance patterns and/or adjustment problems.
- Visit target schools and confer on a weekly basis, with students who have irregular attendance patterns.
- Confer with students, teachers, and administrators about problems and potential problems.
- Provide tips and approaches to parents for positive communication with schools.
- Refer students and parents to allied agencies for needed services.
- Coordinate a mentor program with school and community organizations. Hold counseling sessions, both individual and group, with students who have irregular attendance patterns and/or adjustment problems. Develop a plan of action for implementing the objectives and activities of this component.
- Performs other related duties as required or assigned.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master's Degree from accredited college or university with certification in education or Master's Degree in Social Work. A minimum of five years successful school related work experience. Should satisfy Louisiana requirements for a teaching certificate or a Master's Degree in Social Work.

LANGUAGE SKILLS
Ability to read and interpret documents such as Acts of Louisiana State Legislature, Caddo Parish School Board Policies, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of parents or employees of organization.
REASONING ABILITY
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PERSONAL CHARACTERISTICS
Ability to relate to and verbally communicate with all professional contacts on the level of each child's individual ability and level of understanding.

Ability to plan and organize duties in an effective manner.

Ability to maintain stability to work effectively under pressure.

Ability to work effectively and harmoniously with Attendance Department Staff, schools, agencies and the public.

Neat, well groomed appearance.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to use hands to handle or feel controls.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Attendance and Census

TERMS OF EMPLOYMENT
9.5 months

Employee Name: ________________________________ SSN: ________-________-_______
(Typed or Print) e or Print

Employee Signature Dat e e
Caddo Parish Schools Job Description

Job Title: Autism Specialist  
Prepared By: Nadalie Thomas  
Prepared Date: January 20, 2005  
Approved By: Jan Holliday  
Approved Date: January 24, 2005

SUMMARY
Enables students to derive the fullest possible educational experience from school by ensuring provision of a full range of services to children who have autism, their families, their teachers and support personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
- Works with Pupil Appraisal services to assist evaluating children suspected of having the exceptionality of autism.
- Interprets and explains evaluation results to parents, teachers, principals and other staff involved in the education of children with autism.
- Implements and/or assists teachers and other school personnel in the design and implementation of educational and behavioral interventions for children who have autism.
- Participates in due process proceedings as necessary.
- Confers with parents, teachers, principals, and other parish professional staff whenever necessary on matters relative to assessment, behavior strategies, and learning styles of children who are autistic, and teaching techniques for children who are autistic.
- Provides in-classroom assistance to teachers for children who have autism.
- Conducts workshops for teachers and the para-professionals who serve children who are autistic.
- Trains and supports teachers of children who are autistic.
- Attends IEPs of children who have autism as necessary.
- Works with personnel of community health and social services agencies.
- Maintains accurate case records on all clients regarding referrals, evaluations, and any other services provided by the SDE autistic consultant in accordance with the requirements of the parish, state, and federal laws, regulations, and/or policies.
- Attends staff, professional, and interagency meetings.
- Keeps abreast of new developments in autism and keeps other appropriate school personnel informed.
- Completes all reports required by the school system or State Department of Education.
- Makes progress toward completing objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

MINIMUM CRITERIA

EDUCATION and/or EXPERIENCE
- A master’s degree in psychology, education, social work, or speech pathology with certification by the State Department of Education as qualified examiner or professional certification and licensure in occupational therapy, physical therapy, or nursing will be accepted.
- A minimum of three years teaching in one area of special education or pupil appraisal.
- Demonstrated expertise in evaluating children with autism.
• Ability to design and implement educational and behavioral intervention programs for children who have autism.
• CEU’s of an additional 60 hours of training in Autism and related topics are required.

PERSONAL CHARACTERISTICS
• Ability to relate to and communicate with exceptional children in an accepting and non-biased manner.
• Ability to relate to and verbally communicate with all professional and non-professional contacts on the level of each individual’s ability and level of understanding.
• Ability to effectively communicate in written reports and correspondence information relative to the individual case.
• Ability to plan and organize work assigned in an efficient manner.
• Ability to treat all information in a confidential manner.
• Ability to maintain stability to work effectively under pressure.
• Ability to work effectively and harmoniously with Center Staff, schools, agencies, and the public
• Neat, well groomed appearance.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Special Education Related Service Facilitator

TERMS OF EMPLOYMENT
202 days

Employee Name: _______________________________ SSN: ________-________-________

(Type or Print)

Employee Signature   Date

Autism Specialist
Caddo Parish Schools Job Description

Job Title: Behavior Intervention Specialist/Site-Based
Prepared By: Dr. Barzanna White
Prepared Date: December 5, 2003
Approved By: Ollie Tyler
Approved Date: July, 2004

SUMMARY
Works under the direction of the System Psychologist and Principal; develops functional behavioral assessments and behavioral intervention plans; conducts group interventions in behavior management; anger management and conflict resolution; collects, records and turns in data as determined by the System Psychologist; provides technical assistance and support in the area of behavior management to school personnel and parents as assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

• Facilitates communications between the home and the school seeking to involve families in the educational process of their children and provides feedback to the school on family situations and problems.
• Serves as a liaison between the school and community agencies, collaborates on cases, and assists families in obtaining local resources.
• Provides technical assistance in the areas of social skills development, behavior intervention, classroom management, and crisis intervention techniques to parents and school personnel.
• Assists school personnel in conducting functional behavioral assessments on assigned students in order to develop appropriate behavior intervention plans as needed.
• Conducts follow-up consultation(s) with school personnel, families and students to ensure implementation of behavior management plans.
• Maintains accurate records and data collection on all assigned students and groups regarding their referral, interventions and outcomes.
• Assists in the compilation of reports required by federal, state and local agencies.
• Reviews suspension records and develops/implements a plan to reduce the number of suspensions.
• Makes progress on achieving objectives in the Professional Growth Plan.
• Prepares self-evaluation as described in the Personnel Evaluation Plan.
• Performs other related duties as may be assigned.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master’s degree and certification/license in School Counseling/Counseling/Social Work/Psychology or Master’s degree and a Louisiana teaching certificate.

PERSONAL CHARACTERISTICS
• Ability to plan and organize work, set priorities, and evaluate accomplishment of goals.
• Ability to work tactfully and harmoniously with staff, schools, agencies, parents and/or the public.
• Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
• Ability to relate and communicate effectively with all professional and non-professional contacts on the level of each individual’s ability and level of understanding.
• Ability to effectively communicate in written reports and correspondence information relative to the individual case.
• Ability to work from general assignments without close supervision and ability to know when the supervisor should be consulted.
• Ability to hold records, reports and conversations in confidence.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to move across the campus to various classrooms in order to facilitate group effectiveness. The employee is frequently required to talk, listen and demonstrate skills.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet; however, some students may require more attention due to the nature of the behaviors they exhibit.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
System Psychologist and Principal

TERMS OF EMPLOYMENT
As stated in employment agreement

Terms of this job will be evaluated in accordance with the provisions of Caddo Parish School Board's policy on evaluation of professional personnel.

I acknowledge awareness of the responsibilities of the job and evaluation criteria. I also acknowledge that information relative to salary, benefits and length of work day has been received and explained to me.

Employee Name: _________________________________________   SSN:  ________-____________-________

(Type or Print)

Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: Behavior Intervention Specialist/Special Education
Prepared By: Dr. Jeanette Taylor
Prepared Date: June 24, 2002
Approved By: Ollie Tyler
Approved Date: July, 2004

SUMMARY
Reports to the special education compliance/complaint management supervisor; develops functional behavioral assessments and behavior intervention plans, provides technical assistance and supports in the area of behavior management to school personnel and parents as assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

• Develops performance objectives and prepares a Professional Growth Plan supporting established department and school system goals.
• Assists in the compilation of reports required by federal, state and local agencies.
• Plans and conducts training and provides technical assistance to school personnel, parents/guardians on effective behavior management.
• Reviews suspension records and develops/implements a plan to reduce the number of suspensions.
• Develops or assists teachers and other school personnel in the design and implementation of behavioral interventions for referred students.
• Uses available resources of the school system and the community to enrich the educational program.
• Keeps informed on national, state and local regulations affecting special education.
• Follows IDEA and state guidelines
• Makes progress on achieving objectives in the Professional Growth Plan.
• Maintains accurate records on all assigned students regarding their referral, intervention and outcome.
• Consults regularly with all levels of school personnel and communicates effectively.
• Serves as liaison between school and community agencies through reciprocal referral arrangements, collaborates on cases and assists families in accessing community resources.
• Facilitates communication between school and home, seeking to involve families in the educational process of their children.
• Performs other related duties as may be assigned.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
• Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master's degree in social work or a mental health related field from a university with an accredited graduate school, or
• Master's degree in psychology from an accredited graduate program and certification by the State Department of Education in school psychology, or
• Master's degree in education and certification in one area of special education.
• Capability equivalent to that normally achieved through three years of supervised experience in one area of special education or in the delivery of mental health services following graduation from graduate school.
PERSONAL CHARACTERISTICS

- Ability to relate to and verbally communicate with all professional and non-professional contacts on the level of each individual's ability and level of understanding.
- Ability to effectively communicate in written reports and correspondence information relative to the individual case.
- Ability to plan and organize assigned duties in an efficient manner.
- Ability to treat all information in a confidential manner.
- Ability to maintain stability to work effectively under pressure.
- Ability to work effectively and harmoniously with Caddo Parish School employees, community agencies and the public.
- Neat, well-groomed appearance.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet; however, some students may require more attention due to the nature of the behaviors they exhibit.

PROFESSIONAL CONDUCT

Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to neglect of duty, dishonest, engagement in acts that are contrary to CPSB policy, unlawful activities or any other conduct which is seriously prejudicial to the school system.

TERMS OF EMPLOYMENT: As stated in employment agreement

CHAIN OF SUPERVISION: Special Education Compliance Complaint Management Supervisor

EVALUATION: Performance of this job will be evaluated in accordance with provisions of Caddo Parish School Board's policy on Evaluation of Professional Personnel

I acknowledge awareness of responsibilities and evaluation criteria. I acknowledge that information relative to salary, benefits and length of work day has been received and explained to me.

Employee's Name ____________________________________________

(Type or Print)

__________________________________________      SS# ________________________________________

Employee's Signature

__________________________________________

Date
Caddo Parish Schools Job Description

Job Title: Business/Law Magnet Instructional Coordinator  
Prepared By: Jan Holliday  
Prepared Date: August 1, 2006  
Approved By: Dr. Mary Nash Robinson  
Approved Date: August 1, 2006  

SUMMARY
Reporting to the school principal, assists in the administration of the curriculum of the school in accordance with school board policies and uses leadership skills to assist teachers in instruction to promote the educational development of each pupil.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Develops performance objectives and prepares a professional growth plan supporting school, department and school system goals.  
- Serves as a visible teaching model.  
- Presents demonstration lessons.  
- Demonstrates the use of a variety of materials.  
- Provides in-service education to assist teachers in organizing instructional groups, becoming aware of appropriate materials of instruction, and implementing a variety of techniques.  
- Provides appropriate organization of classes to accomplish the educational goals.  
- Performs appropriate orientation for pupils, their parents and teachers.  
- Provides continuing direction about grading procedures and reporting to parents.  
- Develops new materials, catalogs them and provides retrieval of those materials to be used as needed.  
- Develops prescriptive measures to help teachers present instruction in a desirable way for individuals and/or small groups.  
- Provides a workable record keeping system that is manageable, accurate and informative to teachers, pupils and parents.  
- Develops statistical reports that help explain the instructional program in magnet.  
- Provides appropriate inventory control of materials of instruction.  
- Monitors the progress of students individually and by groups.  
- Informs the principal about general and specific problems of instruction in the coordinator's area of responsibility.  
- Informs instructional supervisors of general needs: appropriateness of materials, design of the curriculum, teacher in-service needs, etc.  
- Remains an active learner to improve his/her skill as a teacher and as a manager (coordinator) of instructional resources.  
- Makes progress toward achieving objectives in the professional growth plan.  
- Prepares a self-evaluation as described in the Performance Evaluation Plan.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Masters degree and other requirements as stated in SDE Bulletin 746 (revised). At least three years of successful teaching experience during the five-year period immediately preceding appointment as coordinator. Should satisfy Louisiana requirements for a teaching certificate.
LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conforms to prescribed style and format. Ability to effectively present information to top management, public groups, parents and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PERSONAL CHARACTERISTICS
- Ability to communicate effectively, both in verbal and written form.
- Ability to work tactfully and harmoniously with teachers and pupils.
- Ability to command the respect of staff and pupils.
- Desire and willingness to make a continuing commitment to the maintenance of a high level of professional competence.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
School Principal

TERMS OF EMPLOYMENT
200 days

Employee Name: ________________________________ SSN: _______ - _______ - _______

(Type or Print)

________________________________________________________

Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: Case Manager
Job Code: 
Grade: 
DOT Code: 
Department: Title I
Prepared By: Richard Dezendorf
Prepared Date: July 11, 2000
Approved By: Janis Parker
Approved Date: March 16, 2001

SUMMARY
Conduct students’ academic and behavioral assessments and develop a service plan to assists the teachers in establishing interventions to help meet student needs; collaborate with teachers and staff to insure that students’ objectives are met; assists in the academic planning, social skills activities and testing requirements and participate, in interdisciplinary team meetings regarding students.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Demonstrates competency with skills and procedures in academic and psychosocial assessments, interviews students and parents, conducts a need assessment and coordinates services and resources
- Documents and collects, information regarding students’ current and past academic history
- Demonstrates and documents knowledge and understanding of educational terms, testing requirements and tools, psychosocial issues and available community resources.
- Demonstrates assessment and interview skills through the development of appropriate service plans
- Demonstrates the ability to work collaboratively with community service professionals
- Develops and implements educational and social plans to meet the student needs
- Identifies the students’ potential problems and addresses them
- Evaluates the students’ responses and attainments of their educational goals and plans
- Evaluates the outcome of students’ progress within a designated period of time
- Demonstrates willingness and ability to promote educational growth of members of the team
- Develops and maintain appropriate case records/reports and other pertinent information, in accordance with parish, state, and federal laws, regulation and policies.
- Maintains awareness of new developments and trends in the area of discipline and behavior intervention through professional publication, attendance at workshops and other professional development activities.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Bachelor’s Degree in human service-related field including psychology from an accredited university/college with experience working with children or, a Bachelor’s Degree in Social Work from an accredited university/college with experience working with children. Capability to that normally achieved in the delivery of academic and social services following graduation from an accredited university/college.
LANGUAGE SKILLS
Ability to read, analyze, and interpret periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, presentations, and procedure manuals. Ability to effectively present information and respond to questions from groups of teachers, administrators, and the general public.

PERSONAL CHARACTERISTICS
Ability to plan, organize, and supervise the work of assigned personnel. Ability to work tactfully and harmoniously with schools, staff, agencies, parents and the public.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit or stand for long periods of time. The employee is required to use hands to handle or feel controls, talk and hear. The employee must occasionally lift or move light weight.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Title I

TERMS OF EMPLOYMENT
10 months

Employee Name: _________________________________________   SSN: __________-________-________
(Typ e or Print)

Employee Signature      Date
CADDO PARISH SCHOOLS JOB DESCRIPTION

Job Title: Classroom Teacher
Prepared By: Jan Holliday
Prepared Date: July 2, 2012
Approved By: Caddo Parish School Board
Approved Date: July 17, 2012

AREA OF RESPONSIBILITY

Working under the direction of the principal or assigned evaluator, administers the classroom in accordance with School Board policies and uses instructional and administrative skills to promote the educational development of each student.

Competencies and Performance Standards will be used for teacher evaluation in conjunction with measures of student growth. Measures of student growth will be aligned with the Caddo Parish Public School System’s accountability measures as outlined in the Louisiana Accountability System.

Domain 1: Planning and Preparation- 1C-Setting Instructional Outcomes
- The teacher values, sequences and aligns curriculum enabling students to build their understanding of important ideas from concept to concept.
- The teacher designs and structures lessons so that learner outcomes are at an appropriate cognitive level.
- The teacher writes and plans multi-disciplinary outcomes for student learning, not student activity.
- The teacher differentiates outcomes and instruction for students of varied abilities.
- The teacher creates and/or uses a variety of assessment tools that are curriculum-aligned and challenging.

Domain 2: The Classroom Environment- 2C-Managing Classroom Procedures
- The teacher helps students to develop skills to work purposefully and cooperatively in groups.
- The teacher facilitates lessons that engage students in different types of activities-large groups, small groups and independent work.
- The teacher ensures smooth functioning of all routines and maximizes instructional time.

Domain 3: Instruction- 3B-Questioning and Discussion Techniques
- The teacher develops and presents questions that cause students to think and reflect; resulting in a deeper understanding of the topic.
- The teacher promotes learning through discussion.
- The teacher uses a range of techniques to ensure that all students contribute to the discussion and enlists the assistance of students to ensure this outcome.

Domain 3: Instruction- 3C-Engaging Students in Learning
- The teacher facilitates activities and assignments that promote learning and are aligned with the goals of the lesson.
- The teacher groups students for instruction in a variety of ways using factors such as similar backgrounds, ability levels, as well as random groupings.
- The teacher selects instructional materials suited to engaging students in understanding and learning at a deeper level.
- The teacher delivers lessons that are appropriately structured and paced.

Domain 3: Instruction- 3D-Using Assessment in Instruction
- The teacher aligns assessment to the curriculum.
- The teacher informs students of the criteria for assessment.
- The teacher monitors student learning using a variety of techniques.
- The teacher provides valuable feedback in a timely, constructive and substantive manner.
- The teacher promotes student self-assessment and student self-monitoring of their progress.
OTHER PERFORMANCE RESPONSIBILITIES

- Administers classroom in accordance with Caddo Parish School Board policies and regulations
- Accepts and exercises responsibilities for duties and assignments related to administrative/management, curricular and extra-curricular aspects of the school
- Accepts other responsibilities as required by the Principal or his/her designee
- Works tactfully and harmoniously with staff, parents, students, and/or public
- Reports promptly to work
- Maintains good attendance in compliance with Caddo Parish School Board Policy and state law
- Maintains composure
- Appears neat, dresses appropriately for the profession, and is well groomed
- Maintains a high standard of professional conduct

PROFESSIONAL CONDUCT

Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

Minimum Qualifications: United States citizen or authorized alien; those requirements as outlined in Louisiana Bulletin 746. (Louisiana Standards of State Certification of School Personnel)

Personal Characteristics: Physical and mental stamina and ability to perform job functions, tasks and duties. Possesses physical health to report regularly to work and deal effectively with students. Exhibits ability to plan, organize.

Terms of Employment: 182 days, or as stated in contract or employment agreement

Reports to: School Principal and/or Assistant Principal or Assigned Evaluator

Salary Range: See adopted Caddo Parish Salary Schedules

I acknowledge awareness of responsibilities and evaluation criteria.

Employee Name: _______________________________________
(Type or Print)

Caddo Employee ID# or SSN: ____________________________

_____________________________________________________ ________________________________________
Employee Signature  Date
Caddo Parish Schools Job Description

Job Title: Compliance Specialist
Prepared By: Nadalie Thomas
Prepared Date: January 20, 2005
Approved By: Jan Holliday
Approved Date: January 24, 2005

SUMMARY

Reports to the Supervisor of Compliance and Complaint Management Supervisor; ensures instructional and appraisal compliance with federal, state, and local special education policies and procedures.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities include the following. Other duties may be assigned.

- Develops performance objectives and prepares a professional growth plan supporting established department and school system goals.
- Develops guidelines and procedures for assurance of departmental compliance with federal and state guidelines.
- Oversees the compilation of reports required by federal, state, and local agencies.
- Provides assistance and training to school personnel, instructional staff and pupil appraisal staff as needed regarding compliance issues.
- Assists in the preparation of educational reports, compliance documents, and correspondences related to compliance, complaint management and due process hearings.
- Adheres to the policies and procedures established by the School Board (such as the discipline policy) as well as the rules and regulations mandated by federal and state laws.
- Is making progress toward achieving objectives in the Professional Growth Plan.
- Maintains accurate records and reports and forwards these to appropriate authorities upon request.
- Monitors timelines and other required components of pupil appraisal evaluations and/or IEP's.
- Collaborates with other departments to assure proper procedures regarding compliance issues are conveyed to all staff.
- Communicates effectively with school personnel and special education staff regarding compliance issues to assure appropriate delivery of services to students.
- Keeps abreast of new developments in special education and keeps other appropriate school personnel informed.
- Performs other duties and responsibilities as assigned.
QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

- A master's degree in school psychology, education, social work or speech pathology with certification by the State Department of Education as a qualified examiner or other special education certification.
- Five years of supervised experience in one area of special education or pupil appraisal.
- Certification by the State Department of Education in at least one area of special education or pupil appraisal. Thorough knowledge of Bulletin 1706 and the pupil appraisal and IEP handbooks.

PERSONAL CHARACTERISTICS

- Ability to relate to and verbally communicate with all professional and non-professional contacts on the level of each individual's ability and level of understanding.
- Ability to effectively communicate in written reports and correspondence information relative to the individual case.
- Ability to plan and organize assigned duties in an efficient manner.
- Ability to treat all information in a confidential manner.
- Ability to maintain stability to work effectively under pressure.
- Ability to work effectively and harmoniously with Caddo Parish School employees, community agencies and the public.
- Neat, well-groomed appearance.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Special Education Compliance and Complaint Management Supervisor
TERMS OF EMPLOYMENT
Ten months – twelve months as assigned.

EVALUATION
Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

I acknowledge awareness of responsibilities and evaluation criteria. I acknowledge that information relative to salary, benefits and length of workday has been received and explained to me.

Employee Name: ________________________________ SSN: _______ - _______ - _______

Employee Signature ________________________________ Date ___________ e
Caddo Parish Schools Job Description

Job Title: Coordinator, Parent Resource Center
Job Code: 767
Department: Title I
Prepared By: Richard Dezendorf
Prepared Date: January 7, 1998
Approved By: David Barr
Approved Date: April 4, 2001

SUMMARY
Reports to Title I Director to assist in planning, organizing, scheduling and presenting parental involvement activities through the Parent Resource Center.

ESSENTIAL DUTIES AND RESPONSIBILITIES
- Coordinates operation of the center on late evenings and scheduled Saturdays.
- Assists schools with the planning and operation of academic field trips to the Parent Center for greater parent use of the center.
- Orders materials and equipment, maintains inventory of Parent Center equipment, materials and supplies.
- Utilizes community resources to benefit the parents.
- Prepares a monthly calendar of activities scheduled in the Parent Center and disseminates to all Caddo Public schools.
- Coordinate and train parents for the Take Home Computer program.
- Prepares instructional materials to be used in parent training activities.
- Keeps abreast of current educational trends for parental involvement.
- Prepares hands-on manipulatives for workshop demonstrations.
- Provide orientation for parent's initial Center visit.
- Maintains files of active parent volunteers and disseminates information to principals.
- Provides training for parent education ranging from basic skills to preparation for the G.E.D. through workshops and computer courses.
- Assists with recognizing parents for outstanding participation at the Center.
- Neat, well groomed, appropriately dressed appearance.
- Performs other related duties as required or assigned.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for a Master's degree from an accredited college or university. Capability equivalent to that achieved through at least 5 years of continuous professional experiences working with parents of school-age children. Should satisfy Louisiana requirements for a teaching certificate.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conforms to prescribed style and format. Ability to effectively present information to top management, public groups, parents and/or board of education.
REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PERSONAL CHARACTERISTICS
- Ability to work tactfully and harmoniously with schools, staff, parents, and/or the public.
- Ability and initiative to plan, organize, and carry out assignments under minimum supervision.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Title I

TERMS OF EMPLOYMENT
202 days

SUPERVISES
Parent Resource Center Clerk

Employee Name: _____________________________________   SSN: __________-________-________
(Type or Print)

Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: Coordinator, Parent Resource Center
Job Code: 767
Department: Title I
Prepared By: Richard Dezendorf
Prepared Date: January 7, 1998
Approved By: David Barr
Approved Date: April 4, 2001

SUMMARY
Reports to Title I Director to assist in planning, organizing, scheduling and presenting parental involvement activities through the Parent Resource Center.

ESSENTIAL DUTIES AND RESPONSIBILITIES
• Coordinates operation of the center on late evenings and scheduled Saturdays.
• Assists schools with the planning and operation of academic field trips to the Parent Center for greater parent use of the center.
• Orders materials and equipment, maintains inventory of Parent Center equipment, materials and supplies.
• Utilizes community resources to benefit the parents.
• Prepares a monthly calendar of activities scheduled in the Parent Center and disseminates to all Caddo Public schools.
• Coordinate and train parents for the Take Home Computer program.
• Prepares instructional materials to be used in parent training activities.
• Keeps abreast of current educational trends for parental involvement.
• Prepares hands-on manipulatives for workshop demonstrations.
• Provide orientation for parent's initial Center visit.
• Maintains files of active parent volunteers and disseminates information to principals.
• Provides training for parent education ranging from basic skills to preparation for the G.E.D. through workshops and computer courses.
• Assists with recognizing parents for outstanding participation at the Center.
• Neat, well groomed, appropriately dressed appearance.
• Performs other related duties as required or assigned.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for a Master's degree from an accredited college or university. Capability equivalent to that achieved through at least 5 years of continuous professional experiences working with parents of school-age children. Should satisfy Louisiana requirements for a teaching certificate.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conforms to prescribed style and format. Ability to effectively present information to top management, public groups, parents and/or board of education.
REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PERSONAL CHARACTERISTICS
- Ability to work tactfully and harmoniously with schools, staff, parents, and/or the public.
- Ability and initiative to plan, organize, and carry out assignments under minimum supervision.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Title I

TERMS OF EMPLOYMENT
202 days

SUPERVISES
Parent Resource Center Clerk

Employee Name: _________________________________________   SSN:  ________-____________-________
(Type or Print)

Employee Signature           Date
Caddo Parish Schools Job Description

Job Title: Coordinator, Project Lift
Job Code: 767
Grade: 1
Department: Title I
Prepared By: Richard Dezendorf
Prepared Date: January 7, 1998
Approved By: David Barr
Approved Date: April 18, 2001

SUMMARY
Working under the direction of the Director of Title I, assists in administering the Parent Education Program in accordance with the School Board Policies and Department of Education guidelines. Uses instructional and administrative skills to promote the educational development of the program staff, participating parents and children.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities include the following. Other duties may be assigned.

• Uses expertise in early childhood education in making programmatic decisions to ensure appropriate developmental lessons for home visits.
• Develops and/or utilizes appropriate methods of assessing program needs.
• Demonstrates lessons and serves as a visible teaching model.
• Plans in-service education to assist Parent Educators in enhancing skills.
• Coordinates group meetings for parents across the district.
• Conducts meetings involving the Community Advisory Committee.
• Monitors the scheduling of home visits and the utilization of time by all Parent Educators.
• Maintains an inventory of all materials and equipment in the program.
• Completes an End-of-Year Evaluation Report for the program.
• Conducts home visits for Parent Educators and assists them on initial visits into homes in an effort to ensure quality services are being planned and delivered to families.
• Provides Parent Education services to families in an effort to remain current and sensitive to the services involved in Parent Education.
• Challenge and reinforce each participant regardless of his/her background.
• Monitor, adjust, and evaluate instruction to meet participant needs.
• Makes good use of all local media to publicize the program.
• Keeps abreast of current trends, developments, and methodology in subject area.
• Manages interactions with participants so that a comfortable, orderly environment exists to help educators, parents and children develop positive self-concepts.
• Neat, well groomed, appropriately dressed appearance.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Masters Degree and other requirements as stated in SDE Bulletin 746 (revised). Should satisfy Louisiana requirements for a teaching certificate. At least 10 years of successful teaching experience.
LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conforms to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PERSONAL CHARACTERISTICS
- Demonstrates ability to communicate efficiently in both verbal and written form.
- Exhibits ability to plan and organize both simple and complex tasks.
- Works tactfully and harmoniously with staff, parents, children and/or the public.
- Works to gain the respect of staff, students, parents and administrators.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Title I

TERMS OF EMPLOYMENT
202 days

Employee Name: _________________________________________   SSN:  ________-____________-________
(Type or Print)

Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: Chief Academic Officer
Job Code: 003
Grade: A6
Prepared By: Dr. Gerald Dawkins
Prepared Date: March 13, 2009
Approved By: 
Approved Date: March 31, 2009

SUMMARY
Under the direction of the Superintendent, is responsible for the direct supervision of the superintendent’s target schools, principal’s selection, training, supervision of schools, academic performance and services. Works collaboratively with the Chief Operating Officer and Assistant Superintendent of Academic Affairs to assist with implementation of programs and services.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Assumes any and all assigned duties by the Superintendent, not detailed below.

Planning
- Develops division objectives, based upon the parish goals and objectives of the school board and Superintendent.
- Develops performance objectives and prepares a professional growth plan supporting division and school system goals.
- Collaborates with staff members to identify performance objectives and prepare professional growth plans supporting division and school system goals.
- Involves other members of the staff in decision-making.
- Recommends specific policies, procedures, plans, and programs for attaining instructional objectives, improving performance of students, schools, and staff.
- Plans for evaluation of instructional objectives.
- Develops annual master plan objectives in assigned areas.

Administration
- Makes presentations to the school board in the area of academic leadership and support programs and services.
- Develops and organizes the presentation of workshops, meetings, seminars, and in-service training.
- Conducts performance observations and evaluations of principals.
- Directs the work of all assigned personnel in areas of General Education, Special Education, Special Services, Professional Development, Title I and Career, Adult and Alternative Education.
- Conducts periodic staff meetings.
- Reviews file, interviews candidates, and recommends candidates for vacant principal’s jobs.
- Ensures that periodic performance observations are made by directors and instructional supervisors as described in the Personnel Evaluation Plan.
- Monitors directors to ensure that instructional supervisors use interpreted test data and establish plans to improve instruction.
- Ensures that the instructional program in all schools is of the highest quality and consistent.
- Delegates authority in order to accomplish responsibilities of the division.
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Personnel Evaluation Plan.
Curriculum
- Responsible for the development, revision, and evaluation of curriculum and superintendent’s target schools.
- Responsible for course content and resources for improvement of curriculum.
- Demonstrates expertise and knowledge of trends and developments in the field of elementary, secondary education, and adult education.
- Studies the educational needs of the school community and recommends methods for changes to assure student progress toward stated educational objectives.

Organization
- Designates the responsibility and authority for personnel within the division.
- Recommends organizational changes to the Superintendent.
- Adheres to established lines of communication through the chain of command.
- Recommends position changes to the Position Evaluation Committee.
- Ensures coordination of local programs and ensures their compatibility with state guidelines.

Controlling
- Ensures cost effectiveness of divisional operations.
- Develops the division’s annual budget for the Superintendent’s approval.
- Administers the annual budget for the division in accordance with school board policies and procedures.
- Responsible for oversight and management of all expenditures within the division.
- Ensures that subordinates review and approve or deny all division employees’ requests for leave (vacation or personal) and travel forms.
- Adheres to the policies and procedures established by the board.
- Develops and implements board policies and procedures.

Communication and Human Relations
- Communicates the division’s programs to the community: holds regular forums.
- Assists in the solution of concerns that may arise in the areas of responsibility.
- Prepares information to news media about program activities in accordance with procedures.
- Prepares and disseminates information explaining services of the division.

SUPERVISORY RESPONSIBILITIES
Manages area directors who supervise principals. Assumes any and all assigned duties by the Superintendent, not detailed above.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Doctorate degree from an accredited college or university. The requirement of a Doctorate degree may be waived by the Superintendent. Capability equivalent to that normally achieved through at least seven years of progressive professional experience, including classroom teaching and school and/or district administrative experience. Louisiana requirements for a teaching certificate with a parish or city school superintendent’s authorization is required.
LANGUAGE SKILLS
Ability to read, analyze, and interpret government regulations and the like. Ability to write reports, memos, and procedure manuals. Ability to effectively present information and respond to questions from staff, superintendent, school board, news media, and the public.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, and engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Superintendent

SUPERVISORS
Assistant Superintendent of Academic Affairs
Superintendent’s Target Schools
Area School Directors
Director of Career, Adult and Alternative Education
Director of Special Education
Director of Title I
Director of Special Services

TERMS OF EMPLOYMENT
260 days per year.
Salary: Board approved salary schedule and performance-based incentives/evaluation.

Employee Name: _________________________________________   SSN:  ________-____________-________
(Type or Print)

Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: Director of Career, Adult and Alternative Education
Job Code: 012
Grade: A5
Prepared By: Richard Dezendorf
Prepared Date: July 27, 2000
Approved By: Dr. Robert E. Schiller
Approved Date: March 16, 2001

SUMMARY
Administers the vocational technical education program and adult education program by developing the curricula and programs; and supervises and trains principals, teachers, and administrators.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Develops required and needed programs to meet diverse needs and varied abilities of all students through long-term planning.
- Plans curriculum and instructional programs with department.
- Assists in developing plans for building use and in making recommendation on design, furnishings, and equipment.
- Establishes and works with Parish vocational Advisory Committees.
- Participates with the Personnel Department in hiring, transferring and terminating employees pursuant to parish policies and procedures.
- Ensures regular classroom visits for improving the instructional program.
- Supervises and directs all vocational-technical instructional programs in the school system.
- Performs related duties as required by Deputy superintendent.
- Supervises the development, implementation, revision, and evaluation of the curriculum.
- Ensures the use of resources of the school system and the community to enrich the educational program.
- Keeps informed of current research findings and improved techniques in the areas of responsibility.
- Ensures the coordination of parish-wide programs and their compatibility with state guidelines.
- Ensures that accurate records and reports are developed, maintained and forwarded to appropriate authorities upon request.
- Interprets the department’s programs to the community.
- Assists in the solution of problems in the areas of responsibility.
- Keeps informed of the status of financial aid for department.
- Develops, presents, and coordinates public information programs.
- Develops and administers a budget with the state and federal vocational education funds.

SUPERVISORY RESPONSIBILITIES
Manages several subordinate supervisors who supervise employees in the school district. Is responsible for the overall direction, coordination, and evaluation of this department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing and hiring.
recommendations; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master's Degree, six to ten years job-related experience or equivalent combination of education and experience. Should satisfy Louisiana requirements for a teaching certificate with authorization as parish or city school supervisor, or Educational Leader 1 or 2.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of education.

PERSONAL CHARACTERISTICS
- Ability to plan, organize, and supervise the work of assigned personnel.
- Ability to work tactfully and harmoniously with schools, staff, agencies, parents, and/or the public.
- Ability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to hold records, reports, and conversations in confidence.
- Neat, well-groomed appearance.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet.
PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Assistant Superintendent- Academic Affairs

TERMS OF EMPLOYMENT
260 days

SUPERVISES
Supervisor of Vocational Education  
School Principals (Career and Alternative Schools)  
Classroom Teachers (Adult Education)

Employee Name: _______________________________   SSN: ________-________-_____
(Typ e or Print)

Employee Signature   Date   e
Caddo Parish Schools Job Description

Job Title: Director of Certified Personnel
Job Code: 011
Grade: A5
Prepared By: Dr. Mary Nash Robinson
Prepared Date: June 19, 2001
Approved By: Dr. Gerald Dawkins
Approved Date: December 18, 2012

SUMMARY
Reports to the Chief of Staff; advises the administration in developing personnel policies and procedures; interprets and administers school system personnel policies; manages the administrative and clerical employees of the Certified Personnel Department.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Identifies department needs based upon the goals and objectives of the School Board, Superintendent and the Chief of Staff.
- Develops and administers procedures that are consistent with federal, state and local statutes.
- Directs recruiting and employment of teachers and administrators.
- Involves other members of the department in decision-making when appropriate.
- Assists the Chief of Staff with policy and legal matters in monitoring administrative procedures system-wide to ensure that proper due process is provided to all employees.
- Directs the department in the recruitment, employment, transfer, and termination of certified employees.
- Coordinates placement of all certified personnel on approved salary schedules and preparation of contracts.
- Coordinates staffing assignments and reassignments of all certified employees.
- Provides assistance to all certified personnel with a grievance, certification, and other personnel problems.
- Supervises all programs related to certified employee benefits.
- Designates role, responsibility and authority for personnel within the department based upon board approved job descriptions.
- Recommends department organizational improvements to immediate supervisor.
- Establishes and maintains formal lines of communication through the chain of command.
- Assists Chief of Staff with policy and legal matters in the development and implementation of personnel policies.
- Reviews data and administers appropriate disciplinary decisions of school board employees.
- Ensures that accurate records and reports are developed, maintained and forwarded to appropriate authorities, upon request.
- Directs maintenance of certified personnel records in accordance with federal, state and parish requirements.
- Supervises maintenance of a statistical information system concerning the number of staff members, job descriptions, turnover, and staff to pupil attendance comparisons within the certified area.
• Communicates the functions and procedures of the department to employees, school board, and general public.
• Prepares and disseminates communications explaining programs for which responsible according to established policy.
• Assists in the equitable solution of complaints, concerns, and problems in the areas of responsibility.
• Supervises the dissemination of certified job opportunity information and job advertisements.
• Performs other related duties as required or assigned.

SUPervisory RESPONSIBILITIES
Manages subordinate supervisors. Responsible for the overall direction, coordination, and evaluation of this department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing and screening of applicants to determine employment eligibility, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a master's degree from an accredited college or university. Capability equivalent to that normally achieved through at least seven to ten years of progressive professional experience. Louisiana Type A Teaching Certificate with Parish or City School Supervisor of Instruction authorization, or Educational Leader 1 or 2, is required.

LANGUAGE SKILLS
Ability to read, analyzes, and interprets government regulations and the like. Ability to write reports, memos, and procedure manuals. Ability to effectively present information and respond to questions from staff, superintendent, school board, news media, and the public.

REASONING ABILITY
Ability to define problems, collects data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

PERSONAL CHARACTERISTICS
• Ability to plan, organizes, and oversees the work of assigned personnel.
• Ability to work tactfully and harmoniously with schools, staff, agencies, parents and/or the public.
• Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
• Ability to hold records, reports, and conversations in confidence.
• Neat, well-groomed appearance.
WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Chief of Staff

TERMS OF EMPLOYMENT
260 days

Supervises
Personnel Administrator, Elementary Education
Personnel Administrator, Secondary Education
Administrator, Employee Assistance Program

Employee Name: ________________________________  SSN: _______ - _______ - _______
(Type or Print)

Employee Signature ________________________________  Date __________________________
Caddo Parish Schools Job Description

Job Title: Director of Classified Personnel
Job Code: 011
Grade: D
Division: Human Resources
Department: Classified Personnel
Prepared By: Mary Nash Robinson, Ph.D.
Prepared Date: May 6, 2014
Approved By: Dr. T. Lamar Goree
Approved Date: May 7, 2014

SUMMARY
Advises the administration in developing personnel policies and procedures; interprets and administers parish personnel policies; manages the classified division of the personnel office; administrative and clerical.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Develops and administers procedures that are consistent with federal, state and local statutes.
- Directs recruiting and employment of administrators and all other personnel in the classified division.
- Assists the Chief of Staff in monitoring administrative procedures system-wide to ensure that proper due process is provided to all employees.
- Directs the department in the recruitment, employment, transfer, and termination of classified employees.
- Supervises placement of all classified personnel on approved salary schedules and preparation of contracts.
- Supervises staffing assignments and reassignments of all classified employees.
- Directs assistance to all classified personnel with a grievance or other personnel problems.
- Participates as a member of the Interview Committee for classified promotion.
- Serves as member of Compensation Plan Committee when considering classified personnel. Implements approved reclassifications.
- Performs related duties as assigned by the Chief of Staff.
- Develops for immediate supervisor's approval department annual budget.
- Administers School Board-approved department annual budget in accordance with School Board policies and procedures.
- Reviews data and administers appropriate disciplinary decisions of school system employees.
- Ensures that accurate records and reports are developed, maintained and forwarded to appropriate authorities, upon request.
- Directs maintenance of classified personnel records in accordance with federal, state and parish requirements.
- Supervises maintenance of a statistical information system concerning the number of staff members, job descriptions, turnover, and staff to pupil attendance comparisons within the classified area.
- Communicates the functions and procedures of the department to employees, school board, and general public.
- Prepares and disseminates communications explaining programs for which responsible according to established policy.

SUPERVISORY RESPONSIBILITIES
Manages subordinate supervisors. Responsible for the overall direction, coordination, and evaluation of this department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation from an accredited college or university with a Master's degree, human resources certification and/or experience. Capability equivalent to that normally achieved through 7 to 10 years of progressive professional experience.

LANGUAGE SKILLS
Ability to read, analyze, and interpret government regulations and the like. Ability to write reports, memos, and procedure manuals. Ability to effectively present information and respond to questions from staff, superintendent, school board, news media, and the public.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

PERSONAL CHARACTERISTICS
• Ability to plan, organize, and oversee the work of assigned personnel.
• Ability to work tactfully and harmoniously with schools, staff, agencies, parents and/or the public.
• Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
• Ability to hold records, reports, and conversations in confidence.
• Neat, well-groomed appearance.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Chief of Staff

TERMS OF EMPLOYMENT
260 days

Supervises
Personnel Administrator, Classified
Classified Personnel Support Staff

Employee Name: ______________________ SSN: ________-_______-_______
(Type or Print)
Employee Signature Date
Caddo Parish Schools Job Description

Job Title: Director of Curriculum
Job Code: 012
Grade: E
Prepared By: Keith Burton
Prepared Date: April 9, 2014
Approved By: Dr. Mary Nash Robinson
Approved Date: April 10, 2014

SUMMARY
Under the direction of the Chief Academic Officer, provides the leadership, coordination and supervision of assigned instructional and program supervisors and specialists. Work collaboratively with other directors to assure the development and implementation of district education programs and services.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Supervises the work of the curriculum supervisors and specialists assigned to the department to assure development and implementation of the educational programs and services.
- Develops department objectives, based upon the parish goals and objectives of the school board and Superintendent.
- Develops performance objectives and prepares a professional growth plan supporting division and school system goals.
- Collaborates with staff members to identify performance objectives and prepare professional growth plans supporting division and school system goals.
- Involves other members of the staff in decision-making.
- Recommends to the Chief Academic Officer specific policies, procedures, plans, and programs for attaining instructional objectives, improving performance of students, schools, and staff.
- Plans for evaluation of instructional objectives.
- Develops and organizes the presentation of workshops, meetings, seminars, and in-service training.
- Administers and coordinates assigned grants pertaining to curriculum.
- Coordinates any and all committees relating to the area of curriculum.
- Coordinates all assessment and professional development activities as they relate to curriculum.
- Coordinates all communications and recruiting involving student government leaders.
- Conducts performance observations and evaluations of immediate staff.
- Recommends intensive assistance according to established procedures within Performance Evaluation Plan.
- Ensures that periodic performance observations are made by instructional supervisors as described in the Personnel Evaluation Plan.
- Ensures that instructional supervisors use interpreted test data and establish plans to improve instruction.
- Delegates authority in order to accomplish responsibilities of the department.
- Designates the responsibility and authority for personnel within the department.
- Adheres to established lines of communication through the chain of command.
Ensures cost effectiveness of departmental operations.

Administers the annual budget for the department in accordance with school board policies and procedures.

Responsible for oversight and management of all expenditures within the department.

Reviews and approves or denies all division employees’ requests for leave (vacation or personal) and travel forms.

Adheres to the policies and procedures established by the board.

Develops and implements board policies and procedures.

Ensures cost effectiveness of divisional operations.

Prepares and disseminates information explaining services of the department.

Performs other related duties as required or assigned.

SUPERVISORY RESPONSIBILITIES
Manages several subordinate supervisors who supervise employees in the school district. Is responsible for the overall direction, coordination, and evaluation of this department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master's Degree; at least seven years of job-related experience; or equivalent combination of education and experience. Should satisfy Louisiana requirements for a teaching certificate with Parish or City School Supervisor of Instruction authorization as stated in Bulletin 746 (as revised) or Education Leadership 1 or 2. Successful experience as a teacher and administrator preferred.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or the school board.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit.
WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Chief Academic Officer

SUPERVISES
Instructional and Program Supervisors and Specialists

TERMS OF EMPLOYMENT
260 days

Employee Name: _________________________________________   SSN:  ________-____________-________

(Type or Print)

Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: Director of Elementary Schools
Job Code: 012
Grade: A5
Prepared By: Jan Holliday
Prepared Date: July 1, 2004
Approved By: Mary Nash Robinson
Approved Date: July 1, 2004

SUMMARY
Directs administration of programs by performing the following duties personally or through subordinate supervisors.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

Coordinates and monitors educational programs.

Supervises principals and staff.

Conducts performance evaluations.

Conducts and attends various staff meetings.

Compiles and analyzes expenditures and projected costs, and prepares reports for officials.

Prepares budget and monitors expenditures.

Performs other related duties as required or assigned.

SUPERVISORY RESPONSIBILITIES
Manages subordinate supervisors who supervise employees in the school district. Is responsible for the overall direction, coordination, and evaluation of this department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing and hiring recommendations; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master's Degree; six years job-related experience; or equivalent combination of education and experience and a teaching certification with supervision. Should satisfy Louisiana requirements for a teaching certificate with authorization as parish or city school supervisor, or Educational Leader 1 or 2 required; successful experience as a teacher and administrator preferred.
LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from employees, parents, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PERSONAL CHARACTERISTICS
Ability to plan, organize, and supervise the work of assigned personnel. Ability to work tactfully and harmoniously with schools, staff, agencies, parents, and/or the public. Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control. Ability to hold records, reports, and conversation in confidence. Neat, well groomed appearance.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet to moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Assistant Superintendent- Academic Affairs

TERMS OF EMPLOYMENT
260 days

SUPERVISES
Elementary School Principals
Assigned Supervisors

Employee Name: ____________________________________  SSN: _____-_____-_____
(Typ e or Print)

Employee Signature  Date ___________________________  e
Caddo Parish Schools Job Description

Job Title: Director of High Schools  
Job Code: 012  
Grade: A5  
Prepared By: Jan Holliday  
Prepared Date: July 1, 2004  
Approved By: Mary Nash Robinson  
Approved Date: July 1, 2004

**SUMMARY**
Directs administration of programs by performing the following duties personally or through subordinate supervisors.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**
Essential duties and responsibilities include the following. Other duties may be assigned.

- Coordinates and monitors educational programs.
- Supervises principals and staff.
- Conducts performance evaluations.
- Conducts and attends various staff meetings.
- Compiles and analyzes expenditures and projected costs, and prepares reports for officials.
- Prepares budget and monitors expenditures.
- Performs other related duties as required or assigned.

**SUPERVISORY RESPONSIBILITIES**
Manages subordinate supervisors who supervise employees in the school district. Is responsible for the overall direction, coordination, and evaluation of this department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing and hiring recommendations; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

**QUALIFICATIONS**
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION and/or EXPERIENCE**
Master's Degree; six years job-related experience; or equivalent combination of education and experience and a teaching certification with supervision. Should satisfy Louisiana requirements for a teaching certificate with authorization as parish or city school supervisor, or Educational Leader 1 or 2 required; successful experience as a teacher and administrator preferred.
LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from employees, parents, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PERSONAL CHARACTERISTICS
Ability to plan, organize, and supervise the work of assigned personnel. Ability to work tactfully and harmoniously with schools, staff, agencies, parents, and/or the public. Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control. Ability to hold records, reports, and conversation in confidence. Neat, well groomed appearance.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet to moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Assistant Superintendent of Academic Affairs

TERMS OF EMPLOYMENT
260 days

SUPERVISES
High School Principals
Assigned Supervisors

Employee Name: ___________________________________  SSN: _____-_____ -_____
(Type or Print)

Employee Signature  Date

Director of High Schools
Revised July 2008
Caddo Parish Schools Job Description

Job Title: Director of Middle Schools
Job Code: 012
Grade: A5
Prepared By: Jan Holliday
Prepared Date: July 1, 2004
Approved By: Mary Nash Robinson
Approved Date: July 1, 2004

SUMMARY
Directs administration of programs by performing the following duties personally or through subordinate supervisors.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Coordinates and monitors educational programs.
- Supervises principals and staff.
- Conducts performance evaluations.
- Conducts and attends various staff meetings.
- Compiles and analyzes expenditures and projected costs, and prepares reports for officials.
- Prepares budget and monitors expenditures.
- Performs other related duties as required or assigned.

SUPERVISORY RESPONSIBILITIES
Manages subordinate supervisors who supervise employees in the school district. Is responsible for the overall direction, coordination, and evaluation of this department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing and hiring recommendations; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master's Degree; six years job-related experience; or equivalent combination of education and experience and a teaching certification with supervision. Should satisfy Louisiana requirements for a teaching certificate with authorization as parish or city school supervisor, or Educational Leader 1 or 2 required; successful experience as a teacher and administrator preferred.
LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from employees, parents, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PERSONAL CHARACTERISTICS
Ability to plan, organize, and supervise the work of assigned personnel. Ability to work tactfully and harmoniously with schools, staff, agencies, parents, and/or the public. Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control. Ability to hold records, reports, and conversation in confidence. Neat, well groomed appearance.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet to moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Assistant Superintendent of Academic Affairs

TERMS OF EMPLOYMENT
260 days

SUPERVISES
Middle School Principals
Assigned Supervisors

Employee Name: ___________________________ SSN: ______-_______-_______
(Typ e or Print)

Employee Signature Date
Caddo Parish Schools Job Description

Job Title: Director of Professional Development
Job Code: 011
Prepared By: Richard Dezendorf
Prepared Date: July 27, 2000
Approved By: Dr. Robert E. Schiller
Approved Date: March 16, 2001

SUMMARY
Directs and coordinates activities for the Professional Development Department and aids the Superintendent in formulating and administering Caddo Parish School Board policies by performing the following duties personally or through subordinate managers.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Directs and coordinates activities of the Teacher Resource and Professional Development Center for which responsibility is delegated to further attainment of goals and objectives.
- Reviews analyses of activities, costs, operations, and forecast data to determine department progress toward stated goals and objectives.
- Confers with the Superintendent and other administrative personnel to review achievements and discuss required changes in goals or objectives resulting from current status and conditions.
- Responsible for development and administration of department budget.
- Participates in formulating and administering board policies and developing long-range goals and objectives.
- Serves as member of management committees on special studies.
- Neat, well-groomed, appropriately dressed appearance.
- Performs other related duties as required or assigned.

SUPERVISORY RESPONSIBILITIES
Manages subordinate supervisors. Responsible for the overall direction, coordination, and evaluation of this department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring recommendations, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master's Degree; six to ten years job-related experience; or equivalent combination of education and experience. Should satisfy Louisiana requirements for a teaching certificate with authorization as parish or city school supervisor, or Educational Leader 1 or 2 required; successful experience as a teacher and administrator preferred.

LANGUAGE SKILLS
Ability to read, analyze, and interpret scientific and technical journals, financial reports, and legal documents. Ability to respond to inquiries or complaints from employees, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conforms to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand; walk; and use hands to handle or feel tools or controls.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Chief Academic Officer

TERMS OF EMPLOYMENT
260 days

SUPERVISES
English as a Second Language Coordinator
Grant Writer
Instructional Technology Specialist
Professional Development Specialist
Supervisor of Libraries

Employee Name: ______________________________ SSN: __________-__________-________
(Typ e or Print)

_______________________________________________________
Employee Signature Dat e
Caddo Parish Schools Job Description

Job Title: Director of Special Education
Job Code: 012
Grade: A5
Prepared By: Richard Dezendorf
Prepared Date: March 16, 2001
Approved By: Dr. Robert Schiller
Approved Date: March 16, 2001

SUMMARY
Administers the delivery of special education services and assigned programs. Supervises and provides in-service training for administrators, principals, teachers, special education aides, and special education bus drivers.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Assists in developing required and needed programs to meet diverse needs and varied abilities of all students through long-term planning.
- Plans programs for parent and community education.
- Maintains contact with federal and state officials, develops projects, and coordinates grant writing for programs.
- Participates with the Personnel Department in recruiting, hiring, transferring and terminating employees pursuant to parish policies and procedures.
- Analyzes teachers’ observation data provided by principals and supervisors to ensure regular classroom visits for improving the instructional program.
- Assists principals in using interpreted test data to improve student performance.
- Ensures distribution of local and state curriculum materials.
- Provides opportunities for supervisors, facilitators, and instructional specialists to implement curriculum and program planning.
- Provides in-service training for employees of the schools.
- Ensures the delivery of effective pupil appraisal evaluation and program services, both qualitatively and quantitatively to all students whose parents reside in Caddo Parish.
- Supervises and directs special education instructional programs and services in parish schools.
- Ensures the supervision of the special education instructional staff in the development and implementation of curriculum and student activities.
- Studies the educational needs and recommends methods for evaluating student progress toward stated educational objectives.
- Ensures the utilization of resources of the school system and the community to enrich the educational program.
- Keeps informed of current research findings and improved techniques in the areas of responsibility by reading appropriate journals and attending professional group meetings and conventions.
- Supervises the development, revision, and evaluation of the curriculum.
- Ensures coordination of parish-wide programs and ensures their compatibility with state guidelines.
• Ensures that accurate records and reports are developed, maintained, and forwarded to appropriate authorities upon request.
• Evaluates all special education programs, facilities, curriculum, learning activities, materials and supplies, parent relationships, and teaching and counseling practices, based on observation and supervisory recommendations.
• Develops a management system to ensure confidentiality of records and information.
• Communicates with various community groups, organizations, and agencies that are concerned with exceptional children to provide services for handicapped children and to secure public understanding.
• Interprets the department’s programs to the community.
• Meets with principals, administrators, supervisors, teachers, and the public to communicate school board policy and procedures.
• Assists in the solution of problems in the areas of responsibility.
• Keeps informed of the status of financial aid for special education.
• Neat, well-groomed, appropriately dressed appearance.
• Performs other related duties as required or assigned.

SUPERVISORY RESPONSIBILITIES
Manages several subordinate supervisors who supervise employees in the school district. Is responsible for the overall direction, coordination, and evaluation of this department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing and hiring recommendations; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master's Degree; 5 to 7 years job-related experience; or equivalent combination of education and experience. Should satisfy Louisiana requirements for a teaching certificate with authorization for Parish or City School Supervisor/Director of Special Education, or Educational Leader 1 or 2, as stated in SDE Bulletin 746 (as revised).

LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conforms to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
**PHYSICAL DEMANDS**
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit.

**WORK ENVIRONMENT**
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet.

**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**CHAIN OF SUPERVISION**
Assistant Superintendent of Academic Affairs

**TERMS OF EMPLOYMENT**
260 days

**SUPERVISES**
School Principals (Special Education Schools)  
Special Education Instructional Supervisor  
Supervisor of Pupil Appraisal  
Supervisor of Gifted and Talented  
Supervisor of Special Education Compliance, Complaint Management and Parent/Community Involvement

Employee Name: _________________________________________   SSN:  ________-____________-________
(Typ e or Print)

________________________________________________________ ___________________________________
Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: Director of Special Services
Job Code: 012
Grade: A5
Prepared By: Richard Dezendorf
Prepared Date: March 16, 2001
Approved By: Dr. Robert Schiller
Approved Date: March 16, 2001

SUMMARY
Reports to the Assistant Superintendent - Human Resources; is accessible to and works in coordination with all departments of the school system; ensures compliance with Section 504 of the Rehabilitation Act of 1973 and Titles I and II of the Americans with Disabilities Act (ADA); ensures compliance with the Hospital/Homebound policy and R.S. 17:392.1(E) and 392.3 (formerly known as “Act 1120”); administers and coordinates board policy pertaining to rights of persons with disabilities; administers the school nurse program and Bulletin 1903. Serves as chairperson for the School System’s Section 504 Committee; receives complaints/grievances and works toward equitable solutions. Serves as contact person for parents regarding information concerning compliance requirements and related matters. Supervises and provides in-service training for classified and certified personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

PLANNING
- Identifies performance objectives and prepares a professional growth plan supporting school system and community goals.
- Develops strategic plans for working with school staffs in implementing programs related to Section 504.
- Keeps informed of requirements of Section 504 and ADA and communicates those requirements to others within the organization who may not be aware of their responsibilities.
- Plans and conducts in-service programs on Section 504 and ADA regulations.
- Plans and directs staff responsibilities for ensuring compliance with the mandates of R.S. 17:392.1(E) and 392.3 and the Hospital/Homebound program, Bulletin 1903 for dyslexic students, and school nurses.
- Plans programs for parent and community education.
- Keeps abreast of federal, state and local statutes that prohibit discriminating against individuals with disabilities.
- Involves other staff members in decision-making.
- Keeps informed of court decisions in areas of responsibility.
- Keeps informed of current research findings and improved teaching techniques in areas of responsibility by reading appropriate Journals and by attending professional group meetings and conferences.

ADMINISTRATION
- Ensures that the school system’s self-evaluation plan is completed and updated as required (or necessary).
- Informs students, parents/guardians, employees and the public that the school system does not discriminate against disabled individuals.
- Coordinates programs with other local, state and federal agencies.
- Implements board policies and procedures.
- Advises Human Resources Division in questions of transfers and placement of disabled employees in need of reasonable accommodations.
- Advises Department of Risk Management in assessing employee situations involving “work options” for injured or disabled employees.
• Prepares reports, compliance documents, brochures and correspondence relating to Section 504 and ADA in a timely manner.
• Assists principals and department heads in the implementation of the policies and procedures relative to Section 504/ADA.
• Determines reasonable accommodations for eligible individuals.
• Ensures compliance with state and federal guidelines.
• Administers the school nurse program, the Hospital/Homebound Program, and Bulletin 1903.
• Disseminates pertinent information between schools and departments.
• Conducts Section 504 Committee meetings.
• Maintains official files for Section 504 and ADA.
• Conducts programs for parents and community education.
• Coordinates grievance procedure for Section 504 and ADA.
• Develops and administers the budget necessary for areas of responsibility.
• Makes progress toward achieving objectives in the professional growth plan.
• Prepares a self-evaluation as described in the Personnel Evaluation Plan.
• Performs related duties as required by the Superintendent.

ORGANIZATION
• Coordinates the system-wide Section 504 and ADA programs.
• Coordinates the system-wide R.S. 17:392.1(E) and 392.3 programs and the Hospital/Homebound programs.
• Coordinates the school nurse program.
• Coordinates Bulletin 1903.
• Recommends procedural changes and improvements to the Superintendent.
• Requests supplies, equipment, etc. needed to provide reasonable accommodations.
• Requests data and materials needed to fulfill responsibilities.
• Adheres to the established formal lines of communication through the chain of command.
• Recommends procedural changes and improvements to the Superintendent.
• Assists SBL committees as needed.
• Makes on-site visits to assist SBL committees as needed.
• Ensures that all supervisors are knowledgeable about Section 504 and ADA policies and procedures, as well as Hospital/Homebound, school nurses, and Bulletin 1903.

CONTROLLING
• Adheres to the policies and procedures established by the Caddo Parish School Board as well as those mandated by federal and state laws.
• Develops and implements Section 504 and ADA and R.S. 17:392.1(E) and 392.3, the Hospital/Homebound program, school nurses, and Bulletin 1903 procedures in conjunction with board policies.
• Investigates complaints received.
• Participates in mediation activities in an effort to resolve formal complaints.
• Responds to phone calls and correspondence and prepares status reports related to Section 504 and ADA complaints and grievances, as well as Hospital/Homebound.

COMMUNICATIONS AND HUMAN RELATIONS
• Disseminates information through letters, phone calls, news media and personal visits concerning procedural safeguards and individual rights of persons with disabilities.
• Attends various meetings as needed.
• Keeps informed on all federal, state and local regulations affecting persons with disabilities.
• Establishes and maintains a good working relationship with federal, state and local personnel.
• Communicates with schools, departments, and community groups concerning developments in Section 504/ADA, Hospital/Homebound, school nurses, and R.S. 17:392.1 (E) and 392.3, and Bulletin 1903.
• Assists in the equitable solution of complaints, concerns and problems in the areas of responsibility.
• Meets with classified and certified personnel to communicate Board policy and procedures in compliance with federal law.

SUPERVISORY RESPONSIBILITIES
Responsible for the overall direction, coordination, and evaluation of this department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing and hiring recommendations; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Masters degree from an accredited college or university. Capability equivalent to that normally achieved through at least 5-7 years of progressive professional experience.

SKILL RELATED
Should satisfy Louisiana requirements for teaching certificate with authorization for Parish or City School Supervisor of Instruction.

LANGUAGE SKILLS
Ability to read, analyze, and interpret professional journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints. Ability to effectively present information to top management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions.

PERSONAL CHARACTERISTICS
• Ability to plan, organize and complete the tasks required for the successful implementation, operation and evaluation of Section 504/ADA, Hospital/Homebound, school nurses, Bulletin 1903, and R.S. 17:392.1(E) and 392.3.
• Ability to work tactfully and harmoniously with students, schools, staff, agencies, parents and the public.
• Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
• Ability to hold records, reports and conversations in confidence.
• Ability and initiative to plan, organize and carry out assignments under minimum supervision.
• Neat, well groomed appearance.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit.
WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Assistant Superintendent- Human Resources

TERMS OF EMPLOYMENT
260 days

SUPERVISES
504/ADA/Dyslexia Specialist
504 Specialist
504 Facilitator
Act 1120 Program Manager
Hospital/Homebound Teachers
Head Nurse

Employee Name: _________________________________________   SSN:  ________-____________-________
(Typ e or Print)

________________________________________________________ ___________________________________
Employee Signature      Dat e
Caddo Parish Schools Job Description

Job Title: Director of Title I
Job Code: 012
Grade: A5
Prepared By: Richard Dezendorf
Prepared Date: July 27, 2000
Approved By: Dr. Robert E. Schiller
Approved Date: March 16, 2001

SUMMARY
Directs administration of programs by performing the following duties personally or through subordinate supervisors.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Coordinates and monitors Title I programs.
- Supervises assigned principals and staff.
- Conducts periodic performance evaluations.
- Conducts and attends various staff meetings.
- Compiles and analyzes expenditures and projected costs, and prepares reports for officials.
- Prepares budget and monitors expenditures.
- Neat, well-groomed, appropriately dressed appearance.
- Performs other related duties as required or assigned.

SUPERVISORY RESPONSIBILITIES
Manages several subordinate supervisors who supervise employees in the school district. Is responsible for the overall direction, coordination, and evaluation of this department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing and hiring employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master's Degree; six to ten years job-related experience; or equivalent combination of education and experience. Should satisfy Louisiana requirements for a teaching certificate with authorization as parish or city school supervisor, or Educational Leader 1 or 2 required; successful experience as a teacher and administrator preferred.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.
REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Assistant Superintendent of Academic Affairs

TERMS OF EMPLOYMENT
260 days

SUPERVISES
Supervisor of Auxiliary Services – Title I
Supervisor of Early Childhood/Kindergarten Education
Supervisor of Title I
Title I Program Researcher and Evaluator
School Principals (Title I Schools)
Title I Parental Involvement Educator
Parent Resource Center Coordinator
Home Instruction Program for Preschool Youngsters (Hippy) Coordinator
Assistant Technology Specialist – Title I
Project Lift Coordinator

Employee Name: ____________________________________  SSN: _______ - _______ - _______
(Typ e or Print)

______________________________________________  ________________________________
Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: Educational Diagnostician
Prepared By: Nadalie Thomas
Prepared Date: January 20, 2005
Approved By: Jan Holliday
Approved Date: January 24, 2005

SUMMARY
Reports to a designated team facilitator of Pupil Appraisal Services, enables students to derive the fullest possible educational experience from schooling by providing a full-range of educational diagnostician services to students in need of such assistance.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

• Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
• Explains and interprets the educational diagnostic program to parents, teachers, principals, and other members of the parish school system.
• Implements and/or assists teachers and other school personnel in the design and implementation of educational and behavioral interventions for referred pupils.
• Evaluates, as a pupil appraisal services staff member in accordance with the guidelines set forth in Bulletin 1508 and the regulations implementing Act 754, those pupils suspected of being in need of special educational services.
• Functions as evaluation coordinator for designated referred students.
• Participates in special education eligibility determinations and IEP staffing.
• Interprets diagnostic findings to parents, teachers, principals, and other professional parish personnel and responsible practitioners outside the school.
• Serves on designated school building level committees and confers with parents, teachers, principals, team facilitators, and other parish professional staff whenever necessary on matters relative to behavioral interventions, exceptional children, learning, teaching strategies, recommended interventions, and other areas within the expertise of the educational diagnostician.
• Provides or assists in the provision of in-service training of school personnel on such topics as pupil appraisal, educational diagnostic program, exceptional children, learning styles, classroom management, intervention strategies/techniques, and other areas of expertise.
• Cooperates with personnel of community health and social services agencies.
• Assists in maintaining accurate case records on all clients regarding enrollment in the educational diagnostic program, initial screening and individual evaluation, and other services provided by the educational diagnostician in accordance with the requirements of parish, state, and federal laws, regulations and/or policies.
• Submits a written report of any educational diagnostic services provided to students.
• Attends staff, professional, and interagency meetings.
• Participates in due process procedures.
• Keeps abreast of new developments in the area of educational diagnosis and keeps other appropriate school personnel informed of same.
• Make progress toward achieving objectives in the professional growth plan.
• Prepares a self-evaluation as described in the Performance Evaluation Plan.
• Completes all required reports of the parish or State Department of Education.
• Performs other such duties and assumes other responsibilities as assigned.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
EDUCATION and/or EXPERIENCE
A master's degree in education with certification by the State Department of Education as an educational diagnostician or as an assessment teacher. A minimum of three years teaching experience in one area of special education. The expertise to administer and interpret educational tests designed to identify learning problems. Ability to design and implement educational and behavior intervention programs.

PERSONAL CHARACTERISTICS
- Ability to relate to and communicate with exceptional children in an accepting and non-biased manner.
- Ability to relate to and verbally communicate with all professional and non-professional contacts on the level of each individual’s ability and level of understanding.
- Ability to effectively communicate in written reports and correspondence information relative to the individual case.
- Ability to plan and organize assigned duties in an efficient manner.
- Ability to treat all information in a confidential manner.
- Ability to maintain stability to work effectively under pressure.
- Ability to work effectively and harmoniously with Special Education Center staff.
- Neat, well groomed appearance.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Assigned Pupil Appraisal Facilitator

TERMS OF EMPLOYMENT
10 months (202 days), or as assigned

Employee Name: ___________________________ SSN: ________-________-________

(Type or Print)

Employee Signature Date: __________ e

Educational Diagnostician Page 2 of 2
Caddo Parish Schools Job Description

Job Title: Elementary Curriculum Coordinator
Prepared By: Penny Claudis
Prepared Date: July 25, 2001
Approved By: Penny Claudis
Approved Date: August 17, 2001

SUMMARY
Reporting to the school principal, assists in the administration of the curriculum for the school in accordance with school board policies and uses leadership skills to assist teachers in instruction to promote the educational development of each pupil.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Develops performance objectives and prepares a professional growth plan supporting school and school system goals.
- Trains teachers on curriculum changes and updates,
- Provides remediation, enrichment or extra grade level assistance to students individually or in small groups in order to meet their academic needs. (The principal would determine the amount of teaching time.)
- Serves as visible teaching model.
- Presents demonstration lessons.
- Demonstrates the use of a variety of materials.
- Provides in-service education to assist teachers in organizing instructional programs, becoming aware of appropriate materials of instruction, and implementing a variety of techniques.
- Provides instructional orientation to teachers new to the school.
- Provides appropriate organization of classes to accomplish the educational goals.
- Performs the necessary duties to provide proper placement of pupils.
- Provides appropriate orientation for pupils, their parents, and teachers.
- Provides continuing direction about grading procedures and reporting to parents.
- Tests students to determine the possible causes of lack of achievement.
- Develops prescriptive measures to help teachers present instruction in a desirable way for individuals and/or small groups.
- Provides a workable record keeping system that is manageable, accurate, and informative to teachers, pupils, and parents.
- Develops statistical reports that help explain the instructional program in the school.
- Provides appropriate inventory control of materials of instruction.
- Monitors the progress of students individually and by groups.
- Assists teachers when procedures they are using do not result in achievement that is consistent with expectations. (The Curriculum Bulletin for Elementary Education and the Course Content will be utilized.)
- Informs the principal about general and specific problems of instruction in the coordinator's area of responsibility.
- Informs instructional supervisors of general needs: appropriateness of materials, design of the curriculum, teacher in-service needs, etc.
- Keeps abreast of current trends by reading professional books, attending workshops, and state/national conferences.
- Remains an active learner to improve his/her skill as a teacher, an instructional leader and a manager (coordinator) of instructional resources.
- Learns and uses data processing skills for scheduling on the computer.
- Assists with the assignment of other people coming into the school for any reason. (Examples could include: volunteers, local university and/or college observers, resource speakers, Shreveport Symphony, Mental Health.)
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
PREFERRED ATTAINMENT LEVELS
Masters degree and other requirements as stated in SDE Bulletin 746 (revised). Reading Specialist Certification.

EXPERIENCE RELATED
At least three years of successful teaching experience during the five year period immediately preceding appointment as coordinator.

SKILL RELATED
Should satisfy Louisiana requirements for a teaching certificate.

PERSONAL CHARACTERISTICS
- Ability to communicate effectively, both in verbal and written form.
- Ability to work tactfully and harmoniously with teachers, pupils and parents.
- Ability to command the respect of staff and pupils.
- Desire and willingness to make a continuing commitment to the maintenance of a high level of professional competence.
- Neat, well-groomed appearance.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

TERM OF EMPLOYMENT
192 days

REPORTS TO
School Principal

SUPERVISES
Teachers

EVALUATION
Performance of this job will be evaluated in accordance with provisions of Board's policy on Evaluation of Professional Personnel and the Caddo Parish School Board Personnel Evaluation Plan. This job description contains the criteria on which performance will be evaluated.

I acknowledge awareness of responsibilities and evaluation criteria,

Employee Name: _________________________________________  SSN: ________________________________
(Type or Print)

________________________________________________________
Employee Signature  Date

Caddo Parish Schools Job Description

Job Title: Elementary Instructional Coordinator
Prepared By: Jan Holliday
Prepared Date: July 19, 2012
Approved By: Caddo Parish School Board
Approved Date: August 21, 2012

AREA OF RESPONSIBILITY

Reports to the school principal, assists in the administration of the curriculum and the instructional program for the school in accordance with school board policies and uses leadership skills to assist teachers in instruction to promote the educational development of each pupil.

Domains and Components will be used for the Instructional Coordinator evaluation in conjunction with measures of student growth. Measures of student growth will be aligned with the Caddo Parish Public School System’s accountability measures as outlined in the Louisiana Accountability System.

Domain I: School Vision Component A: Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision.
- The instructional coordinator creates an atmosphere for achievement of high academic expectations for all students; providing a clear picture of the schools future.
- The instructional coordinator ensures that the school vision is lived in practice, encouraging behaviors that support the vision and addressing behaviors that undermine the vision; enlisting the support, ownership, and institutionalization of the vision from various perspectives and lenses.
- The instructional coordinator places data driven school level goals into the vision which describe how the vision will be attained; adjusting the goals as needed, using student learning outcomes, needs assessments, observations of teacher practices, and participation from stakeholders to ensure they are driving improvements in achievement.

Domain II: School Culture Component A: Facilitates collaboration between teams of teachers
- The instructional coordinator develops a school culture that allows effective teaching and learning to occur through the use of effective and frequent collaboration between teams of teachers.
- The instructional coordinator reinforces the school culture, along with the teachers, students and stakeholders, through practices and actions that say: this is how we do school here.
- The instructional coordinator establishes a culture of learning, wherein teachers identify and teach core academic skills across the curriculum and implement shared instructional practices to improve student achievement; using work that is rigorous and aligned with the Compass rubric.

Component B: Provides opportunities for professional growth and develops a pipeline of teacher leaders
- The instructional coordinator expects professional growth from all members of the teaching staff that is aligned with the vision of the school and the Compass rubric.
- The instructional coordinator facilitates meaningful, targeted professional development opportunities aligned to teacher needs and designed to improve instructional practice.
- The instructional coordinator cultivates a pipeline of teacher leaders and develops their leadership skills to provide additional support to teachers in the school and allows them to take on additional leadership opportunities.

Component C: Creates and upholds systems that result in a safe and orderly school environment.
- The instructional coordinator ensures that the school building is clean and safe, all basic facilities are in working order and that the physical plant fosters major academic priorities and initiatives.
- The instructional coordinator consistently implements and discusses across all classrooms, an age appropriate code of conduct with written values and beliefs, that is aligned with district and school priorities.
- The instructional coordinator utilizes all support staff, including certificated and non-certificated employees, to strategically support the achievement of school goals.

Domain III: Instruction

Component A: Observes teachers and provides feedback on instruction regularly.
- The instructional coordinator observes teachers to provide on-going actionable, clear and transparent feedback on instruction; these observations will become a part of both formative and summative assessments of teacher effectiveness.
- The instructional coordinator ensures that all instruction is focused on the development and implementation of goals and objectives that are aligned with the Common Core Standards.

Component B: Ensures teachers set clear, measurable objectives aligned to Common Core.
- The instructional coordinator guarantees that all instruction is grounded in and guided by the Common Core Standards.
• The instructional coordinator implements a curricular scope and sequence that fosters rigorous instruction and activities that are designed to cognitively challenge students using the Common Core Standards.
• The instructional coordinator supplies teachers with supporting curricular materials that allow them to implement the curriculum with fidelity.

Component C: Ensures teachers use assessments reflective of Common Core rigor.
• The instructional coordinator facilitates and supports staff use of aggregated and disaggregated data to identify and prioritize students’ needs in relation to the Common Core Standards.
• The instructional coordinator will ensure that all assessments are Common Core aligned and will maintain teacher accountability for on-going analysis of student data to provide rigor, differentiation, rapid interventions and updated intervention assignments to reflect student needs and progress.

OTHER DUTIES AND RESPONSIBILITIES:
• Observes and supervises assigned personnel at the school level while performing designated duties.
• Provides remediation, enrichment or extra grade level assistance to students individually or in small groups in order to meet their academic needs. (The amount of teaching time would be determined by the principal).
• Provides professional development to assist teachers in organizing instructional programs, becoming aware of appropriate materials of instruction and implementing a variety of techniques.
• Provides continuing direction about grading procedures and reporting to parents.
• Develops prescriptive measures to help teachers present instruction in a desirable way for individuals and/or small groups.
• Establishes and maintains a record keeping system that is manageable, accurate and informative to teachers, pupils and parents.
• Provides appropriate inventory control of materials for instruction.
• Informs district-level instructional supervisors of general needs: appropriateness of materials, teacher professional development needs, etc.
• Remains an active learner to improve his/her skill as a teacher, an instructional leader and a manager (coordinator) of instructional resources.
• Assists in maintaining accurate records related to curriculum procedures, instructional practices, and student records.
• Assists in the evaluation and development of the school staff including appropriate professional development activities.
• Performs other duties as designated by the principal.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

Minimum Qualifications: Minimum of five years of successful teaching experience during the five-year period immediately preceding appointment to the position of instructional coordinator. Holds a valid Type "A" or Level 3 Louisiana teaching certificate with authorization as Parish or City Supervisor of Instruction or Educational Leader 1 or 2 and other requirements as set forth in Louisiana Standards for State Certification of School Personnel (Bulletin 746).

Personal Characteristics: Ability to work tactfully and harmoniously with schools, staff, parents and/or the public; ability to gain the respect of staff, parents and students; ability to hold records, reports and conversations in confidence and encourage cooperation between teachers and parents in order to ensure a professional instructional climate for students; physical stamina and emotional stability to work effectively under pressure and to keep all aspect of the job under control; exhibits professionalism in dealing with all members of the staff; neat, well groomed appearance.

Terms of Employment: 192 days

Reports to: School Principal

Supervises: Assigned school personnel at school site

Salary Range: See Caddo Salary Schedules for Instructional Coordinators

I acknowledge awareness of responsibilities and evaluation criteria,

Employee Name: ______________________ Caddo Employee ID# or SSN: ______________________

(Type or Print)

Employee Signature ______________________ Date ______________________
Caddo Parish Schools Job Description

Job Title: Elementary Master Teacher (Teacher Advancement Program)
Job Code: 
Prepared By: Wanda Gunn
Prepared Date: July 24, 2005
Approved By: Jan Holliday
Approved Date: July 24, 2005

SUMMARY

Primary responsibility is to work with the principal, to analyze student data and create and institute an academic achievement plan for the building. Master teachers lead cluster groups, and provide demonstrations lessons, coaching and team-teaching to fellow teachers. Master teachers collaborate to develop and to determine the adoption of learning resources and research-based strategies to increase student performance.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities include the following. Other duties may be assigned.

• Collaborates with the principal and other staff members to implement a viable staff development program.
• Makes recommendations to the principal regarding the implementation and evaluation of the school’s staff development program.
• Identifies, organizes, and disseminates materials and resources for teachers in all instructional areas.
• Models demonstration lessons for teachers as a follow-up to staff development sessions.
• Evaluates and monitors teacher strategies in instructional areas identified.
• Provides support to teachers in achieving alignment of curriculum areas identified to content standards.
• Conducts small group staff meetings, addresses concerns, and provides general support to teachers.
• Analyzes school-wide student data as basis for developing school plan utilizing the TAP processes.
• Oversees planning, facilitation and follow-up of cluster group meetings during professional growth blocks.
• Team-teaches with colleagues, demonstrates model lessons, and develops and helps implement curriculum.
• Observes and provides peer assistance and coaching towards meeting teachers’ Individual Growth Plan goals.
• Evaluates teacher performance using TAP Rubrics and conducts follow-up teacher conferences.
• Participates in all TAP trainings and becomes a certified a TAP evaluator.
• Attends professional development meetings facilitated by the TAP Executive Director.
• Works an expanded calendar year.
• Prints, organizes, disseminates, and presents materials and resources for the Teacher Advancement Program.
• Makes use of interpreted test data to evaluate and strengthen the elementary curriculum.
• Maintains accurate records, reports, agendas, correspondence, and testing data and forwards these to the principal as requested.
• Identifies performance objectives and prepares a Professional Growth Plan based upon parish goals and objectives.
• Prepares a self-evaluation described in the Performance Evaluation Plan.
• Performs other related duties as designated by the principal.
• Adheres to the policies and procedures established by the school board.
SUPERVISORY RESPONSIBILITIES
Oversees groups of teachers in developing goals, provides instructional interventions with proven results, facilitates teacher proficiency with these new strategies through classroom based follow-up, and ensures that the progression of teacher skill development is aligned with changing student learning needs. Provides observation feedback, model teaching (demonstration lessons) and team-teaching following every cluster meeting and in individual teacher mentoring situations.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
• Master’s degree in relevant academic discipline.
• Louisiana Type A or Level 3 Teaching certificate.
• At least five years of successful teaching as measured by performance evaluations, promotions, and/or portfolio of work.

SKILL RELATED
• Demonstrated expertise in content, curriculum development, student learning, test analysis, mentoring, and professional development as demonstrated by an advanced degree, advanced training and/or career experience.
• Student data that illustrates the teacher’s ability to increase student achievement through utilizing specific instructional interventions.
• Instructional expertise demonstrated through model teaching, team-teaching, video presentations, and student achievement gains.
• Classroom demonstrations and external observations.
• Proof of contribution to profession such as research, publications, university teaching, presentations, awards.
• Excellent communication skills and an understanding of how to facilitate growth in adults.

PERSONAL CHARACTERISTICS
• Ability to communicate effectively, both in verbal and written form.
• Ability to plan, organize, and evaluate student test data.
• Ability to work tactfully and harmoniously with staff, schools, students, parents, and the public.
• Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
• Ability to hold records, reports, and conversations in confidence.
• Neat, well groomed, professionally dressed appearance.

LANGUAGE SKILLS
Ability to read, analyze, and interpret data. Ability to present research-based strategies and effective methodology to a variety of teachers.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to
enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit, talk, hear, stand, and walk.

**WORK ENVIRONMENT**
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**CHAIN OF SUPERVISION**
Elementary School Principal

**TERMS OF EMPLOYMENT**
192 days

Employee Name: ___________________________________ SSN: ________-____________-________

(Type or Print)

__________________________________________________       ________________________
Employee Signature                   Date
Caddo Parish Schools Job Description

Job Title: Elementary Reading Content Coach
Job Code: 
Grade: 
Department: Division of Academic Affairs
Prepared By: Donna Baker
Prepared Date: June 22, 2005
Approved By: Jan Holliday
Approved Date: June 27, 2005

SUMMARY
The Elementary Reading Content Coach will work with teachers, staff and the Elementary Reading English/Language Arts Supervisor to ensure the implementation of the reading initiative at their assigned school.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Works with school, district and state staff to ensure the faithful implementation of the reading initiative.
- Attends scheduled training sessions (may include training sessions out of parish and during the summer).
- Attends monthly planning sessions.
- Attends professional development activities that promote scientifically based reading research, address effective instruction in the five essential elements of reading and focus on effective coaching and whole faculty study groups (includes activities out of parish and during the summer).
- Works collaboratively with teachers in the classroom by modeling lessons and providing necessary follow-up and one-on-one assistance required to implement and sustain teaching and learning strategies grounded in scientifically based reading research.
- Leads monthly meetings with classroom teachers to gather feedback, assist in problem solving and strengthen strategies through the whole faculty study groups.
- Provides weekly activity logs summarizing and reflecting upon the activities accomplished.
- Designs staff development activities to enhance teacher knowledge of scientifically based reading research strategies in teaching reading.
- Assists in the training of school personnel in the implementation of the Three-Tier Reading Model.
- Evaluates the reading initiative and submits a year-end report to the Elementary English/Language Arts Supervisor.
- Actively participates in the District Reading Leadership Team Committee meetings.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master’s degree in education (preferred); reading specialist certification (preferred); valid Louisiana Teaching Certificate; at least five years of elementary teaching experience, including reading instruction; minimum of twelve graduate hours in reading instruction at the elementary level.

PERSONAL CHARACTERISTICS
Ability to plan, organize and oversee the work of the school staff.

Ability to work tactfully and harmoniously with schools, staff, parents and/or the public.

Ability to hold records, reports and conversations in confidence.
Encourages cooperation between teachers and parents in order to ensure a professional instructional climate for students.

Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control

Exhibits professionalism in dealing with all members of the staff.

Neat, well-groomed appearance.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to use hands to handle or feel controls.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Elementary English/Language Arts Supervisor

TERMS OF EMPLOYMENT
182 Days

Employee Name: _________________________________________   SSN:  ________-____________-________
(Type or Print)

Employee Signature      Date

Elementary Reading Content Coach
Caddo Parish Schools Job Description

Job Title: Elementary Transformation Specialist- Literacy
Job Code: 762
Grade: B
Department: Academic Affairs
Prepared by: Billy Snow
Prepared Date: April 11, 2014
Approved by: Dr. T. Lamar Goree
Approved Date: April 29, 2014

SUMMARY: Transformation Specialists will work on Transformation Zone campuses and classrooms on a daily basis coaching, mentoring and modeling exemplary lessons for teachers, assuring that standards and benchmarks are being effectively taught.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following:

- Serves under the direction of the District Transformation and Innovation Officer (DTIO)
- Assists DTIO with campus visits and follow up services.
- Specializes in literacy and serves as a literacy coach for Transformation Zone Pk-6 schools.
- Coordinates zone schools in implementation of literacy block and intervention.
- Responds to specific campus and zone needs, follows up with DTIO, and coordinates support.
- Mentors and coaches teachers and campus teams in effective research-based strategies.
- Models lessons or guided professional development using research-based strategies and procedures.
- Serves as an expert resource on the Louisiana Content Standards and Benchmarks.
- Serves as an expert resource on the essential skills tested by LEAP 21, IOWA and GEE depending on the grade levels being served.
- Serves as a catalyst for transformation by providing research-based alternatives to current practices and procedures.
- Engages teachers and school communities in ongoing and continual reflections, dialogues and results-driven evaluations focused on continuous improvement of student achievement.
- Assists schools in analyzing and interpreting data in order to identify strengths and weaknesses as well as trends.
- Assists in the design and implementation of a sustained professional development program based on student needs and in alignment with goals of school improvement plans.
- Networks and collaborates with content supervisors, Title I personnel, other coaches and professional development.
- Presents professional development training in his/her area of expertise.
- Reports to the District Transformation and Innovation Officer.
- Prepares and maintains a log of all activities.
- Performs other duties as required or assigned.

EDUCATION and/or EXPERIENCE
Master’s degree; capability equivalent to that normally achieved through four to six years of continuous professional experience; or equivalent combination of education and experience, administrative experience desirable. Certification as Parish/City Supervisor of Instruction or Educational Leader 1 or 2, and certification in administration is preferred, but not required. Should satisfy Louisiana requirements for a teaching certificate, excel in knowledge of curriculum techniques and possess outstanding qualities in creative writing and human relations.

SKILL RELATED
A transformation specialist should have proven ability, exemplary performance and a demonstrated commitment to improving student achievement. He/she must have an extensive knowledge base in the content area in which he/she is coaching as well as in the Louisiana standards and benchmarks. The person must be self-motivated and possess the communication and personal skills necessary to positively interact with others to produce positive results. He/she must be capable of providing relevant, meaningful experiences that are reflective of the crucial issues and tasks confronting teachers daily.
PERSONAL CHARACTERISTICS

- Ability to plan and organize work, set priorities and evaluate accomplishment of goals within established timelines.
- Ability to work tactfully and harmoniously with schools, staff, agencies, parents and the public.
- Ability and initiative to plan, organize and carry out assignments with minimum supervision.
- Physical stamina and emotional stability to work effectively under pressure.
- Ability to hold records, reports, tests, test results and conversations in confidence.
- Neat well-groomed appearance.

PROFESSIONAL CONDUCT

Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION

District Transformation and Innovation Officer

TERMS OF EMPLOYMENT

260 days

EVALUATION

Performance of this job will be evaluated in accordance with provisions of Board's policy on Evaluation of Professional Personnel and the Caddo Parish School Board Personnel Evaluation Plan. This job description contains the criteria on which performance will be evaluated.

I acknowledge awareness of responsibilities and evaluation criteria

Employee Name: ____________________________    SSN: ____________________________

(Type or Print)

Employee Signature ____________________________ Date ____________________________
Caddo Parish Schools Job Description

Job Title: Elementary Transformation Specialist- Math
Job Code: 762
Grade: B
Department: Academic Affairs
Prepared by: Billy Snow
Prepared Date: April 11, 2014
Approved by: Dr. T. Lamar Goree
Approved Date: April 29, 2014

SUMMARY: Transformation Specialists will work on Transformation Zone campuses and classrooms on a daily basis coaching, mentoring and modeling exemplary lessons for teachers, assuring that standards and benchmarks are being effectively taught.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following:
- Serves under the direction of the District Transformation and Innovation Officer (DTIO).
- Assists DTIO with campus visits and follow up services.
- Specializes in math and serves as a math coach for Transformation Zone Pk-6 schools.
- Coordinates zone schools in implementation of literacy block and intervention.
- Responds to specific campus and zone needs, follows up with DTIO, and coordinates support.
- Mentors and coaches teachers and campus teams in effective research-based strategies.
- Models lessons or guided professional development using research-based strategies and procedures.
- Serves as an expert resource on the Louisiana Content Standards and Benchmarks.
- Serves as an expert resource on the essential skills tested by LEAP 21, IOWA and GEE depending on the grade levels being served.
- Serves as a catalyst for transformation by providing research-based alternatives to current practices and procedures.
- Engages teachers and school communities in ongoing and continual reflections, dialogues and results-driven evaluations focused on continuous improvement of student achievement.
- Assists schools in analyzing and interpreting data in order to identify strengths and weaknesses as well as trends.
- Assists in the design and implementation of a sustained professional development program based on student needs and in alignment with goals of school improvement plans.
- Networks and collaborates with content supervisors, Title I personnel, other coaches and professional development.
- Presents professional development training in his/her area of expertise.
- Reports to the District Transformation and Innovation Officer.
- Prepares and maintains a log of all activities.
- Performs other duties as required or assigned.

EDUCATION and/or EXPERIENCE
Master’s degree; capability equivalent to that normally achieved through four to six years of continuous professional experience; or equivalent combination of education and experience, administrative experience desirable. Certification as Parish/City Supervisor of Instruction or Educational Leader 1 or 2, and certification in administration preferred, but not required. Should satisfy Louisiana requirements for a teaching certificate, excel in knowledge of curriculum techniques and possess outstanding qualities in creative writing and human relations.

SKILL RELATED
A transformation specialist should have proven ability, exemplary performance and a demonstrated commitment to improving student achievement. He/she must have an extensive knowledge base in the content area in which he/she is coaching as well as in the Louisiana standards and benchmarks. The person must be self-motivated and possess the communication and personal skills necessary to positively interact with others to produce positive results. He/she must be capable of providing relevant, meaningful experiences that are reflective of the crucial issues and tasks confronting teachers daily.
PERSONAL CHARACTERISTICS
- Ability to plan and organize work, set priorities and evaluate accomplishment of goals within established timelines.
- Ability to work tactfully and harmoniously with schools, staff, agencies, parents and the public.
- Ability and initiative to plan, organize and carry out assignments with minimum supervision.
- Physical stamina and emotional stability to work effectively under pressure.
- Ability to hold records, reports, tests, test results and conversations in confidence.
- Neat well-groomed appearance.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
District Transformation and Innovation Officer

TERMS OF EMPLOYMENT
260 days

EVALUATION
Performance of this job will be evaluated in accordance with provisions of Board's policy on Evaluation of Professional Personnel and the Caddo Parish School Board Personnel Evaluation Plan. This job description contains the criteria on which performance will be evaluated.

I acknowledge awareness of responsibilities and evaluation criteria

Employee Name: _________________________________________   SSN: ______________________________  
(Type or Print)

Employee Signature      Date
Caddo Parish Schools Job Description

SUMMARY
Assists in the administration of the curriculum of the Caddo Parish ESL Program in accordance with school board policies, coordinates activities, and uses leadership skills to assist school personnel in identification, placement and instruction to promote the education development of each ESL pupil. Monitors ESL teachers and Bilingual clerk.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Develops and implements programs for limited language learners by following NCLB guidelines for Title III, LA English Language Learners Program Handbook and Louisiana Guidelines for Identification & Instruction of English Language Learners with Disabilities for grades ECE – Grade 12.
- Administers a language proficiency placement test to all new language minority students in the district identified by the Home Language Survey.
- Provides assistance to schools in providing services for English language learners (ELLs).
- Gathers information and submits reports required for ESL programs to local, state and federal agencies.
- Conducts in-service programs and attends related meetings.
- Provides instructional orientation to staff new to the ESL program.
- Provides appropriate organization of ESL classes to accomplish the educational goals.
- Performs the necessary duties to provide proper placement of pupils.
- Coordinates bus transportation for ESL students ECE-Grade12.
- Provides the appropriate orientation for ESL students, their parents and teachers.
- Provides continuing direction about grading procedures for LEP students and reporting to parents.
- Provides a workable record keeping system that is manageable, accurate, and informative.
- Provides appropriate inventory control of materials and equipment.
- Monitors the progress of students individually and by groups.
- Informs the building principal about general and specific problems related to the ESL Program.
- Informs the director of general needs and concerns.
- Coordinates the purchase of various materials and equipment necessary for the operation of the program.
- Keeps informed of national and state guidelines and procedures regarding English language learners.
- Performs other related duties as required or assigned.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.
PERFERRED ATTAINMENT LEVELS
Masters degree and other requirements as stated in SDE Bulletin 746 (revised). ESL certification.

EXPERIENCE RELATED
At least three years of successful teaching experience during the five year period immediately preceding appointment as coordinator.

SKILL RELATED
Should satisfy Louisiana requirements for a teaching certificate.

PERSONAL CHARACTERISTICS
Ability to communicate effectively, both in verbal and written form.
Ability to work tactfully and harmoniously with teachers, pupils, and parents.
Ability to command the respect of staff and pupils.
Ability to encourage an acceptance of cultural diversity.
Desire and willingness to make a continuing commitment to the maintenance of a high level of professional competence.
Neat, well-groomed appearance.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

TERMS OF EMPLOYMENT
192 days

REPORTS TO
Director of Professional Development

EVALUATION
Performance of this job will be evaluated in accordance with provisions of Board’s policy on Evaluation of Professional Personnel and the Caddo Parish School Board Personnel Evaluation Plan. This job description contains the criteria on which performance will be evaluated.

I acknowledge awareness of responsibilities and evaluation criteria.

Employee Name:____________________________________________    SSN: _______________________________
(Type or Print)                                                                                      

Employee Signature                                                                                     Date
Caddo Parish Schools Job Description

Job Title: Facilitator of Compliance
Prepared By: Nadalie Thomas
Prepared Date: January 20, 2005
Approved By: Jan Holliday
Approved Date: January 24, 2005

SUMMARY
Reports to the Supervisor of Compliance; ensures the District’s instructional and appraisal staff compliance with federal, state, and local special education policies and procedures; supervises, observes, and evaluates assigned staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Develops performance objectives and prepares a professional growth plan supporting established department and school system goals.
- Develops guidelines and procedures for assurance of departmental compliance with federal and state guidelines.
- Oversees the compilation of reports required by federal, state, and local agencies.
- Provides assistance and training to school personnel, instructional staff and pupil appraisal staff as needed regarding compliance issues.
- Assists in the preparation of educational reports, compliance documents, and correspondences related to compliance, complaint management and due process hearings.
- Assists special and regular education staff with adhering to federal and state mandates.
- Adheres to the policies and procedures established by the School Board (such as the discipline policy) as well as the rules and regulations mandated by federal and state laws.
- Is making progress toward achieving objectives in the Professional Growth Plan.
- Maintains accurate records and reports and forwards these to appropriate authorities upon request.
- Monitors timelines and other required components of pupil appraisal evaluations and/or IEPs.
- Collaborates with other departments to assure proper procedures regarding compliance issues are conveyed to all staff.
- Communicates effectively with school personnel and special education staff regarding compliance issues to assure appropriate delivery of services to students.
- Keeps abreast of new developments in special education and keeps other appropriate school personnel informed.
- Supervises Alternative Education Specialists and Behavior Intervention Specialists.
- Performs other duties and responsibilities as assigned.
QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

MINIMUM CRITERIA

EDUCATION and/or EXPERIENCE

• A master's degree in school psychology, education, social work or speech pathology with certification by the State Department of Education as a qualified examiner or other special education certification.

• Five years of supervised experience in one area of special education or pupil appraisal.

• Certification by the State Department of Education in at least one area of special education or pupil appraisal. Thorough knowledge of Bulletin 1706 and the pupil appraisal and IEP handbooks.

• Certification by State Department of Education as Parish or City Supervisor of Instruction.

PERSONAL CHARACTERISTICS

• Ability to relate to and verbally communicate with all professional and non-professional contacts on the level of each individual's ability and level of understanding.

• Ability to effectively communicate in written reports and correspondence information relative to the individual case.

• Ability to plan and organize assigned duties in an efficient manner.

• Ability to treat all information in a confidential manner.

• Ability to maintain stability to work effectively under pressure.

• Ability to work effectively and harmoniously with Caddo Parish School employees, community agencies and the public.

• Neat, well-groomed appearance.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.
CHAIN OF SUPERVISION
Supervisor of Compliance/Data Management

TERMS OF EMPLOYMENT
Twelve (12) months as assigned.

EVALUATION
Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

I acknowledge awareness of responsibilities and evaluation criteria. I acknowledge that information relative to salary, benefits and length of workday has been received and explained to me.

Employee Name: ________________________________  SSN: _______ - _______ - _______

Employee Signature  Date

________________________________________________________

Facilitator of Compliance
Caddo Parish Schools Job Description

Job Title: After School Programs Facilitator
Job Code: 757
Department: Professional Development
Prepared By: Kathy Gallant
Prepared Date: November 4, 2005
Approved By: Mary Nash Robinson
Approved Date: November 7, 2012

SUMMARY
Reporting to the School Improvement Monitor, assists in the administration of the instructional program of the After School Programs in accordance with school board policies and uses leadership skills to assist the school administrators and program facilitators in compliance with federal, state, and local guidelines.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities include the following. Other duties may be assigned.

• Develops Performance objectives and prepares a professional growth plan supporting school and school system goals.
• Provides appropriate organization of classes and transportation to accomplish the educational goals.
• Performs necessary duties to provide proper placement of pupils.
• Provides appropriate orientation for pupils, their parents, and providers.
• Provides a workable record keeping system that is manageable, accurate, and informative to administrative staff, teachers, pupils, and parents.
• Develops statistical reports on the After School Program at each school involved.
• Monitors the progress of students, both individually and by group.
• Informs the School Improvement Monitor about general and specific problems of instruction in the facilitator’s area of responsibility.
• Serves as a liaison between the After School providers and the administrators and faculties of the affected schools.
• Administers the After School Programs during operational hours, as set by the School Improvement Monitor.
• Learns and uses data processing skills for scheduling on the computer.
• Performs other related duties as designated by the School Improvement Monitor.
• Makes progress toward achieving objectives in the professional growth plan.
• Prepares a self-evaluation as described in the Performance Evaluation Plan.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
At least a Type “A” Louisiana Teaching Certificate and other requirements as set forth in Louisiana Standards for State Certification of School Personnel (Bulletin 746). At least 5 years of successful teaching experience during the five-year period immediately preceding appointment to the position.

PERSONAL CHARACTERISTICS
• Ability to communicate effectively, both in verbal and written form.
• Ability to work tactfully and harmoniously with providers, teachers, pupils, and parents.
• Desire and willingness to make a continuing commitment to the maintenance of a high level of professional competence.
• Ability to command the respect of providers, staff and pupils.
• Possesses physical health to report regularly and on time to work.
• Neat, well-groomed appearance.

**PHYSICAL DEMANDS**
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear.

**WORK ENVIRONMENT**
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**REPORTS TO**
School Improvement Monitor

**TERMS OF EMPLOYMENT**
192 Days

**EVALUATION**
Performance of this job will be evaluated in accordance with provisions of Board’s policy on Evaluation of Professional Personnel and Caddo Parish School Board Personnel Evaluation Plan. This job description contains the criteria on which performance will be evaluated.

I acknowledge awareness of responsibilities and evaluation criteria,

Employee Name: ___________________________________   SSN: _____-____-_____

(Type or Print)

Employee Signature ___________________________ Date ________________

After School Programs Facilitator
Revised November 2012
Caddo Parish Schools Job Description

Job Title: Gifted/Talented Coordinator
Department: Special Education
Prepared By: Jeanette M. Taylor
Prepared Date: January 29, 2002
Approved By: PEC Committee
Approved Date: February 22, 2002

SUMMARY
Reports to the Supervisor of Instruction. Assists in the development of curriculum to meet the individual needs of students, conducting in-service training, conducts IEP conferences.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Develops performance objectives and prepares a professional growth plan supporting department and district goals.
- Assists facilitator in investigating, evaluating, planning, developing and implementing change.
- Assists facilitator in planning, developing and implementation of a model gifted/talented program.
- Assists in orientation, induction and training of new personnel.
- Talent coordinator prepares IEP programs to meet the needs of talented students.
- Displays mastery of subject area as well as teaching strategies, which enables the offering of technical assistance and consultation.
- Keeps abreast of professional research concerning gifted/talented education.
- Locates materials and resources that meet the unique needs of gifted/talented students.
- Adapts instructional materials and practices to meet the individual needs of students.
- Assists facilitator in providing in-service training related to gifted/talented education faculties, staff and community.
- Initiates procedures to collect data for annual projections of program needs, including professional personnel, classes and transportation.
- Assists in requisitioning, inventorying, and maintaining supplies, materials and equipment.
- Assists teachers in meeting diverse needs and abilities of students.
- Assists facilitator in recruiting and interviewing applicants for teaching positions.
- Initiates tracking procedures to ensure compliance with re-evaluations and individualized education program requirements.
- Assists in providing individualized education programs.
- Conducts initial and annual/re-evaluation IEP conferences.
- Keeps informed on state and local regulations affecting programs and curriculum.
- Assists in screening potentially talented students.
- Serves as advocate of gifted/talented students on the special education staff in the absence of the facilitator.
- Communicates and promotes program goals and objectives to the public.
- Works cooperatively with parents, administrators and staff to ensure the most effective programming for students.
- Communicates with individuals, groups and agencies that provide assistance to students.
- Performs other job related duties as may be assigned.
QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
A master’s degree from a regionally accredited institution of higher education.
   Gifted: A valid Louisiana teaching certificate with endorsement in gifted education.
   Talented: A valid Louisiana teaching certificate with endorsements in Art, Music, or Theatre Liberal Arts or in Art, Music, or Theatre Education.
A minimum of three years experience as teacher of gifted/talented students. Experience in administering, supervising or coordinating programs for gifted/talented students preferred.

SKILL RELATED
Thorough knowledge of Louisiana regulations for implementing programs for gifted/talented learners. Knowledge of the unique learning needs of gifted/talented students. Should satisfy Louisiana requirements for a teaching certificate with authorization for parish or city school supervision.

PERSONAL CHARACTERISTICS
• Ability to relate to and verbally communicate with all professional and non-professional contacts on the level of each individual’s ability and level of understanding.
• Ability to effectively communicate in written reports and correspondence information germane to the individual case.
• Ability to plan and organize duties in an effective manner.
• Ability to treat all information in a confidential manner.
• Ability to maintain stability to work effectively under pressure.
• Ability to work effectively and harmoniously with Special Programs Center staff, schools, agencies, and the public.
• Neat, well-groomed appearance.

LANGUAGE SKILLS
Ability to read, analyze, and interpret periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, presentations, and procedure manuals. Ability to effectively present information and respond to questions from groups of teachers, administrators, and the general public.

REASONING ABILITY
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.
**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**CHAIN OF SUPERVISION**
Supervisor of Instruction

**TERMS OF EMPLOYMENT**
260 days

Employee Name: _____________________________________________  SSN: __________ - __________ - __________

(Type or Print)

__________________________  ________________________________
Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: School Counselor
Prepared By: Jan Holliday
Prepared Date: July 2, 2012
Approved By: Caddo Parish School Board
Approved Date: July 17, 2012

SUMMARY
Administers a comprehensive school counseling program that provides various types and kinds of resources required to enrich and support the educational program for students in the Caddo Parish School System.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Standard 1: The professional school counselor plans, organizes and delivers the school counseling program. A program is designed to meet the needs of the school.
- The professional school counselor demonstrates interpersonal relationships with students
- The professional school counselor demonstrates positive interpersonal relationships with educational staff.
- The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.
- The professional school counselor teaches school guidance units effectively.
- The professional school counselor develops materials and instructional strategies to meet student needs and school goals.
- The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.

Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.
- The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.
- The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.
- The professional school counselor counsels individual students and small groups of students with identified needs and concerns.
- The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.
- The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.

Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs. Essential duties and responsibilities include the following.
- The school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.
- The school counselor provides support for other school programs.
Standard 6: The school counselor discusses the counseling department management system and the program action plans with the school administrator.
- The school counselor meets with the other members of the counseling staff to discuss and agree upon the qualities of the school counselor management system.
- The school counselor discusses the program results anticipated when implementing the action plans for the school year.

Standard 7: The school counselor is responsible for establishing and convening an advisory council for the school counseling program.
- The school counselor meets with the advisory council.
- The school counselor reviews the school counseling program audit with the advisory council.
- The school counselor records meeting information.

Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.
- The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.
- The school counselor uses data from the counseling program to make decisions regarding program revisions.
- The school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.
- The school counselor understands and uses data to establish goals and activities to close the achievement gap.

Standard 9: The school counselor monitors the students on a regular basis as they progress in school.
- The school counselor is accountable for monitoring every student’s progress.
- The school counselor implements monitoring systems appropriate to the individual school.
- The school counselor develops appropriate interventions for students as needed and monitors their progress.

Standard 10: The school counselor uses time and calendars to implement an efficient program.
- The school counselor uses a master calendar to plan activities throughout the year.
- The school counselor distributes the master calendar to parents or guardians, staff and students.
- The school counselor posts a weekly or monthly calendar.
- The school counselor analyzes time spent providing direct service to students.

Standard 11: The school counselor develops a results evaluation for the program.
- The school counselor measures results attained from school guidance curriculum and closing the gap activities.
- The school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.
- The school counselor knows how to collect process, perception and results data.

Standard 12: The school counselor conducts a yearly program audit.
- The school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.
- The school counselor shares the results of the program audit with the advisory council.
- The school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.

Standard 13: The school counselor is a student advocate, leader, collaborator and a systems change agent.
- The school counselor promotes academic success of every student.
• The school counselor promotes equity and access for every student.
• The school counselor takes a leadership role within the counseling department, the school setting and the community.
• The school counselor understands reform issues and works to close the achievement gap.
• The school counselor collaborates with teachers, parents and the community to promote academic success of students.
• The school counselor builds effective teams by encouraging collaboration among all school staff.
• The school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Masters degree and other requirements as stated in SDE Bulletin 746 (as revised).

SKILL RELATED
Should satisfy Louisiana requirements for a teaching certificate with certification as Counselor or Ancillary School Counselor.

PERSONAL CHARACTERISTICS
• Ability to work tactfully and harmoniously with schools, staff, parents, and/or public.
• Ability to command the respect and liking of staff and students.
• Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
• Neat, well-groomed appearance.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
School Principal

TERMS OF EMPLOYMENT
192 days

Employee Name: ________________________________ Caddo Employee ID# or SSN: __________________
(Type or Print)

Employee Signature ________________________________ Date ________________________________

School Counselor
Revised July 2012
Caddo Parish Schools Job Description

Job Title: Guidance and Counseling Specialist  
Job Code: 026  
Grade: A4  
Prepared By: Richard Dezendorf  
Prepared Date: January 6, 1998  
Approved By: Willie Henderson  
Approved Date: March 16, 2001

SUMMARY
Administers the guidance and counseling program by determining the general and specific needs of students, by developing indicated programs and by implementing them through staff, principals, counselors, teachers, and parents.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities include the following. Other duties may be assigned.

- Plans programs to assist counselors in meeting diverse needs and varied abilities of students.
- Organizes and develops a continuous cumulative record system for every pupil in the school system.
- Coordinates the organizing and development of a continuous cumulative record system for every pupil in the school system.
- Develops occupational information programs and disseminates occupational and educational resource materials.
- Makes use of interpreted test data to strengthen the guidance and counseling program.
- Performs related duties as required by the Director of Student Services.
- Coordinates parishwide testing program through the Deputy Superintendent Division.
- Plans with and recommends to principals and counselors activities to improve the performance of students by utilizing test data.
- Keeps informed of current research findings and improved techniques in the areas of responsibility by reading journals and by attending professional group meetings and conventions.
- Serves as a resource person concerning counseling ethics, students with disabilities, counseling techniques, counseling transition, licensing and certification, post-secondary education, and current career information.
- Requests material and data to fulfill responsibilities.
- Adheres to established, formal lines of communication.
- Maintains accurate records and reports and forwards these to the appropriate authorities as requested.
- Adheres to the policies and procedures established by the school board.
- Maintains records, agendas, logs, and correspondence.
- Assists counselors with the development of good public relations in schools and in the community.
- Serves as a resource person to the public in regards to guidance and counseling.
SUPERVISORY RESPONSIBILITIES
Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring recommendations, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master's degree from an accredited college or university. Capability equivalent to that normally achieved through at least five years of continuous professional experience.

SKILL RELATED
Should satisfy Louisiana requirements for a teaching certificate and certification in guidance and counseling.

PERSONAL CHARACTERISTICS
• Ability to plan, organize, and supervise the work of assigned personnel.
• Ability to work tactfully and harmoniously with staff, schools, students, agencies, parents, and/or the public.
• Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
• Ability to hold records, reports, and conversations in confidence.
• Neat, well groomed, appropriately dressed appearance.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to inquiries or complaints from students, parents, employees, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.
CHAIN OF SUPERVISION
Director of Career, Adult and Alternative Education

TERMS OF EMPLOYMENT
260 days

Employee Name: ___________________________________________   SSN: ___________ - ___________ - ___________
(Type or Print)

________________________________________________________ ___________________________________
Employee Signature      Date

026  Guidance and Counseling Specialist  Page 3 of 3
Revised March 2001
Caddo Parish Schools Job Description

Job Title: Coordinator, Homeless Liaison
Department: Title I
Prepared By: Wanda Gunn
Prepared Date: June 28, 2007
Approved By:
Approved Date:

AREA OF RESPONSIBILITY
Develops and implements plans to meet program objectives as outlined relative to the Stewart B. McKinney Homeless Assistance Act.

ESSENTIAL DUTIES AND RESPONSIBILITIES

♦ Coordinates the Stewart B. McKinney Homeless Children and Youth Program throughout the parish working closely with shelter providers and various agencies and non-profit groups.
♦ Initiates contact with relevant service agencies including, but not limited to:
  • Homeless shelters including family adolescent and battered women shelters serving the parish, if any;
  • Department of Social Services;
  • Department of Public Welfare;
  • Department of Health and Hospitals;
  • Department of Education;
  • Other State Departments;
  • A source of volunteers such as local colleges, elder service agencies, high school volunteer programs, youth or church groups, retired teachers’ associations, parent groups or the local Red Cross Chapter;
  • Other suggested agencies or groups which might be contacted include local hotels or motels which house homeless children, community action agencies, local advocacy groups, city or town human services departments, etc.
♦ Maintains regular contact with the groups listed above during the course of the project.
♦ Oversees the planning and development of objectives, policies and procedures that govern homeless children and youth.
♦ Provide homeless sensitivity training to schools, churches, community agencies, etc.
♦ Organizes and coordinates the after-school tutorial program and provides tutor training.
♦ Reviews and evaluates the homeless program continuously to make sure that students meet with as much success as possible.
♦ Identifies students in need of tutoring and develops a referral mechanism to be used by both parents and teachers.
♦ Matches students with tutoring locations to improve academics.
♦ Assists with development of valid and reliable instruments for identifying potential homeless children.
♦ Observes and monitors each school site to ensure that Stewart B. McKinney regulations are in place.
♦ Provides technical assistance and procedures for the prompt resolution of disputes regarding educational placement of homeless children and youth.
♦ Verifies that homeless children and homeless youths that meet the relevant eligibility criteria are able to participate in Federal, State, or local food programs.
♦ Provides periodic data collection reports on homeless children and youth to the Department of Education as required.
♦ Ensures that homeless children and homeless youth who meet the relevant eligibility criteria are able to participate in Federal, State, or local before-and-after-school care programs and provide for the disclosure of data concerning the participation of such children in such programs in plans submitted by the State.
♦ Process necessary budget revisions and budget requests.
♦ Responsible for composing and answering all written and oral communications relative to the Stewart B. McKinney Program.
♦ Participates in local and state conferences relative to homeless children and youth.
♦ Responsible for serving as a liaison for the Department of Education to any state or community agency relative to homeless children and youth.
♦ Guarantees that school placement is in the best interest of the homeless child or youth.
♦ Pledges that each homeless child or youth receives services comparable to services offered to other students in the school selected.
♦ Substantiates that each school will maintain and make available (in a timely fashion) any student records for homeless children and youth that are ordinarily kept by the school.
♦ Assists in identifying and revising any policies that may act as barriers to the enrollment, attendance, and success of homeless children and youth in school.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation from an accredited college or university. Master’s Degree in Education or related fields with at least five years of experience working with “at risk” children in recognized and proven alternative programs for students with special academic, social and emotional needs.

Must demonstrate experience working with varied populations and have the ability to access community resources to benefit the Homeless Program.

PERSONAL CHARACTERISTICS
♦ Ability to plan, organize, and oversee the work of assigned personnel.
♦ Ability to work tactfully and harmoniously with staff, schools, agencies, parents, and/or the public.
♦ Ability and initiative to plan, organize, and carry out assignments under minimum supervision.
♦ Ability to treat all information in a confidential manner.
♦ Ability to maintain stability to work effectively under pressure.
♦ Culturally sensitive.
♦ Neat, will-groomed appearance.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Title I

TERMS OF EMPLOYMENT
12 months

Employee Name: ___________________________ SSN: _______ - __________ - ________

Employee Signature Date ___-_______-______
Caddo Parish Schools Job Description

Job Title: Instructional Technologist
Job Code: 772
Grade: A3
Prepared By: Jan Holliday
Prepared Date: August 30, 2004
Approved By: Mary Nash Robinson
Approved Date: August 30, 2004

SUMMARY
Assists in the development and coordination of long and short-term plans for the technology in the school system, oversees the use of computer assisted instruction and instructional management systems; provides leadership in the development and implementation of technology/computer programs and other activities and services needed to meet local educational needs. Conducts parishwide technology in-service.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Determines work procedures, prepares work schedules, and expedites workflow.
- Assist in providing leadership developing programs designed to provide the most efficient and effective uses of computer and other technologies in the schools.
- Plans with Academic Division, Human Resources Services Division, Support Services Division and Information Technology Department for the selection and maintenance of hardware and software.
- Plans with all divisions in the school system for use of technology/computers.
- Assists in analyzing the effectiveness of instructional technology/computer programs.
- Participates in evaluating and recommending the purchase of hardware and software.
- Meet with principals, central office personnel, and teachers to communicate all regulations and policies related to computer usage.
- Keeps informed of laws and regulations, at the national, state, and local levels, affecting the use of hardware and software and monitors for possible violations.
- Prepares and disseminates information to the schools on program updates and tips to make technology/computer use easier.
- Maintains accurate records, inventories and reports, and forwards these to appropriate authorities.
- Keeps informed of and assists in acquiring state and federal funding.
- Adheres to policies and procedures established by the Caddo Parish School Board.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
- Neat, well groomed, appropriately dressed appearance.
- Performs other related duties as required or assigned.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation from an accredited college or university with a Master’s degree. Capability equivalent to that normally achieved through at least five years of continuous professional experience.
SKILL RELATED
Must satisfy Louisiana requirements for a teaching certificate, have competencies in the instructional applications of computer and technology, and possess outstanding qualities in human relations.

PERSONAL CHARACTERISTICS
- Ability to plan and organize curriculum materials and programs.
- Ability to work tactfully and harmoniously with schools, staff, agencies, parents, and the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability and initiative to plan, organize, and carry out assignments under supervision.
- Ability to hold records, reports, and conversation in confidence.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common professional journals, financial reports, and legal documents. Ability to respond to inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Instructional Technology Supervisor

TERMS OF EMPLOYMENT
260 days

Employee Name: ____________________________________  SSN: _____-_____-_____
Instructional Technologist - August 30, 2004
(Type or Print)

Employee Signature   Date
Caddo Parish Schools Job Description

Job Title: Instructional Technology Supervisor
Job Code: 770
Grade: A4
Prepared By: Jan Holliday
Prepared Date: August 30, 2004
Approved By: Mary Nash Robinson
Approved Date: August 30, 2004

SUMMARY
Assists in the development and coordination of long and short-term plans for the technology in the school system, oversees the use of computer assisted instruction and instructional management systems; provides leadership in the development and implementation of technology/computer programs and other activities and services needed to meet local educational needs. Supervises and coordinates activities of department to conform to Board policy by performing the following duties. Plans, coordinates, and conducts parishwide technology inservices.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

• Determines work procedures, prepares work schedules, and expedites workflow.
• Supervises or assists subordinates in performing duties.
• Assist in providing leadership developing programs designed to provide the most efficient and effective uses of computers and other technologies in the schools.
• Plans with Curriculum and Instruction Division, Human Resources Services Division, Support Services Division and Information Technology Department for the selection and maintenance of hardware and software.
• Plans with all divisions in the school system for use of technology/computers.
• Assists in analyzing the effectiveness of instructional technology/computer programs.
• Participates in evaluating and recommending the purchase of hardware and software.
• Meets with principals, central office personnel, and teachers to communicate all regulations and policies related to computer usage.
• Keeps informed of laws and regulations, at the national, state, and local levels, affecting the use of hardware and software and monitors for possible violations.
• Prepares and disseminates information to the schools on program updates and tips to make technology/computer use easier.
• Maintains accurate records, inventories and reports, and forwards these to appropriate authorities.
• Keeps informed of and assists in acquiring state and federal funding.
• Adheres to policies and procedures established by the Caddo Parish School Board.
• Prepares a self-evaluation as described in the Performance Evaluation Plan.
• Neat, well groomed, appropriately dressed appearance.
• Performs other related duties as required or assigned.

SUPERVISORY RESPONSIBILITIES
Carries out supervisory responsibilities in accordance with the organization’s policies and applicable laws. Responsibilities include interviewing, hiring recommendations, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.
QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation from an accredited college or university with a Master’s degree. Capability equivalent to that normally achieved through at least five years of continuous professional experience.

SKILL RELATED
Must satisfy Louisiana requirements for a teaching certificate with authorization as City or Parish School Supervisor of Instruction, have competencies in the instructional applications of computer and technology, and possess outstanding qualities in human relations.

PERSONAL CHARACTERISTICS
- Ability to plan and organize curriculum materials and programs.
- Ability to work tactfully and harmoniously with schools, staff, agencies, parents, and the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability and initiative to plan, organize, and carry out assignments under supervision.
- Ability to hold records, reports, and conversation in confidence.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common professional journals, financial reports, and legal documents. Ability to respond to inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.
CHAIN OF SUPERVISION
Director of Professional Development

TERMS OF EMPLOYMENT
260 days

Employee Name: _________________________________________   SSN: ______-_______-_______
(Type or Print)

________________________________________________________ ___________________________________
Employee Signature      Date

(Blank)

(Blank)
Caddo Parish Schools Job Description

Job Title: Librarian
Prepared By: Jan Holliday
Prepared Date: July 10, 2012
Approved By: Caddo Parish School Board
Approved Date: July 17, 2012

SUMMARY
Plans and implements a program which creates an environment where students can learn and develop optimally. Assumes responsibility for the design and evaluation of the school library. Provides the leadership and expertise necessary to ensure that the school library program and collection is aligned with the mission, goals and objectives of the school and the school district, and is an integral component of the learning/instructional program. Administers policies and procedures necessary to maintain an adequate school library.

Competencies and Performance Standards will be used for librarian evaluation in conjunction with measures of student growth. Measures of student growth will be aligned with the Caddo Parish Public School System’s accountability measures as outlined in the Louisiana Accountability System.

Domain 1: Planning and Preparation- 1C-Setting Instructional Outcomes
- The librarian values, sequences and aligns curriculum enabling students to build their understanding of important ideas from concept to concept.
- The librarian designs and structures lessons so that learner outcomes are at an appropriate cognitive level.
- The librarian writes and plans multi-disciplinary outcomes for student learning, not student activity.
- The librarian differentiates outcomes and instruction for students of varied abilities.
- The librarian creates and/or uses a variety of assessment tools that are curriculum-aligned and challenging.

Domain 2: The Classroom Environment- 2C-Managing Classroom Procedures
- The librarian helps students to develop skills to work purposefully and cooperatively in groups.
- The librarian facilitates lessons that engage students in different types of activities-large groups, small groups and independent work.
- The librarian ensures smooth functioning of all routines and maximizes instructional time.

Domain 3: Instruction-3B-Questioning and Discussion Techniques
- The librarian develops and presents questions that cause students to think and reflect; resulting in a deeper understanding of the topic.
- The librarian promotes learning through discussion.
- The librarian uses a range of techniques to ensure that all students contribute to the discussion and enlists the assistance of students to ensure this outcome.

Domain 3: Instruction-3C-Engaging Students in Learning
- The librarian facilitates activities and assignments that promote learning and are aligned with the goals of the lesson.
- The librarian groups students for instruction in a variety of ways using factors such as similar backgrounds, ability levels, as well as random groupings.
- The librarian selects instructional materials suited to engaging students in understanding and learning at a deeper level.
- The librarian delivers lessons that are appropriately structured and paced.

Domain 3: Instruction-3D-Using Assessment in Instruction
- The librarian aligns assessment to the curriculum.
- The librarian informs students of the criteria for assessment.
- The librarian monitors student learning using a variety of techniques.
- The librarian provides valuable feedback in a timely, constructive and substantive manner.
- The librarian promotes student self-assessment and student self-monitoring of their progress.

DUTIES AND RESPONSIBILITIES
- Develops and maintains a collection of resources appropriate to the curriculum, learners, teaching styles, and instructional strategies used within the school community in keeping with district policy.
- Plans a program of library services that will include story activities, book talks, and displays to support Children’s Book Week, National Library Week, National Poetry Week, Teen Read Week or other similar local, state, or national events to promote reading and literacy.
Maintains roll book, grade sheets, progress reports, and keeps up to date records on all students enrolled in daily library science courses (high school only)

Prepares annual reports, financial records, and circulation statistics as required

Prepares an annual inventory of books, library materials, finances, and equipment

Monitors condition and schedule of technological resources within the library for use by faculty and students

Works with administration at the building level to plan and implement Inservice training as needed for other faculty members

Instructs students and faculty members in the use and care of the library and library materials

Participates in grade level and subject area curriculum planning

Takes an active role in school improvement and serves on decision making teams in the school as needed

Cooperates and networks with other libraries, librarians, and agencies to provide access to community and other resources outside the school

Updates information of school library holdings for district online library management system

Seeks student and faculty input and provides leadership in the selection, acquisition, evaluation, and organization of information resources and technologies in all formats, as well as expertise in the ethical use of information

Provides and promotes flexible and equitable access of materials to all members of learning community

Evaluates, promotes, and encourages use of existing and emerging technologies to support teaching and learning, supplement school resources, connect the school with the global learning community, communicate with students and teachers, and provide 24/7 access to library services

Recruits, trains, supervises, and evaluates student assistants and volunteers.

Understands and upholds copyright, fair use, and licensing of intellectual property, and assists users in understanding and observing the same.

Performs such other tasks and assumes such other responsibilities as the principal or his/her designee may assign from time to time

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and Experience: Bachelor's degree and other requirements as stated in SDE Bulletin 746 (as revised). Should satisfy Louisiana requirements for a teaching certificate with certification in School Library Science. At least three years of successful teaching experience is desirable. Master’s degree in Library and Information Science preferred, but not required.

Personal Characteristics: Physical and mental stamina and ability to perform job functions, tasks and duties. Possesses physical health to report regularly to work and deal effectively with students. Ability to work tactfully and harmoniously with staff, schools, parents, and/or public. Ability to command the respect and liking of staff and students. Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control. Enthusiasm for books and reading. Neat, well groomed appearance.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

Terms of Employment: 192 days, or as stated in contract or employment agreement

Reports to: School Principal and/or Assistant Principal or Assigned Evaluator

Salary Range: See adopted Caddo Parish Salary Schedules

I acknowledge awareness of responsibilities and evaluation criteria.

Employee Name: _______________________________________ Caddo Employee ID# or SSN:____________________

(Type or Print)
Caddo Parish Schools Job Description

Job Title: Medical Careers Magnet Coordinator
Prepared By: Richard Dezendorf
Prepared Date: December 6, 2002
Approved By: Liz Duran
Approved Date: December 6, 2002

SUMMARY
Reports directly to the school principal; administers the Medical Careers Magnet; serves as liaison agent for the Medical Careers Magnet to local health agencies.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Planning
- Develops performance objectives and prepares a professional growth plan supporting program and school system goals.
- Involves other members of the MCM staff in decision-making.
- Plans orientation sessions.
- Assists with the development and implementation of in-service programs that relate to the MCM.
- Keeps a log and manages a system of priorities for accomplishing administrative and curriculum tasks.

Administration
- Assists in interviewing, hiring, and assigning the MCM staff.
- Provides consultation and instructional assistance for developing and operating the MCM.
- Assists the principal in developing intensive assistance programs for MCM staff according to established procedures in the Performance Evaluation Plan.
- Makes recommendations concerning the MCM program.
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
- Performs other related duties as required by the principal.

Curriculum
- Plans the development and implementation of the MCM curriculum with the principal.
- Assists school science and math department teachers with courses that have a direct relationship to the MCM curriculum.
- Instructs specialized courses as needed.
- Acts as consultant to the MCM staff for matters that relate to the objectives of the MCM.
- Devises and implements an evaluation program.
- Keeps informed of current research findings and improved techniques in the areas of responsibility by reading appropriate journals and by attending professional group meetings.

Organization
- Requests materials and maintains inventory for the MCM medical electives.
- Adheres to established formal lines of communication through the chain of command.

Controlling
- Purchases materials and maintains inventory for the MCM medical electives.
- Submits budget requests to the principal.
- Maintains accurate records and reports and forwards these to appropriate authorities as required.
Communication and Human Relations
- Communicates with individuals, groups and agencies that provide assistance to MCM.
- Organizes and implements, with school counselors, a program to inform students and parents about opportunities in health career fields and MCM admission policies.
- Maintains accurate records on the progress and attendance of students.
- Functions as liaison for the MCM to local health agencies.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Louisiana Teaching Certificate with certification in any Science area, Masters Degree and three years teaching experience. Or, Bachelors Degree in Nursing or a Health Related Field, active VTIE Temporary or Permanent Certificate in a Health Related Field, and a minimum of two years experience as a VTIE instructor at the secondary or postsecondary level.

LANGUAGE SKILLS
Ability to read, analyze, and interpret government regulations and the like. Ability to write reports, memos, and procedure manuals. Ability to effectively present information and respond to questions from staff, superintendent, school board, news media, and the public.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

PERSONAL CHARACTERISTICS
- Ability to communicate effectively.
- Ability to plan, organize and oversee the work of assigned personnel.
- Ability to work tactfully and harmoniously with schools, staff, agencies, parents and/or the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to hold records, reports and conversations in confidence.
- Ability and initiative to plan, organize and carry out assignments under minimum supervision.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.
CHAIN OF SUPERVISION
School Principal

SUPERVISES
Medical Careers Magnet Teaching Staff

TERMS OF EMPLOYMENT
202 days

Employee Name: ____________________________________  SSN: ______-_______-_______
(Type or Print)

__________________________________________________________
Employee Signature      Date

Revised December 2002
Caddo Parish Schools Job Description

Job Title: Math/Science Technology Instructional Coordinator
Prepared By: Jan Holliday
Prepared Date: June 30, 2008
Approved By: Caddo Parish School Board
Approved Date: August 19, 2008

SUMMARY
Reporting to the assigned Supervisor of Science, assists in the administration of the curriculum of the district in accordance with school board policies and uses leadership skills to assist teachers in instruction and professional development to promote the educational development of each pupil.

ESSENTIAL DUTIES AND RESPONSIBILITIES

• Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
• Participates in selection of candidates for the MST program.
• Researches potential modules of the MST program and facilitates the implementation of modules into program.
• Develops annual budgets for the MST program(s) to include materials, equipment, and professional development costs.
• Develops lists of materials needed to implement each phase of program.
• Demonstrates the use of materials/equipment utilized in program and assists teachers in the setup of technology materials/equipment in the classroom.
• Develops and facilitates professional development activities to assist teachers in organizing instructional groups, becoming aware of appropriate materials of instruction, and implementing a variety of instructional techniques. Provides special training sessions for all new MST teachers.
• Coordinates facilitator meetings and creates a facilitator network to maximize communication between teachers/schools.
• Performs appropriate MST orientation for pupils, parents, and teachers.
• Encourages partnerships between schools, facilitators, and corporate sponsors.
• Acts as liaison between external program partners and school system.
• Provides appropriate inventory control of MST equipment.
• Encourages the involvement of the community in the MST program.
• Encourages the involvement of local corporations with the MST program.
• Assists in troubleshooting and repair of problems with equipment in MST classrooms.
• Monitors the progress of students individually and by groups.
• Informs immediate supervisor and principals about general and specific problems in the coordinator's area of responsibility.
• Coordinates MST activities with instructional supervisors.
• Coordinates MST infrastructure needs with Information Technology.
• Makes progress toward achieving objectives in the professional growth plan.
• Prepares a self-evaluation as described in the Personnel Evaluation Plan.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Masters degree and other requirements as stated in SDE Bulletin 746 (revised). At least three years of successful teaching experience during the five-year period immediately preceding appointment as coordinator. Should satisfy Louisiana requirements for a teaching certificate.
LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conforms to prescribed style and format. Ability to effectively present information to top management, public groups, parents and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PERSONAL CHARACTERISTICS
- Ability to communicate effectively, both in verbal and written form.
- Ability to work tactfully and harmoniously with teachers and pupils.
- Ability to command the respect of staff and pupils.
- Desire and willingness to make a continuing commitment to the maintenance of a high level of professional competence.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Assigned Supervisor of Science

TERMS OF EMPLOYMENT
202 days

Employee Name: ________________________________ SSN: ________-________-_______

(Type or Print)

Employee Signature: ___________________________ Date: ________________

Math/Science Technology Instructional Coordinator
Caddo Parish Schools Job Description

Job Title: Occupational Therapist
Prepared By: Nadalie Thomas
Prepared Date: January 20, 2005
Approved By: Jan Holliday
Approved Date: January 24, 2005

SUMMARY
Reports to the Facilitator of Related Services and assumes all duties as occupational therapist to organize, coordinate and implement activities of the occupational therapy program based on a referral or order from a physician licensed to practice in the state of Louisiana.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
- Organizes and directs services by applying occupational therapy principles in conjunction with family and educational and medical personnel.
- Screens and/or evaluates referred children and confers with other involved parties to ascertain eligibility for occupational services.
-Assesses child by reviewing educational records and interviewing classroom teacher, by administering and interpreting tests, and by observing, analyzing and recording behavior to determine child’s abilities or function in order to assist in planning individual educational program goals and objectives.
- Analyzes data about child to determine, design and implement motor activities that promote or conserve optimal physical function (such as upper extremity prosthetic and orthotic training, therapeutic exercise, activities of daily living and position) within the child’s disability limits by designing, selecting, evaluating, and directing activities and fabricating devices that promote optimal range of motion, strength, endurance, coordination and independent physical function.
- Instructs child in methods of self care using principles of work simplification, substitute motions and assistive devices.
- Schedules and coordinates therapy time by reviewing availability of child, staff and facilities.
- Treats or trains child according to established IEP goals by applying and adapting objectives and modifying activity to meet specific situations to obtain IEP goals and objectives.
- Informs, counsels and consults with child’s family and other professionals to obtain cooperation and continuity in the individual educational program by writing periodic reports, by demonstrating methods and use of equipment and by discussing child’s capabilities and problems.
- Documents evaluation, implementation and integration of the individual educational program and child’s progress by analyzing, summarizing and preparing written and verbal reports, to staff and parents to promote communication, evaluate progress, maintain legal records and coordinate services.
- Attends case conferences with other specialists to discuss and evaluate child’s function and progress.
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
- Maintains an annual inventory, estimates time required to deplete supplies, designs and allocates storage space and determines method of storage space and determines methods of storage in order to maintain equipment, materials and supplies unit. Requests new equipment and supplies as needed.
- Receives instruction in order to maintain and improve skill and knowledge by attending in-service or continuing education programs and by reading and reviewing material related to work.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
EDUCATION and/or EXPERIENCE
The Occupational Therapist will be a graduate from an accredited college or university with a Bachelor’s degree in Occupational Therapy and registered by the American Occupational Therapy Association. He will be licensed in compliance with the laws of the State of Louisiana. Clinical experience is desired, but not a condition of employment.

PERSONAL CHARACTERISTICS
• Ability to plan, organize and carry out assignments under minimum supervision.
• Ability to collaborate with others to promote an atmosphere that will support the health and independent functioning of the child.
• Ability to deal effectively with a variety of disabilities and age groups and with persons of varied racial, ethnic and sociological backgrounds.
• Ability to assume authority and handle personal and professional frustrations appropriately.
• Desire and willingness to make a continuing commitment to the maintenance of a high level of professional competence.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Facilitator of Related Services

TERMS OF EMPLOYMENT
192 days

Employee Name: _________________________________________   SSN:  ________-____________-________

(Type or Print)

Employee Signature     Date

Occupational Therapist
Caddo Parish Schools Job Description

Job Title: Operations NCO
Job Code: 369
Department: Academic Affairs
Prepared By:
Prepared Date:
Approved By: Jan Holliday
Approved Date:

SUMMARY
Working under the JROTC Supervisor, (Director of Army Instruction), performs duties relative to the administration and operations of the JROTC program to include Public Affairs for the JROTC program, the comprehensive JROTC curriculum, all technology requirements and installation of equipment, and conduct of competitive events involving the JROTC Program in the Caddo Parish High Schools.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Assists schools with implementing the comprehensive JROTC curriculum.
- Coordinates requisition and installation of technology equipment with the Military Property Officer.
- Assists schools with all technology requirements and installation of equipment.
- Is the technical expert on the Distance Learning Program for Caddo Parish JROTC instructors.
- Coordinates the recruiting program for the JROTC program in feeder middle schools. Develops video programs and mail-outs/hand-outs for 8th grade students and parents.
- Locate, request and secure training and instructional materials as requested by the Senior Army Instructors of Caddo Parish.
- Coordinates procurement of new training materials and training devices to assist instructors in teaching the JROTC curriculum.
- Responsible for forms management to include identification of new forms, design of required forms, printing and distribution.
- Visit Parish JROTC Battalions and perform inspections as directed by the DAI.
- Assists with preparation and submission of awards for Army Instructors.
- Assists in coordinating and execution of competitive events for the local JROTC Battalions to include the Academic Quiz Bowl, Drill Meets, Orienteering Meets, Physical Fitness Meets, Adventure Unit Meets and the Varsity and Junior Varsity Rifle Leagues.
- Assists in the execution of the Cadet Brigade and Commander Corps Commander selection board.
- Assists with the annual awards ceremonies by requesting and distributing awards and medals for cadets from various organizations in a timely fashion.
- Coordinates changes to the Caddo Parish JROTC SOP and publishes and distributes to JROTC Battalions.
- Other duties as directed by the DAI.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Education Related
A high school graduate: college or business school experience desired.

Experience Related
Must be a retired non-commissioned officer of the U.S. Army in grade E8-E9 (MSG – SGM – CSM), retired with at least 20 years of active service.
Service as a JROTC Instructor in Caddo Parish is desired.
Skill Related
Must satisfy the Department of the Army’s requirement for qualification as a JROTC instructor and be certified by U. S. Army Cadet Command.

Must be skilled in MS Office, Word, Power point, Excel, Adobe Video, JROTC comprehensive curriculum.

PERSONAL CHARACTERISTICS
- Ability to plan, organize and supervise the work of assigned personnel.
- Ability to work tactfully and harmoniously with staff, schools, parents and the community.
- Physical stamina and emotional stability to work effectively and to keep all aspects of the job under control.
- Ability to plan, organize and carry out assignments with minimum supervision.
- Presents a neat, well groomed appearance.
- Must meet the Army height and weight standards for continued employment.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
JROTC SUPERVISOR (Director of Army Instruction)

TERMS OF EMPLOYMENT
12 months

EVALUATION
Performance of this job will be evaluated in accordance with provisions of the Board’s policy on Evaluation of Professional Personal Personnel. Annual appraisal as required by Army Regulations.

I acknowledge awareness of responsibilities and evaluation criteria.

Employee Name: _________________________________________   SSN:  ________-____________-________
(Type or Print)

Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: Title I Parental Involvement Educator
Job Code: 601
Department: Title I
Prepared By: Richard Dezendorf
Prepared Date: March 12, 2001
Approved By: Penny Claudis
Approved Date: March 16, 2001

SUMMARY
Reports to the Director of Title I; works with Title I Supervisors, principals, school staffs, parents, Parent Resource Center and health services program. Plans, conducts and assists with parent information sessions aimed at securing active parental participation, Assists with dissemination of information about Title I program and its objectives.

ESSENTIAL DUTIES AND RESPONSIBILITIES
- Designs and disseminates a quarterly parent-school community newsletter which will contain helpful hints for parents to work with their children.
- Conducts parent, school and community workshops for the purpose of motivating parents to work with their children to enhance study skills, develop wholesome attitudes toward school and promote academic success for pre-k through 5th grade Title I elementary schools.
- Assists with the management of the Parent Center and conducts parent meetings with the assistance of school system personnel.
- Makes home visits and telephone calls to parents to implement training.
- Prepares instructional materials to be used in parent training activities.
- Collects information on available community-based resources for instructional or social problems and concerns and disseminates information to parents.
- Assists in the facilitation of an effective districtwide parent advisory council.
- Conducts Family Literacy training and coordinates activities with other community agencies in the Caddo school district.
- Makes home visits at the request of Title I principals and teachers of students who are experiencing difficulties.
- Provides appropriate referral contacts for families who need social and/or psychological assistance and follows through with written reports.
- Collects, compiles and develops Title I Parental Involvement information necessary for the documentation and evaluation of the parental program.
- Contacts each Title I principal for an on-site appointment to be placed on the agenda at faculty and parent meetings for a relevant presentation of the Title I Parental Involvement Program.
- Coordinates the Take Home Computer Program.
- Neat, well groomed, appropriately dressed appearance.
- Performs other related duties as required or assigned.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation from an accredited college or university with a Master's degree and certification in counseling. Capability equivalent to that normally achieved through at least 5 years of continuous professional experience working with parents of school-age children.

SKILL RELATED
Should satisfy Louisiana requirements for a teaching certificate.
LANGUAGE SKILLS
Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to students.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand and talk or hear. The employee is occasionally required to walk; sit; reach with hands and arms; and stoop, kneel, or crouch. The employee must occasionally lift or move light weight.

PERSONAL CHARACTERISTICS
- Ability to work tactfully and harmoniously with schools, staff, parents, and/or the public.
- Ability to command the respect of students.
- Ability and initiative to plan, organize and carry out assignments under minimum supervision.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Title I, or assigned Principal

TERMS OF EMPLOYMENT
212 days, or as assigned

Employee Name: ____________________________ SSN: ______-______-______

Employee Signature ____________________________ Date ______

__________________________________________

Revised March 2001
SUMMARY
Reports to the Director of Personnel-Certified. Administers the parish personnel policies and promotion procedures. Promotes compliance with federal, state, and parish policies on employment and assignment of personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Implements the recruitment and staffing of teacher personnel.
- Assists the Assistant Superintendent of Human Resources Services and Director of Personnel-Certified in monitoring administrative procedures systemwide to insures that due process is provided to all employees.
- Implements the policies and procedures relative to staffing (recruitment, employment, transfers) of personnel in assigned area.
- Assigns placement of newly employed personnel on approved salary schedules and preparation of contracts.
- Provides assistance to certified personnel with a grievance, certification and other personnel problems.
- Provides assistance to assigned personnel relative to leaves (sabbatical leaves, sick leaves, maternity leaves, leaves without pay and military leaves.)
- Insures that accurate records and reports are maintained.
- Ensures maintenance of personnel records in accordance with federal, state and parish requirements.
- Assists in the maintenance of statistical information.
- Prepares communication explaining programs for which responsible according to established policy.
- Assists in the equitable solution of complaints, concerns and problems in the area of responsibility.
- Confers with employees having personal, educational, or certification problems.

SUPERVISORY RESPONSIBILITIES
Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring recommendations, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
A master's degree from an accredited college or university is required. Capability equivalent to that normally achieved through five (5) years of progressive professional experience.

SKILL RELATED
Louisiana Type A certificate with a parish or city school supervisor's authorization, or Educational Leader
1 or 2 certification, is required.

PERSONAL CHARACTERISTICS
- Ability to plan, organize, and oversee the work of assigned personnel.
- Ability to work tactfully, and harmoniously with schools, staff, agencies, parent, and/or the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to hold records, reports, and conversations in confidence.
- Neat, well groomed, appropriately dressed appearance.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to inquiries or complaints from employees, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Certified Personnel

TERMS OF EMPLOYMENT
260 days

Employee Name: _________________________________________   SSN:  ________-____________-________
(Typ e or Print)

Employee Signature      Date

031 Personnel Administrator, Elementary Education  Page 2 of 2
Revised September 2008
Caddo Parish Schools Job Description

Job Title: Personnel Administrator, Secondary Education
Job Code: 031
Grade: A4
Department: Certified Personnel
Prepared By: Richard Dezendorf
Prepared Date: January 6, 1998
Approved By: Willie Henderson
Approved Date: March 23, 2001

SUMMARY
Reports to the Director of Personnel-Certified. Administers the parish personnel policies and promotion procedures. Promotes compliance with federal, state, and parish policies on employment and assignment of personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Implements the recruitment and staffing of teacher personnel.
- Assists the Assistant Superintendent of Human Resources Services and Director of Personnel-Certified in monitoring administrative procedures systemwide to insure that due process is provided to all employees.
- Implements the policies and procedures relative to staffing (recruitment, employment, transfers) of personnel in assigned area.
- Assigns placement of newly employed personnel on approved salary schedules and preparation of contracts.
- Provides assistance to certified personnel with a grievance, certification and other personnel problems.
- Provides assistance to assigned personnel relative to leaves (sabbatical leaves, sick leaves, maternity leaves, leaves without pay and military leaves.)
- Insures that accurate records and reports are maintained.
- Ensures maintenance of personnel records in accordance with federal, state and parish requirements.
- Assists in the maintenance of statistical information.
- Prepares communication explaining programs for which responsible according to established policy.
- Assists in the equitable solution of complaints, concerns and problems in the area of responsibility.
- Confers with employees having personal, educational, or certification problems.

SUPERVISORY RESPONSIBILITIES
Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring recommendations, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
A master's degree from an accredited college or university is required. Capability equivalent to that normally achieved through five (5) years of progressive professional experience.

SKILL RELATED
Louisiana Type A certificate with a parish or city school supervisor's authorization, or Educational Leader 1 or 2 certification, is required.
PERSONAL CHARACTERISTICS
- Ability to plan, organize, and oversee the work of assigned personnel.
- Ability to work tactfully, and harmoniously with schools, staff, agencies, parent, and/or the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to hold records, reports, and conversations in confidence.
- Neat, well groomed, appropriately dressed appearance.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to inquiries or complaints from employees, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Certified Personnel

TERMS OF EMPLOYMENT
260 days

Employee Name: _________________________________________   SSN:  ________-____________-________
(Typ e or Print)

________________________________________________________ ___________________________________
Employee Signature      Date

031 Personnel Administrator, Secondary Education
Caddo Parish Schools Job Description

Job Title: Personnel Administrator, Secondary Education
Job Code: 031
Grade: A4
Department: Certified Personnel
Prepared By: Richard Dezendorf
Prepared Date: January 6, 1998
Approved By: Willie Henderson
Approved Date: March 23, 2001

SUMMARY
Reports to the Director of Personnel-Certified. Administers the parish personnel policies and promotion procedures. Promotes compliance with federal, state, and parish policies on employment and assignment of personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Implements the recruitment and staffing of teacher personnel.
- Assists the Assistant Superintendent of Human Resources Services and Director of Personnel-Certified in monitoring administrative procedures systemwide to insure that due process is provided to all employees.
- Implements the policies and procedures relative to staffing (recruitment, employment, transfers) of personnel in assigned area.
- Assigns placement of newly employed personnel on approved salary schedules and preparation of contracts.
- Provides assistance to certified personnel with a grievance, certification and other personnel problems.
- Provides assistance to assigned personnel relative to leaves (sabbatical leaves, sick leaves, maternity leaves, leaves without pay and military leaves.)
- Insures that accurate records and reports are maintained.
- Ensures maintenance of personnel records in accordance with federal, state and parish requirements.
- Assists in the maintenance of statistical information.
- Prepares communication explaining programs for which responsible according to established policy.
- Assists in the equitable solution of complaints, concerns and problems in the area of responsibility.
- Confers with employees having personal, educational, or certification problems.

SUPERVISORY RESPONSIBILITIES
Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring recommendations, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
A master's degree from an accredited college or university is required. Capability equivalent to that normally achieved through five (5) years of progressive professional experience.

SKILL RELATED
Louisiana Type A certificate with a parish or city school supervisor's authorization, or Educational Leader 1 or 2 certification, is required.
PERSONAL CHARACTERISTICS
- Ability to plan, organize, and oversee the work of assigned personnel.
- Ability to work tactfully, and harmoniously with schools, staff, agencies, parent, and/or the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of
  the job under control.
- Ability to hold records, reports, and conversations in confidence.
- Neat, well-groomed, appropriately dressed appearance.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal
documents. Ability to respond to inquiries or complaints from employees, regulatory agencies, or members
of the business community. Ability to write speeches and articles for publication that conform to prescribed
style and format. Ability to effectively present information to top management, public groups, and/or
boards of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an
extensive variety of technical instructions in mathematical or diagram form and deal with several abstract
and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully
perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with
disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently
required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while
performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with
disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said
professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary
to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Certified Personnel

TERMS OF EMPLOYMENT
260 days

Employee Name: ___________________________  SSN: ________-__________-______
(Typ e or Print)  

Employee Signature  Date  e

031 Personnel Administrator, Secondary Education
Caddo Parish Schools Job Description

Job Title: Personnel Administrator, Special Education
Job Code: 031
Grade: A4
Department: Certified Personnel
Prepared By: Penny Claudis
Prepared Date: July 25, 2001
Approved By:
Approved Date:

SUMMARY
Reports to the Director of Personnel-Certified. Administers the parish personnel policies and promotion procedures. Promotes compliance with federal, state, and parish policies on employment and assignment of personnel in the area of special education.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Implements the recruitment and staffing of teacher personnel in the area of special education.
- Assists the Chief Operating Officer and Director of Personnel-Certified in monitoring administrative procedures systemwide to insure that due process is provided to all employees.
- Implements the policies and procedures relative to staffing (recruitment, employment, transfers) of personnel in assigned area of special education.
- Assigns placement of newly employed personnel on approved salary schedules and preparation of contracts.
- Provides assistance to certified personnel with a grievance, certification and other personnel problems.
- Provides assistance to assigned personnel relative to leaves (sabbatical leaves, sick leaves, maternity leaves, leaves without pay and military leaves.)
- Insures that accurate records and reports are maintained.
- Ensures maintenance of personnel records in accordance with federal, state and parish requirements.
- Assists in the maintenance of statistical information.
- Prepares communication explaining programs for which responsible according to established policy.
- Assists in the equitable solution of complaints, concerns and problems in the area of responsibility.
- Confers with employees having personal, educational, or certification problems.

SUPERVISORY RESPONSIBILITIES
Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.
Responsibilities include interviewing, hiring recommendations, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
A master's degree from an accredited college or university is required. Capability equivalent to that normally achieved through five (5) years of progressive professional experience. Certification in special education.

SKILL RELATED
Louisiana Type A certificate with a parish or city school supervisor's authorization is required.
PERSONAL CHARACTERISTICS

- Ability to plan, organize, and oversee the work of assigned personnel.
- Ability to work tactfully, and harmoniously with schools, staff, agencies, parent, and/or the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to hold records, reports, and conversations in confidence.
- Neat, well groomed, appropriately dressed appearance.

LANGUAGE SKILLS

Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to inquiries or complaints from employees, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of education.

REASONING ABILITY

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT

Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION

Director of Certified Personnel

TERMS OF EMPLOYMENT

260 days

Employee Name: ____________________________ SSN: ______-____-_______
(Typ e or Print)

Employee Signature Date e
Caddo Parish Schools Job Description

Job Title: Personnel Administrator, Teacher Support, Assessment and Certification
Job Code: A-4
Grade: A-4
Department: Certified Personnel
Prepared By: Jan Holliday
Prepared Date: June 12, 2007
Approved By: Mary Nash-Robinson, Ph.D.
Approved Date: June 26, 2007

SUMMARY
Reports to the Director of Certified Personnel. Serves as Coordinator/State Contact Person at the local level for the Louisiana Teacher Assistance and Assessment Program, Caddo Personnel Evaluation Plan, Profile of Educational Personnel and Certification. Plans, coordinates, develops, designs and in-services Administrative Staff/Employees on current state and national certification issues and trends.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Serves as LTAAP/PEP Coordinator/State Contact Person for Caddo Parish Schools.
- Serves as liaison between Caddo Parish School Board and Louisiana Department of Education, Division of Certification & Preparation, Office of Educator Support.
- Prepares and submits the grants, financial documents and budgets to LDE for funding of LTAAP.
- Analyzes, evaluates, and reviews all new hire/personnel transactions to identify and determine teachers to be placed in LTAAP.
- Coordinates and schedules New Teacher Orientation (LTAAP).
- Reports and enters all demographic data for new teachers entering LTAAP, no later than dates established by LDE. Responsible for on-going maintenance.
- Identifies teachers eligible for out-of-state exclusion, assists with application process, monitors status.
- Disseminates to schools the materials, forms, and instruments necessary for implementing LTAAP.
- Coordinates and schedules Assessor and Mentor Training and Updates.
- Reports and enters all assessor, mentor, and external assessor demographic data and team assignments no later than dates established by LDE.
- Analyzes, evaluates, and reviews LTAAP documents received from schools and checks for accuracy.
- Submits the required reliability data to LDE for processing and files required documents at the local level.
- Verifies mentor and external assessor data each semester to ensure proper payment and forwards appropriate paperwork to Payroll for payment of mentors and external assessors.
- Keeps abreast of developments and changes in LTAAP, LEADS, Profile of Educational Personnel and Certification. Attends workshops, seminars, and conferences offered by LDE and trains administrative staff/employees.
- Tracks, identifies and processes certification updates/changes for employees with expired certificates.
- Maintains financial records of transactions.
- Prepares and processes certification update/change requests initiated by employees for changes and additions to existing teaching certificates. Maintains financial records of transactions.
- Serves/participates in Steering Committee meetings as liaison between LDE and District in revising and editing the Caddo Personnel Evaluation Plan Book and forms in accordance with state guidelines.
- Coordinates the printing and distribution of necessary forms, booklets and documents to evaluators.
- Coordinates the input of Personnel Evaluation Plan data into the CPSB database.
- Coordinates, monitors, and assigns Caddo Evaluator ID numbers to evaluators.
- Prepares and submits the State Annual Personnel Evaluation Plan Summary Report to LDE.
- Evaluates and reviews applicant credentials to determine employment eligibility in accordance with regulations and guidelines as outlined in Bulletin746 and Bulletin 741.
- Analyzes, evaluates, researches, and collects data needed for correcting Profile of Educational Personnel Deficiencies. Responsible for on-line maintenance.
- Reconciles discrepancies between Profile of Educational Personnel and LEADS.
SUPERVISORY RESPONSIBILITIES
Carries out supervisory responsibilities in accordance with the organization’s policies and applicable laws. Responsibilities include training employees; planning, assigning, and directing work; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Masters degree from an accredited college or university is required. Louisiana Type A or Level 3 Teaching Certificate with Parish or City School Supervisor of Instruction or Educational Leader 1 authorization required. Capability equivalent to that normally achieved through 5 years of progressive professional experience.

SKILL RELATED
Skills in the areas of general business administration, personnel administration, human relations and data processing. Should be proficient in computer applications involving word processing, spreadsheets, and databases. Requires knowledge of Louisiana Teacher Assistance and Assessment Program (Bulletin 1943), Louisiana Standards for State Certification of School Personnel (Bulletin 746), Louisiana Handbook for School Administrators (Bulletin 741), and Guidelines for Personnel Evaluation (Bulletin 1525).

PERSONAL CHARACTERISTICS
Ability to plan, organize and supervise the work of assigned personnel. Ability to work tactfully and harmoniously with schools, staff, agencies, parents and the public. Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control. Ability to hold records, reports and conversations in confidence. Neat, well groomed, appropriately dressed appearance.

LANGUAGE SKILLS
Ability to read, analyze, and interpret State Bulletins and documents. Ability to respond to inquiries or complaints from school personnel and the Louisiana Department of Education. Ability to write reports, presentations, and procedure manuals. Ability to effectively present information and respond to questions in single and group settings.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Certified Personnel

TERMS OF EMPLOYMENT
260 days

Employee Name: ___________________________ SSN: __________-______-______

(Type or Print) ___________________________ _______________________

Employee Signature Date

Personnel Administrator, Teacher Support, Assessment and Certification Revised June 2007
Caddo Parish Schools Job Description

Job Title: Physical Therapist
Prepared By: Nadalie Thomas
Prepared Date: January 20, 2005
Approved By: Jan Holliday
Approved Date: January 24, 2005

SUMMARY
Reports to the Facilitator of Related Services and assumes all duties as physical therapist to evaluate and treat the physically disabled child with the goal of bringing each child to his maximum level of independence in motor and functional performance based on needs identified in the IEP and a referral or order from a physician licensed to practice in the State of Louisiana.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

• Develops performance objectives and prepares a professional) growth plan supporting department and school system goals.
• Performs evaluations and assessments of motor function. Is familiar with the medical history and with conditions involved in the primary and associated disabilities of each child.
• Plans and institutes physical therapy programs, carries on continuing evaluations, and modifies programs to fit the individual needs of the child based on the IEP.
• Performs all evaluations, treatments, and consultations in accordance with current state laws governing the practice of physical therapy in the school setting.
• Cooperates with other departments for carry-over of total treatment to provide services in accordance with the IEP.
• Establishes rapport, maintains communications and counsels with parents.
• Establishes home programs as needed.
• Schedules students for physical therapy services.
• Keeps accurate and current progress reports.
• Attends medical clinics, parent conferences, IEP conferences and other relevant meetings.
• Provides program and progress reports to parents and other agency personnel.
• Maintains current student documentation and reviews charts periodically.
• Maintains proper safety standards within the department and provides for care and maintenance of equipment.
• Maintains an annual inventory, requesting new equipment if needed.
• Maintains a professional atmosphere, adheres to dress code established by the school administration.
• Participates in in-service programs and keeps up with new developments in pediatric physical therapy.
• Makes progress toward achieving objectives in the professional growth plan.
• Prepares a self-evaluation as described in the Performance Evaluation Plan.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
The Physical Therapist will be a graduate of a program in physical therapy approved by the American Physical Therapy Association. He/she will be licensed in compliance with the laws of the State of Louisiana.

PERSONAL CHARACTERISTICS
• Ability to plan, organize and carry out assignments under minimum supervision.
• Ability to collaborate with others to promote an atmosphere that will support the health and independent functioning of the child.
• Ability to deal effectively with a variety of disabilities and age groups and with persons of varied racial, ethnic and sociological backgrounds.
• Ability to assume authority and handle personal and professional frustrations appropriately.
• Desire and willingness to make a continuing commitment to the maintenance of a high level of professional competence.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Facilitator of Related Services

TERMS OF EMPLOYMENT
192 days

Employee Name: _________________________________________   SSN:  ________-____________-________
(Type or Print)

Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: Pre-K Facilitator
Job Code: A- 3
Department: Title 1 Department
Prepared by: Janis Parker
Prepared Date: April 20, 2008
Approved by: Dr. Mary Nash Robinson
Approved Date: April 29, 2008

SUMMARY: The Pre-K Facilitator will work in classrooms coaching, mentoring, and modeling exemplary lessons for Pre-K teachers, assuring that standards and benchmarks are being effectively taught and that the classroom environment meets Early Childhood Environmental Rating Scale-Revised guidelines; and plans and presents in-service programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
Essential duties and responsibilities include the following:
• Mentors and coaches teachers in effective research-based strategies
• Models lessons using research-based strategies and procedures
• Serves as an expert resource on the Pre-K Louisiana Content Standards and Benchmarks
• Serves as an expert resource on the Early Childhood Environmental Rating Scale-Revised (ECERS-R)
• Monitors Portfolio Assessment for the Pre-K Program
• Presents professional development training for Pre-K teachers
• Reports to the Director of Title 1 as instructed
• Maintains accurate records and reports and forwards to appropriate authorities as requested
• Performs other duties as required or assigned

EDUCATION:
Applicant must hold a Bachelor’s Degree (Master’s Degree preferred) from an accredited college or university. He/she must satisfy the Louisiana requirements for a teaching certificate in Nursery School/PK-3.

EXPERIENCE:
Applicant should have at least five years of successful Pre-K teaching experience.

SKILL RELATED:
Should have proven ability, exemplary performance and a demonstrated commitment to improving student achievement. He/she must have an extensive knowledge base in Pre-K, in the Louisiana standards and benchmarks, and ECERS-R. The person must be self-motivated and possess the communication and personal skills necessary to positively interact with others to produce positive results. He/she must be capable of providing relevant, meaningful experiences that are reflective of the crucial issues and tasks confronting teaching daily.

PERSONAL CHARACTERISTICS:
• Ability to plan and organize work, set priorities and evaluate accomplishment of goals within established timelines
• Ability to work tactfully and harmoniously with schools, staff, agencies, parents and the public
• Ability and initiative to plan, organize and carry out assignments with minimum supervision
• Physical stamina and emotional stability to work effectively under pressure
• Ability to hold records, reports, tests, test results and conversations in confidence
• Neat well-groomed appearance
PROFESSIONAL CONDUCT

Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

TERMS OF EMPLOYMENT:
260 days

CHAIN OF SUPERVISION:
Pre-K Supervisor
Director of Title I

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of Board’s policy on Evaluation of Professional Personnel and the Caddo Parish School Board Personnel Evaluation Plan. This job description contains the criteria on which performance will be evaluated.

I acknowledge awareness of responsibilities and evaluation criteria.

Employee Name:_______________________________________________ SSN:___________________

_____________________________________________________________ Date:___________________

Employee Signature
Caddo Parish Schools Job Description

Job Title: Testing and Evaluation Supervisor
Job Code: 025
Grade: 10
Prepared By: Marlene L. Ritter
Prepared Date: May 17, 2001
Approved By: Superintendent
Approved Date: May 17, 2001

SUMMARY
Provide schools with technical assistance in interpreting, analyzing, and using test data to improve instruction and student achievement. Provide system-wide program evaluation support.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Provide interpretation and analyses of school test data for appropriate school personnel.
- Prioritizes instructional need based on test data.
- Communicates with appropriate state agencies and testing companies.
- Assists school staffs in implementing a school plan of action for quality instruction and improved student achievement.
- Continuously assists schools to adjust to increased student assessments as required by the state.
- Provide schools with current research relating to improving instruction and test scores.
- Provides assistance in interpreting and in effectively using test results.
- Plans and provides materials and training for the administration of standardized tests.
- Keeps informed regarding current student assessment research.
- Assists in the equitable solution of complaints, concerns, and problems in the areas of responsibility.
- Neat, well groomed, appropriately dressed appearance.
- Other related duties as required or assigned.

SUPERVISORY RESPONSIBILITIES
Responsible for the overall direction, coordination, and evaluation of this department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring recommendations and training employees; planning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a master's degree from an accredited college or university. Capability equivalent to that normally achieved through at least four to six years of progressive professional experience. Louisiana Type A teaching certificate with parish or city school supervisor's authorization.
Caddo Parish Schools Job Description

Job Title: Professional Development Specialist
Job Code: 046
Grade: A4
Prepared By: Reginald Reynolds
Prepared Date: March 16, 2001
Approved By: Willie Henderson
Approved Date: March 16, 2001

SUMMARY
Plans, coordinates, facilitates, and presents inservice opportunities for staff to keep abreast of current trends/issues relative to employment by performing the following duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Determines professional development needs of instructional and non-instructional support employees through observations, conferences, needs assessments and the supervisors of such persons.
- Assists the director in planning with colleges and universities for course offerings and credit, as is needed, by Caddo Parish personnel for professional development needs.
- Assists the Director of the Professional Development in seeking ways to expand services in instruction, administration and office areas.
- Plans with principals, supervisors and other professionals in scheduling, designing and organizing for inservice.
- Plans, coordinates and evaluates teachers' incentive projects.
- Develops materials about the Professional Development Teacher Resource Center and other areas of expertise for presentations and distribution at local, regional, state and national meetings.
- Assists director with coordination of inservice programs for new principals and new teachers with emphasis on board-approved Improving Instruction Model.
- Supervises persons in the planning and presentation stages of workshops.
- Conceives, designs, plans, and/or presents inservice programs and training sessions.
- Devises and presents board mandated inservice for teachers preparing for the National Teachers Examination/PRAXIS.
- Assists the director in the evaluation of programs offered through the Professional Development Teacher Resource Center.
- Plans and coordinates professional development needs of Caddo Parish as related to the State Department of Education (assessment, etc.)
- Participates in grant writing for professional development and other available projects.
- Designs special programs for teachers in professional assistance and assists in the supervision and evaluation of the teachers' performance through that program.
- Responds to specialized informal requests from teachers, administrators and support personnel.
- Develops instructional videotape programs which require technical skill in filming, curricular knowledge and expertise in editing.
• Develops and coordinates pilot curriculum and presents inservice at the school level.
• Arranges for the services of visiting consultants and hosts activities during their stay.
• Keeps abreast of current educational trends by reading professional journals and by attending professional meetings across all levels of the curriculum.
• Interprets the center's programs to instructional and non-instructional personnel at local, state and national levels.
• Keeps informed of the status of financial aid for the Professional Development Teacher Resource Center.
• Participates in professional growth opportunities to continue to develop own skills and knowledge.
• Performs other related duties as required or assigned.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed blow are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master’s Degree; capability equivalent to that normally achieved through four to six years of continuous professional experience; or equivalent combination of education and experience, administrative experience desirable. Must have certification as a Parish or City School Supervisor of Instruction. Desired, but not required, is certification in administration. Should satisfy Louisiana requirements for teaching certificate, excel in knowledge of curriculum techniques and possess outstanding qualities in creative writing and human relations.

LANGUAGE SKILLS
Ability to read, analyze and interpret periodicals, professional journals, technical procedures or governmental regulations. Ability to write reports, presentations and procedure manual. Ability to effectively present information and respond to questions from groups of teachers, administrators and the general public.

REASONING ABILITY
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety on instructions furnished in written, oral, diagram or schedule form.

PERSONAL CHARACTERISTICS
Ability to plan, organize, and supervise the work of assigned personnel. Ability to work tactfully and harmoniously with schools, staff, agencies, parents and the public.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit or stand for long periods of time. The employee is required to use hands to handle or feel controls, talk and hear. The employee must occasionally lift or move lightweight objects.
WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of the Professional Development Center

TERMS OF EMPLOYMENT
260

Employee Name: _________________________________________   SSN:  ________-____________-________

(Typ e or Print)

Employee Signature      Date

            e
Caddo Parish Schools Job Description

Job Title: Professional Development Specialist
Job Code: 046
Grade: A4
Prepared By: Reginald Reynolds
Prepared Date: March 16, 2001
Approved By: Willie Henderson
Approved Date: March 16, 2001

SUMMARY
Plans, coordinates, facilitates, and presents inservice opportunities for staff to keep abreast of current trends/issues relative to employment by performing the following duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Determines professional development needs of instructional and non-instructional support employees through observations, conferences, needs assessments and the supervisors of such persons.
- Assists the director in planning with colleges and universities for course offerings and credit, as is needed, by Caddo Parish personnel for professional development needs.
- Assists the Director of the Professional Development in seeking ways to expand services in instruction, administration and office areas.
- Plans with principals, supervisors and other professionals in scheduling, designing and organizing for inservice.
- Plans, coordinates and evaluates teachers' incentive projects.
- Develops materials about the Professional Development Teacher Resource Center and other areas of expertise for presentations and distribution at local, regional, state and national meetings.
- Assists director with coordination of inservice programs for new principals and new teachers with emphasis on board-approved Improving Instruction Model.
- Supervises persons in the planning and presentation stages of workshops.
- Conceives, designs, plans, and/or presents inservice programs and training sessions.
- Devises and presents board mandated inservice for teachers preparing for the National Teachers Examination/PRAXIS.
- Assists the director in the evaluation of programs offered through the Professional Development Teacher Resource Center.
- Plans and coordinates professional development needs of Caddo Parish as related to the State Department of Education (assessment, etc.)
- Participates in grant writing for professional development and other available projects.
- Designs special programs for teachers in professional assistance and assists in the supervision and evaluation of the teachers' performance through that program.
- Responds to specialized informal requests from teachers, administrators and support personnel.
- Develops instructional videotape programs which require technical skill in filming, curricular knowledge and expertise in editing.
Develops and coordinates pilot curriculum and presents inservice at the school level.

Arranges for the services of visiting consultants and hosts activities during their stay.

Keeps abreast of current educational trends by reading professional journals and by attending professional meetings across all levels of the curriculum.

Interprets the center's programs to instructional and non-instructional personnel at local, state and national levels.

Keeps informed of the status of financial aid for the Professional Development Teacher Resource Center.

Participates in professional growth opportunities to continue to develop own skills and knowledge.

Performs other related duties as required or assigned.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master’s Degree; capability equivalent to that normally achieved through four to six years of continuous professional experience; or equivalent combination of education and experience, administrative experience desirable. Must have certification as a Parish or City School Supervisor of Instruction. Desired, but not required, is certification in administration. Should satisfy Louisiana requirements for teaching certificate, excel in knowledge of curriculum techniques and possess outstanding qualities in creative writing and human relations.

LANGUAGE SKILLS
Ability to read, analyze and interpret periodicals, professional journals, technical procedures or governmental regulations. Ability to write reports, presentations and procedure manual. Ability to effectively present information and respond to questions from groups of teachers, administrators and the general public.

REASONING ABILITY
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety on instructions furnished in written, oral, diagram or schedule form.

PERSONAL CHARACTERISTICS
Ability to plan, organize, and supervise the work of assigned personnel. Ability to work tactfully and harmoniously with schools, staff, agencies, parents and the public.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit or stand for long periods of time. The employee is required to use hands to handle or feel controls, talk and hear. The employee must occasionally lift or move lightweight objects.
WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of the Professional Development Center

TERMS OF EMPLOYMENT
260

Employee Name: _______________________________________ SSN: ________-____________-________
(Typ e or Print)

Employee Signature___ Dat_ e_
Caddo Parish Schools Job Description

Job Title: Professional Development Specialist—Special Education
Job Code: 046
Grade: A4
Prepared By: Jan Holliday
Prepared Date: July 23, 2004
Approved By: Mary Nash Robinson
Approved Date: July 23, 2004

SUMMARY
Plans, coordinates, facilitates, and presents inservice opportunities for all personnel working with students who receive special services. Works in conjunction with special education staff, other Professional Development Specialists, community agencies and building and district level administrators to improve services to students in special education programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Determines professional development needs of instructional and non-instructional support employees through observations, conferences, needs assessments and the supervisors of such persons.
- Assists the director in planning with colleges and universities for course offerings and credit, as is needed, by Caddo Parish personnel for professional development needs.
- Assists the Directors of Special Education and Professional Development in seeking ways to expand services in instruction, administration and office areas.
- Plans with principals, supervisors and other professionals in scheduling, designing and organizing for inservice.
- Develops materials about the Professional Development Teacher Resource Center and other areas of expertise for presentations and distribution at local, regional, state and national meetings.
- Assists director with coordination of inservice programs for new principals and new teachers with emphasis on board-approved Improving Instruction Model.
- Supervises persons in the planning and presentation stages of workshops.
- Conceives, designs, plans, and/or presents inservice programs and training sessions.
- Devises and presents board mandated inservice for teachers preparing for the National Teachers Examination/PRAXIS.
- Assists the director in the evaluation of programs offered through the Professional Development Teacher Resource Center.
- Plans and coordinates professional development needs of Caddo Parish as related to the State Department of Education (assessment, etc.)
- Participates in grant writing for professional development and other available projects.
- Designs special programs for teachers in professional assistance and assists in the supervision and evaluation of the teachers' performance through that program.
- Responds to specialized informal requests from teachers, administrators and support personnel.
- Develops instructional videotape programs which require technical skill in filming, curricular knowledge and expertise in editing.
• Develops and coordinates pilot curriculum and presents inservice at the school level.
• Arranges for the services of visiting consultants and hosts activities during their stay.
• Keeps abreast of current educational trends by reading professional journals and by attending professional meetings across all levels of the curriculum.
• Interprets special education programs to instructional and non-instructional personnel at local, state and national levels.
• Researches and develops materials for inservice sessions.
• Responds to specialized requests from administrators, teachers, and support personnel.
• Participates in professional growth opportunities to continue to develop own skills and knowledge.
• Performs other related duties as required or assigned.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master’s Degree; capability equivalent to that normally achieved through four to six years of continuous professional experience; or equivalent combination of education and experience; administrative experience desirable. Must have certification as a Parish or City School Supervisor of Instruction. Desired, but not required, is certification in administration. Should satisfy Louisiana requirements for teaching certificate with endorsement in Special Education, excel in knowledge of curriculum techniques and possess outstanding qualities in creative writing and human relations.

LANGUAGE SKILLS
Ability to read, analyze and interpret periodicals, professional journals, technical procedures or governmental regulations. Ability to write reports, presentations and procedure manual. Ability to effectively present information and respond to questions from groups of teachers, administrators and the general public.

REASONING ABILITY
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety on instructions furnished in written, oral, diagram or schedule form.

PERSONAL CHARACTERISTICS
Ability to plan, organize, and supervise the work of assigned personnel. Ability to work tactfully and harmoniously with schools, staff, agencies, parents and the public.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit or stand for long periods of time. The employee is required to use hands to handle or feel controls, talk and hear. The employee must occasionally lift or move lightweight objects.
WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Special Education and Director of Professional Development

TERMS OF EMPLOYMENT
260 days

Employee Name: ___________________________________________   SSN: _______ - _______ - _______
(Typ e or Print)

Employee Signature    Date

Professional Development Specialist   Page 3 of 3
Caddo Parish Schools Job Description

Job Title: Psychologist
Job Code: 4
Grade: 4
Prepared By: Richard Dezendorf
Prepared Date: March 16, 2001
Approved By: David Barr
Approved Date: March 16, 2001

SUMMARY
Reports to the Director of Student Services, is responsible for providing individual group crisis services to students and consultation with school personnel, teachers, and parents as assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Provide direct services to school in crisis situation
- Provide direct services to students and parents
- Formulate and implement short-term intervention programs for students with school personnel
- Consult with regular or special education staff on behavior and learning problems
- Collaborate with community agencies and other mental health professionals
- Implement District Suicide Prevention/Intervention Program with school staff
- Develop performance objective/professional growth plan, which supports departmental and school system plans
- Function as an evaluation coordinator for designated referred students
- Interprets assessment findings to parent, teacher, principal and other professional parish personnel
- Maintains accurate case records on all clients regarding their referrals, evaluation, and any other services provided by the psychologist in accordance with the requirements of parish, state and federal laws, regulations, and/or policies
- Provides written report of any psychological evaluation or other services provided to clients
- Attends staff, professional, and interagency meetings
- Keeps abreast of new developments in the areas of school psychology and keeps other appropriate school personnel informed of the same
- Completes all reports required by the school system or State Department of Education
- Performs other such duties and assumes other responsibilities as assigned

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Doctorate Degree in Psychology from an accredited graduate program and certification by State Department of Education in School Psychology. Post Graduate experience in direct services to children, adolescents and families in outpatient/inpatient or school settings.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

PERSONAL CHARACTERISTICS

Psychologist
Revised March 2001
• Ability to work tactfully and harmoniously with staff, schools, agencies, parents, and/or the public.
• Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
• Ability to command the respect of school staffs.
• Ability to hold records, reports and conversations in confidence.
• Ability and initiative to plan, organize, and carry out assignments under minimum supervision.
• Neat, well-groomed appearance.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director, Student Services

TERMS OF EMPLOYMENT
260 days

Employee Name: ___________________________   SSN: ________-________-________
(Type or Print)

Employee Signature: ___________________________   Date: ___________________________
Caddo Parish Schools Job Description

Job Title:  Reading First District Coordinator
Job Code:  
Department:  Academic Affairs
Prepared By:  Donna Baker
Prepared Date:  February 15, 2004
Approved By:  
Approved Date:  March 16, 2004

SUMMARY:  The Reading First District Coordinator will work with the Reading First schools, district, universities, Regional Reading Coordinator and Louisiana Department of Education staff to ensure the implementation of the Reading First Subgrant.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Works with school, district and state staff to ensure the faithful implementation of the Louisiana Reading First plan.
- Attends scheduled Reading First training sessions and coordinates meetings with Louisiana Department of Education Reading First personnel (includes sessions out-of-parish and during the summer).
- Attends professional development activities that promote scientifically based reading research, addresses effective instruction in the five essential elements of reading and focuses on effective coaching and whole faculty study groups (includes activities out of parish and during the summer).
- Leads monthly meetings with reading content leaders to gather feedback, assists in problem solving and strengthens strategies for working with teachers and whole faculty study groups in Reading First schools.
- Participates in scientifically based reading research training, assists reading content leaders in monitoring whole faculty study groups and provides assistance and direction to school administrators.
- Observes content leaders working with teachers to measure program implementation.
- Collects weekly activity logs from reading content leaders, provides feedback and maintains records of documentation received.
- Conducts evaluation of reading instruction in randomly-selected classrooms of each Reading First school.
- Collects questionnaires and lesson plans in classrooms to assess reading progress.
- Administers an assessment to selected teachers in participating schools to provide evidence of growth in content knowledge.
- Designs staff development activities to enhance teacher knowledge of scientifically based reading research strategies in teaching reading.
- Assists in the training of school personnel in the administration and use of the screening instrument DIBELS.
- Assists in the training of school personnel in the implementation of the Three Tier Model of Teaching Reading.
- Provides access to Reading First strategies (specifically DIBELS, Three Tier Model and other scientifically based reading research strategies) to all kindergarten - third grade teachers and all special education teachers of reading in Caddo Parish.
- Evaluates the Reading First Subgrant and submits a year-end report to the Louisiana Department of Education.
- Administers the Reading First Subgrant budget.
- Chairs the Reading First Leadership Team Committee.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
EDUCATION and/or EXPERIENCE

- Valid Louisiana Teaching Certificate
- Seven years (minimum) of successful elementary teaching experience, including reading Instruction.
- Master's degree in education (or higher)
- Reading Specialist certification (preferred)
- Twelve graduate hours (minimum) in reading instruction at the elementary level with demonstrated
- Expertise in scientifically based reading research.
- Experience and demonstrated excellence in designing and delivering professional development in
- One or more of the five essential elements of reading instruction.
- Knowledge of DIBELS and implementation of assessment driven teaching (preferred).
- Leadership experience working with other teachers.
- Effective communication skills
- References supporting excellence in teaching, communication, professional development and
- Expertise in scientifically based reading research.

PERSONAL CHARACTERISTICS

- Ability to plan and organize work, set priorities and evaluate accomplishment of goals within established timelines.
- Ability to work tactfully and harmoniously with schools, staff, agencies, parents and the public.
- Ability and initiative to plan, organize and carry out assignments with minimum supervision.
- Physical stamina and emotional stability to work effectively under pressure
- Ability to hold records, reports, tests, test results and conversations in confidence.
- Neat well-groomed appearance

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT

Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION

Elementary Supervisor of English/Language Arts

TERMS OF EMPLOYMENT

222 days
**EVALUATION**
Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel and the Caddo Parish School Board Personnel Evaluation Plan. This job description contains the criteria on which performance will be evaluated.

Employee Name: _________________________________________   SSN:  ________-____________-________
(Type or Print)

______________________________  e
Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: Reading First Lead Content Leader
Job Code: 
Department: Division of Academic Affairs
Prepared By: Donna Baker
Prepared Date: July 27, 2005
Approved By: 
Approved Date: 

SUMMARY: The Reading First Lead Content Leader will work with the Reading First schools and district personnel to ensure the implementation of the Reading First Subgrant.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Works with school and district staff to ensure the faithful implementation of the Louisiana Reading First plan.
- Attends scheduled Reading First training sessions and coordinates meetings with Caddo Reading First personnel (includes sessions out-of-parish and during the summer).
- Attends professional development activities that promote scientifically based reading research, addresses effective instruction in the five essential elements of reading and focuses on effective coaching and whole faculty study groups (includes activities out of parish and during the summer).
- Participates in monthly meetings with reading content leaders to gather feedback, assists in problem solving and strengthens strategies for working with teachers and whole faculty study groups in Reading First schools.
- Participates in scientifically based reading research training and assists reading content leaders in monitoring whole faculty study groups.
- Monitors content leaders working with teachers to offer support in program implementation.
- Collects weekly activity logs from reading content leaders, provides feedback and submits to Reading First District Coordinator.
- Designs staff development activities to enhance teacher knowledge of scientifically based reading research strategies in teaching reading.
- Assists in the training of school personnel in the administration and use of the screening instrument DIBELS.
- Assists in the training of school personnel in the implementation of the Three Tier Model of Teaching Reading.
- Provides access to Reading First strategies (specifically DIBELS, Three Tier Model and other scientifically based reading research strategies) to all kindergarten - third grade teachers and all special education teachers of reading in Caddo Parish.
- Assists in the evaluation of the Reading First Subgrant.
- Actively participates on the District Reading Leadership Team.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
- Valid Louisiana Teaching Certificate
- Seven years (minimum) of successful elementary teaching experience, including reading instruction.
- Master's degree in education (or higher)
- Reading Specialist certification (preferred)
• Twelve graduate hours (minimum) in reading instruction at the elementary level with demonstrated
• Expertise in scientifically based reading research.
• Experience and demonstrated excellence in designing and delivering professional development in
• One or more of the five essential elements of reading instruction.
• Knowledge of DIBELS and implementation of assessment driven teaching (preferred).
• Leadership experience working with other teachers.
• Effective communication skills
• References supporting excellence in teaching, communication, professional development and
• Expertise in scientifically based reading research.

PERSONAL CHARACTERISTICS
• Ability to plan and organize work, set priorities and evaluate accomplishment of goals within established timelines.
• Ability to work tactfully and harmoniously with schools, staff, agencies, parents and the public.
• Ability and initiative to plan, organize and carry out assignments with minimum supervision.
• Physical stamina and emotional stability to work effectively under pressure
• Ability to hold records, reports, tests, test results and conversations in confidence.
• Neat well-groomed appearance

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Elementary Supervisor of English/Language Arts

TERMS OF EMPLOYMENT
222 days

EVALUATION
Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel and the Caddo Parish School Board Personnel Evaluation Plan. This job description contains the criteria on which performance will be evaluated.

Employee Name: _________________________________________   SSN:  ________-____________-________
                        (Type or Print)

Employee Signature      Date

Reading First Lead Content Leader
Caddo Parish Schools Job Description

Job Title: Reading Interventionist
Job Code: 
Grade: 
Department: Division of Academic Affairs
Prepared By: Donna Baker
Prepared Date: June 22, 2005
Approved By: Jan Holliday
Approved Date: June 27, 2005

SUMMARY
The Reading Interventionist will work with principals, teachers, staff, students and the Elementary English/Language Arts Supervisor to ensure the implementation of the reading initiative at their assigned school.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Administers intervention groups in accordance with Caddo Parish School Board policies and regulations.
- Uses administrative and instructional skills to promote the educational development of each student.
- Develops and maintains daily written intervention lesson plans in accordance with Caddo Parish School Board’s requirements.
- Plans effectively for reading instruction.
- Implements Individual Education Plan (IEP’s), Individual Assistance Plan (IAP’s), Individual Transition Plan (ITP’s) and the Individual Family Service Plan (IFSP’s) as written.
- Maintains an environment conducive to learning.
- Maximizes time available for instruction.
- Assists in forming and changing groups of students based on data.
- Manages learner behavior to provide productive learning opportunities.
- Delivers reading instruction effectively to students in intervention groups.
- Presents appropriate content.
- Provides for student involvement in the learning process.
- Assesses and facilitates student reading achievement growth.
- Produces evidence of student reading achievement growth.
- Engages in professional development.
- Takes an active role in the School Building Level Screening Committee.
- Implements the School Improvement Plan.
- Creates partnerships with parents/caregivers, paraprofessionals and colleagues.
- Provides clear and timely information to administrators and reading content coach regarding student progress, and reports, et. al.
- Accepts and exercises responsibilities for duties and assignments related to the reading initiative.
- Accepts other responsibilities as required by the Principal or his/her designee as it relates to the reading initiative.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Bachelor’s degree in education; valid Louisiana Teaching Certificate; at least five years of elementary teaching experience, including reading instruction; minimum of twelve graduate hours in reading instruction at the elementary level (preferred).
PERSONAL CHARACTERISTICS
Ability to plan, organize and oversee the work of the school staff.

Ability to work tactfully and harmoniously with schools, staff, parents and/or the public.

Ability to hold records, reports and conversations in confidence.

Encourages cooperation between teachers and parents in order to ensure a professional instructional climate for students.

Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control

Exhibits professionalism in dealing with all members of the staff.

Neat, well-groomed appearance.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to use hands to handle or feel controls.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Principal of assigned school

TERMS OF EMPLOYMENT
182 Days

Employee Name: ___________________________ SSN: ______________________
(Type or Print)

Employee Signature ___________________________ Date ______________________

Reading Interventionist
Caddo Parish Schools Job Description

Job Title: Reading Specialist
Job Code: 
Grade: 
Department: Division of Academic Affairs
Prepared By: Kathryn Gallant
Prepared Date: February 21, 2008
Approved By: Caddo Parish School Board
Approved Date: March 4, 2008

SUMMARY
The Reading Specialist will work with students, teachers, administrators, and district personnel to ensure the implementation of reading initiatives and strategies at the assigned school.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Provides reading assistance by working with individual students or small groups based upon identified reading needs for a minimum of 50% of the school day with the remaining time devoted to modeling in classrooms and providing professional development
- Administers diagnostic tests and reviews placement of students to determine appropriate placements or reading needs at the request of the teacher, administration, or parents
- Diagnoses reading problems and plans/implements appropriate scientifically based reading research strategies
- Assists in forming and changing groups of students based on reading assessments and other test data
- Utilizes supplemental or intervention materials with targeted students
- Maximizes time available for instruction by planning effectively for reading instruction and developing and maintaining daily written lesson plans in accordance with Caddo Parish School Board’s requirements
- Maintains an environment conducive to learning
- Manages learner behavior to provide productive learning opportunities by providing for student involvement in the learning process
- Presents explicit reading instruction
- Uses instructional skills to promote the reading development of each student
- Implements Individual Education Plan (IEP’s), Individual Assistance Plan (IAP’s), Individual Transition Plan (ITP’s) and the Individual Family Service Plan (IFSP’s) as written
- Assesses, facilitates and produces evidence of student reading achievement growth
- Provides clear and timely information regarding student progress and reports
- Is available to meet with parents to discuss their concerns regarding their children’s progress in reading
- Acts as a consultant to the principal and staff in areas involving reading
- Works collaboratively with teachers in the classroom by modeling lessons and providing necessary follow-up and one-on-one assistance required to implement and sustain teaching and learning strategies grounded in scientifically based reading research
- Provides assistance to teachers in developing a reading program for students who have special reading needs
- Designs staff development activities to enhance teacher knowledge of scientifically based reading research strategies in teaching reading
- Attends district, state, and other meetings with the prior approval of the building principal, for the purpose of becoming familiar with and sharing information on the teaching of reading and learning strategies
- Attends professional development activities that promote scientifically based reading research, address effective instruction in the five essential elements of reading (LETRS) and focus on effective coaching and whole faculty study groups (includes activities during the summer)
- Keeps a weekly log of professional development activities
- Takes an active role on the School Building Level Screening Committee
- Implements the School Improvement Plan
- Accepts other responsibilities as required by the Principal or his/her designee as it relates to the reading initiative
QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master’s degree in education with Reading Specialist certification; valid Louisiana Teaching Certificate; at least five years of successful teaching experience.

PERSONAL CHARACTERISTICS
Ability to plan, organize and oversee the work of the school staff.

Ability to work tactfully and harmoniously with schools, staff, parents and/or the public.

Ability to hold records, reports and conversations in confidence.

Encourages cooperation between teachers and parents in order to ensure a professional instructional climate for students.

Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control

Exhibits professionalism in dealing with all members of the staff.

Neat, well-groomed appearance.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to use hands to handle or feel controls.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Principal of assigned school

TERMS OF EMPLOYMENT
187 Days

Employee Name: ___________________________ SSN: ______________________
(Type or Print)

Employee Signature: ______________________ Date: ______________________

Reading Specialist
Caddo Parish Schools Job Description

Job Title: Related Services and Activity Team Facilitator
Prepared By: Nadalie Thomas
Prepared Date: January 20, 2005
Approved By: Jan Holliday
Approved Date: January 25, 2005

SUMMARY
Reports to the Special Education Supervisor of Related Services; supervises, observes and evaluates assigned staff; conducts in-service training.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Planning
- Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
- Collaborates with the staff members to identify performance objectives and prepare professional growth plans supporting department and school system goals.
- Supervises special education programs for adapted physical education, hearing impaired, visually impaired, speech impaired, severely emotionally disturbed, hospital/homebound students and for students receiving occupational and/or physical therapy and technology assistance.
- Coordinates in-service programs with the assistance of the Instructional Specialists for Speech and Language Impaired, Sensorially Impaired, Emotionally Disturbed, Related Services, Adapted Physical Education, the Computer-Technology and Research Specialist and the LRE Coordinator.
- Keeps a log and manages a system of priorities for accomplishing administrative and curricular tasks.

Administration
- Makes personnel observations and evaluations as described in the Performance Evaluation Plan.
- Records comments on observations and advises and assists personnel in delivering services.
- Develops intensive assistance programs or assists and advises evaluators in the development of intensive assistance programs for teachers according to established procedures in the Performance Evaluation Plan.
- Assists principals in planning with the school staff the implementation and evaluation of the Special Education Programs.
- Reviews personnel file of applicants, interviews applicants, and makes recommendations for teaching positions.
- Appoints committees and conducts committee meetings for planning the Very Special Arts Festival.
- Evaluates and recommends to Supervisor of Related Services the purchasing of instructional materials and equipment.
- Organizes textbook selection and assists committee members in selecting textbooks and materials to meet the educational goals of the school system.
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
- Performs related duties as required by the Supervisor of Special Education Programs.

Curriculum
- Keeps informed of current research findings and improved techniques in the areas of responsibility by reading appropriate journals and by attending professional group meetings and conventions.
- Uses available resources of the school system and the community to enrich the educational program.

Organization
- Request material and data to fulfill responsibilities.
• Adheres to established, formal lines of communication through the chain of command.
• Plans and implements the coordination of Parishwide curriculum programs.

Controlling
• Submits budget requests to appropriate director.
• Maintains accurate records and reports and forwards them to appropriate authorities.
• Prepares the departmental reports.
• Adheres to the policies and procedures established by the School Board, as well as rules and regulations mandated by state and federal laws.

Communication and Human Relations
• Communicates with individuals, groups, and agencies that provide assistance to students.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master's degree from an accredited college or university and certification in two areas of Special Education or generic certification in Special Education. Capability equivalent to that normally achieved through at least five years of continuous professional experience. Should satisfy Louisiana requirements for a teaching certificate with authorization for parish or city school supervisor of instruction.

PERSONAL CHARACTERISTICS
• Ability to plan, organize and oversee the work of assigned personnel.
• Ability to work tactfully and harmoniously with staff, schools, agencies, parents, and/or the public.
• Physical stamina and emotional stability to work effectively under pressure and to keep all aspect of the job under control.
• Ability to command the respect of others.
• Ability to hold records, reports, and conversations in confidence.
• Ability and initiative to plan, organize, and carry out assignments under minimum supervision.
• Neat, well groomed appearance.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.
**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**CHAIN OF SUPERVISION**
Special Education Supervisor of Related Services

**TERMS OF EMPLOYMENT**
12 months

Employee Name: ____________________________________________ SSN: _____-_______-_______

(Type or Print)

________________________________________________________ ___________________________________
Employee Signature      Date

E
Caddo Parish Schools Job Description

Job Title: School Improvement Monitor
Department: 
Prepared By: 
Prepared Date: 
Approved By: 
Approved Date: August 5, 2003

SUMMARY
Under the direction of the Chief Academic Officer, reviews, monitors and reports on the implementation of mandated school improvement activities in school improvement schools.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.
- Supervises the implementation of extended day learning activities.
- Meets with and communicates effectively to principals and directors the status of student achievement.
- Facilitates the development and evaluation of goals and objectives based on student achievement.
- Reviews and monitors full implementation of the school improvement plans.
- Coordinates and monitors the lottery process for students transferring to receiving schools.
- Monitors compliance of guidelines of the Caddo Public Schools Choice Policy.
- Assists in the preparation of budgets to support the instructional programs of schools.
- Provides monthly reports to the Chief Academic Officer and Superintendent on the progress of individual schools.
- Submits quarterly written reports to the Chief Academic Officer and the Superintendent from data collected.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Hold a Master's degree from a regionally accredited institution of higher learning. Should satisfy Louisiana requirements for a valid Type A or Level 3 teaching certificate with authorization for Provisional Principal, School Principal, or Educational Leader 1 or 2, as stated in SDE Bulletin 746 (as revised). Administrative experience is desirable.

SKILL RELATED
Excels in knowledge of curriculum techniques and teaching strategies and possess outstanding Qualities in creative writing and human relations.

LANGUAGE SKILLS
Ability to read, analyze and interpret periodicals, professional journals, technical procedures or government regulations. Ability to write reports, presentations and procedure manuals. Ability to effectively present information and respond to questions from groups of teachers, Administrators and the general public.

REASONING ABILITY
Ability to collect, organize, analyze and synthesize data and utilize data as an instructional tool.

PERSONAL CHARACTERISTICS
Ability to plan, organize and supervise the work of assigned personnel. Ability to work tactfully.
And harmoniously with schools, staff, agencies, parents and the public.

**PHYSICAL DEMANDS**
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit or stand for long periods of time. The employee must occasionally lift or move light weight.

**WORK ENVIRONMENT**
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**CHAIN OF SUPERVISION**
Chief Academic Officer

**TERMS OF EMPLOYMENT**
220 Days

Employee Name: ___________________________________________   SSN:      ________-____________-________
(Type or Print)

________________________________________________________ ___________________________________
Employee Signature      Date

(End of document)
Caddo Parish Schools Job Description

Job Title: School Principal
Prepared By: Jan Holliday
Prepared Date: July 19, 2012
Approved By: Caddo Parish School Board
Approved Date: August 21, 2012

AREA OF RESPONSIBILITY

Reports to the appropriate Director; administers the school in accordance with School Board policies; and uses leadership, supervisory, and administrative skills to maintain an effective learning climate and to promote the educational development of each student. Plans and implements a program which creates an environment where teachers have the ability to design and implement a course(s) of study that enable students to learn and develop optimally.

Domains and Components will be used for Principal evaluation in conjunction with measures of student growth. Measures of student growth will be aligned with the Caddo Parish Public School System’s accountability measures as outlined in the Louisiana Accountability System. This job description contains the criteria on which performance will be evaluated.

Domain I: School Vision
Component A: Sets ambitious, data-driven goals and a vision for achievement; invests teachers, students, and other stakeholders in that vision.
• The principal creates an atmosphere for achievement of high academic expectations for all students; providing a clear picture of the schools future.
• The principal ensures that the school vision is lived in practice, encouraging behaviors that support the vision and addressing behaviors that undermine the vision; enlisting the support, ownership, and institutionalization of the vision from various perspectives and lenses.
• The principal places data driven school level goals into the vision which describe how the vision will be attained; adjusting the goals as needed, using student learning outcomes, needs assessments, observations of teacher practices, and participation from stakeholders to ensure they are driving improvements in achievement.

Domain II: School Culture
Component A: Facilitates collaboration between teams of teachers
• The principal develops a school culture that allows effective teaching and learning to occur through the use of effective and frequent collaboration between teams of teachers.
• The principal reinforces the school culture, along with the teachers, students and stakeholders, through practices and actions that says: this is how we do school here.
• The principal establishes a culture of learning, wherein teachers identify and teach core academic skills across the curriculum and implement shared instructional practices to improve student achievement; using work that is rigorous and aligned with the Compass rubric.
Component B: Provides opportunities for professional growth and develops a pipeline of teacher leaders
• The principal expects professional growth from all members of the teaching staff that is aligned with the vision of the school and the Compass rubric.
• The principal facilitates meaningful, targeted professional development opportunities aligned to teacher needs and designed to improve instructional practice.
• The principal cultivates a pipeline of teacher leaders and develops their leadership skills to provide additional support to teachers in the school and allows them to take on additional leadership opportunities.

Component C: Creates and upholds systems that result in a safe and orderly school environment.
• The principal ensures that the school building is clean and safe, all basic facilities are in working order and that the physical plant fosters major academic priorities and initiatives.
• The principal consistently implements and discusses across all classrooms, an age appropriate code of conduct with written values and beliefs that is aligned with district and school priorities.
• The principal utilizes all support staff, including certificated and non-certificated employees, to strategically support the achievement of school goals.

Domain III: Instruction
Component A: Observes teachers and provides feedback on instruction regularly.
• The principal observes teachers to provide on-going actionable, clear and transparent feedback on instruction; these observations will become a part of both formative and summative assessments of teacher effectiveness.
• The principal ensures that all instruction is focused on the development and implementation of goals and objectives that are aligned with the Common Core Standards.

Component B: Ensures teachers set clear, measurable objectives aligned to Common Core.
• The principal guarantees that all instruction is grounded in and guided by the Common Core Standards.
• The principal implements a curricular scope and sequence that fosters rigorous instruction and activities that are designed to cognitively challenge students using the Common Core Standards.
• The principal supplies supporting curricular materials that allow them to implement the curriculum with fidelity.

Component C: Ensures teachers use assessments reflective of Common Core rigor.
• The principal facilitates and supports staff use of aggregate and disaggregated data to identify and prioritize students’ needs in relation to the Common Core Standards.
• The principal will ensure that all assessments are Common Core aligned and will maintain teacher accountability for on-going analysis of student data to provide rigor, differentiation, rapid interventions and updated intervention assignments to reflect student needs and progress.

OTHER
The principal
• submits reports and survey information to the central level in a timely manner.
• performs other related duties as assigned by the director.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

Minimum Qualifications: Master's degree from a regionally accredited institution of higher learning; at least five years of successful teaching experience at the appropriate school level preceding appointment to principalship. Should satisfy Louisiana requirements for a valid Type A teaching certificate with authorization for Provisional Principal, School Principal, or Educational Leader 1 or 2, as stated in SDE Bulletin 746 (as revised).

Personal Characteristics: Ability to plan, organize, and oversee the work of the school staff; ability to work tactfully and harmoniously with staff, students, parents, other schools, and the public; ability to hold records, reports, and conversations in confidence; physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control; neat, well groomed appearance.

Terms of Employment: Elementary School: 195 days; Middle School: 200 days; High School: 220 days

Reports to: Assigned Director

Supervises: All personnel serving in the assigned school

Salary: Caddo Salary Schedules for Elementary, K-8, Middle, and High School Principals

I acknowledge awareness of responsibilities and evaluation criteria.

Employee Name: _________________________________

(Type or Print)

Caddo Employee ID# or SSN: ________________________________

Employee Signature _______________________________ Date ________________________________

SCHOOL PRINCIPAL
Revised July 2012
Caddo Parish Schools Job Description

Job Title: School Psychologist
Prepared By: Nadalie Thomas
Prepared Date: January 20, 2005
Approved By: Jan Holliday
Approved Date: January 24, 2005

SUMMARY
Reports to a designated Pupil Appraisal team facilitator, enables students to derive the fullest possible educational experience from school by providing a full-range of psychological services to students in need of such assistance.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.
• Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
• Explains and interprets school psychological services to parents, teachers, principals, and other members of the parish school system.
• Implements and/or assists teachers and other school personnel in the design and implementation of educational and behavioral interventions for referred pupils.
• Provides individual or group therapy/counseling for those children whose identified problems would benefit from such services.
• Evaluates, as a pupil appraisal service staff member in accordance with the guidelines set forth in Bulletin 1508 and the regulations implementing Act 754, those pupils suspected of being in need of special educational services.
• Functions as evaluation coordinator for designated referred students.
• Participates in due process proceedings when necessary.
• Interprets assessment findings to parents, teachers, principals, and other professional parish personnel and responsible practitioners outside the school.
• Confers with parents, teachers, principals, the team facilitator and other parish professional staff whenever necessary on matters relative to assessment, behavior management, exceptional children, learning, child development, and any other areas within the expertise of the school psychologist.
• Serves on designated school building level committees.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master's degree in psychology from an accredited graduate program and certification by the State Department of Education in School Psychology.

PERSONAL CHARACTERISTICS
• Ability to relate to and communicate with exceptional children in an accepting and non-biased manner.
• Ability to relate to and verbally communicate with all professional and non-professional contacts on the level of each individual's ability and level of understanding.
• Ability to effectively communicate in written reports and correspondence information germane to the individual case.
• Ability to plan and organize duties in an efficient manner.
• Ability to treat all information in a confidential manner.
• Ability to maintain stability to work effectively under pressure.
• Ability to work effectively and harmoniously with Special Education Center staff, schools, agencies, and the public.
• Neat, well groomed appearance.

**REASONING ABILITY**

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

**PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

**WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

**PROFESSIONAL CONDUCT**

Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**CHAIN OF SUPERVISION**

Assigned Pupil Appraisal Facilitator

**TERMS OF EMPLOYMENT**

202 days, or as assigned

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Employee Name: ____________________________________________ SSN: ____-____-____

(Type or Print)

Employee Signature ____________________________________________ Date __________

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Caddo Parish Schools Job Description

Job Title: School Social Worker
Prepared By: Nadalie Thomas
Prepared Date: January 20, 2005
Approved By: Jan Holliday
Approved Date: January 24, 2005

SUMMARY
Reports to the assigned Pupil Appraisal Facilitator; enables students to derive the fullest possible educational experience from school by providing or arranging necessary social work services for referred children.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
- Explains and interprets school social work services to parents, teachers, principals and other members of the parish school system.
- Facilitates communication between the home and the school, seeking to involve families in the educational process of their children and providing feedback to the school on family situations and problems.
- Provides consultations/counseling services to students and their families when necessary.
- Functions as evaluation coordinator for designated referred students.
- Serves as liaison between the school and community agencies, through reciprocal referral arrangements, collaboration on cases, and assistance to families in obtaining and utilizing local resources.
- Functions as a pupil appraisal services staff member in conducting evaluations of referred children when social, developmental, adaptive behavior, socio-economic, and/or family assessments are determined necessary.
- Interprets social and other pupil appraisal assessment findings including a thorough interpretation of the child's exceptionality to parents, teachers, principals and other professional parish personnel and responsible practitioners outside the school.
- Produces a written report of any social work assessments or other services provided to clients.
- Explains to parents and other interested persons due process procedure as defined by legislative acts.
- Participates in due process proceedings when necessary.
- Provides or assists in the provision of in-service training of school personnel in areas of responsibility and expertise.
- Participates in special education eligibility determinations and IEP staffing.
- Maintains accurate case records on all clients regarding their referral, evaluation, and any other services provided by the social worker in accordance with the requirements of parish, state and federal laws, regulations, and/or policies.
- Attends staff, professional, and interagency meetings including those assigned.
- Keeps abreast of new developments in the area of school social work and keeps other appropriate school personnel informed of the same.
- Completes all reports required by the school system and State Department of Education.
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
- Performs other such duties and assumes such other responsibilities as assigned.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
EDUCATION and/or EXPERIENCE
Master's Degree in social work from a university with an accredited graduate school of social work. A minimum of two years of supervised clinical social work practice following the grant of graduate degree. Licensure in the state of Louisiana by the Board of Certified Social Workers. Certification by State Department of Education as a School Social Worker.

PERSONAL CHARACTERISTICS
- Ability to relate to and verbally communicate with all professional contacts on the level of each individual's ability and level of understanding.
- Ability to effectively communicate in written reports and correspondence information germane to the individual case.
- Ability to plan and organize duties in an effective manner.
- Ability to maintain stability to work effectively under pressure.
- Ability to work effectively and harmoniously with Special Education Center staff, schools, agencies and the public.
- Neat, well groomed appearance.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Assigned Pupil Appraisal Facilitator, or Assigned School Principal

TERMS OF EMPLOYMENT
10 months (202 days), or as assigned

Employee Name: __________________________ SSN: ________-_______-_____

(Type or Print)

Employee Signature: ________________________ Date: __________

Social Worker
Caddo Parish Schools Job Description

Job Title: School Social Worker
Prepared By: Nadalie Thomas
Prepared Date: January 20, 2005
Approved By: Jan Holliday
Approved Date: January 24, 2005

SUMMARY
Reports to the assigned Pupil Appraisal Facilitator; enables students to derive the fullest possible educational experience from school by providing or arranging necessary social work services for referred children.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
- Explains and interprets school social work services to parents, teachers, principals and other members of the parish school system.
- Facilitates communication between the home and the school, seeking to involve families in the educational process of their children and providing feedback to the school on family situations and problems.
- Provides consultations/counseling services to students and their families when necessary.
- Functions as evaluation coordinator for designated referred students.
- Serves as liaison between the school and community agencies, through reciprocal referral arrangements, collaboration on cases, and assistance to families in obtaining and utilizing local resources.
- Functions as a pupil appraisal services staff member in conducting evaluations of referred children when social, developmental, adaptive behavior, socio-economic, and/or family assessments are determined necessary.
- Interprets social and other pupil appraisal assessment findings including a thorough interpretation of the child's exceptionality to parents, teachers, principals and other professional parish personnel and responsible practitioners outside the school.
- Produces a written report of any social work assessments or other services provided to clients.
- Explains to parents and other interested persons due process procedure as defined by legislative acts.
- Participates in due process proceedings when necessary.
- Provides or assists in the provision of in-service training of school personnel in areas of responsibility and expertise.
- Participates in special education eligibility determinations and IEP staffing.
- Maintains accurate case records on all clients regarding their referral, evaluation, and any other services provided by the social worker in accordance with the requirements of parish, state and federal laws, regulations, and/or policies.
- Attends staff, professional, and interagency meetings including those assigned.
- Keeps abreast of new developments in the area of school social work and keeps other appropriate school personnel informed of the same.
- Completes all reports required by the school system and State Department of Education.
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
- Performs other such duties and assumes such other responsibilities as assigned.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
EDUCATION and/or EXPERIENCE
Master's Degree in social work from a university with an accredited graduate school of social work. A minimum of two years of supervised clinical social work practice following the grant of graduate degree. Licensure in the state of Louisiana by the Board of Certified Social Workers. Certification by State Department of Education as a School Social Worker.

PERSONAL CHARACTERISTICS
- Ability to relate to and verbally communicate with all professional contacts on the level of each individual's ability and level of understanding.
- Ability to effectively communicate in written reports and correspondence information germane to the individual case.
- Ability to plan and organize duties in an effective manner.
- Ability to maintain stability to work effectively under pressure.
- Ability to work effectively and harmoniously with Special Education Center staff, schools, agencies and the public.
- Neat, well groomed appearance.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Assigned Pupil Appraisal Facilitator, or Assigned School Principal

TERMS OF EMPLOYMENT
10 months (202 days), or as assigned

Employee Name: _________________________________________   SSN:  ________-____________-________
                          (Type or Print)

Employee Signature      Date

_________________________  ___________________________

Social Worker  Page 2 of 2
**Caddo Parish Schools Job Description**

Job Title: Special Education Instructional Specialist  
Prepared By: Nadalie Thomas  
Prepared Date: January 20, 2005  
Approved By: Jan Holliday  
Approved Date: January 24, 2005

**SUMMARY**  
Reports to the assigned Special Education Facilitator; assists in the development of curriculum to meet the individual needs of students, conducts in-service training, and conducts IEP conferences.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

**Planning**
- Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
- Assists teachers in meeting diverse needs and varied abilities of students through systematic planning.
- Assists in the compilation of reports required by federal, state, and local agencies.
- Keeps a log and manages a system of priorities for accomplishing administrative and curricular tasks.
- Plans and presents in-service programs relative to current trends and compliance issues in special education.
- Makes personnel observations as described in the Performance Evaluation Plan. Makes personnel evaluations, if required, as described in the Performance Evaluation Plan.
- Assists and advises principals in developing intensive assistance programs for teachers according to established procedures in the Performance Evaluation Plan.
- Completes training to become a qualified assessor in the Louisiana Teacher Assessment Program. Serves as an assessor when assigned as described in the Caddo Parish School Board Administrative Guidelines, Louisiana Teacher Assessment Program. Conducts assessments and performs other duties described in the Louisiana Teacher Assessment Program.
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
- Performs other related duties as may be assigned.

**Curriculum**
- Monitors the use of state and local curriculum guides.
- Keeps informed of current research findings and improved techniques in the areas of responsibility by attending professional group meetings and conventions.

**Organization**
- Requests material and data to fulfill responsibilities.
- Adheres to established, formal lines of communication through the chain of command.
- Plans and implements the coordination of parishwide curriculum programs.

**Controlling**
• Submits budget requests to appropriate director.
• Maintains accurate records and reports and forwards these to appropriate authorities upon request.
• Adheres to the policies and procedures established by the School Board, as well as those mandated by state and federal laws.

Communication and Human Relations
• Communicates with individuals, groups and agencies which provide assistance to students.
• Keeps informed on national, state, and local regulations affecting curriculum.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master's degree from an accredited college or university and generic certification in special education. Capability equivalent to that normally achieved through at least five years of successful teaching in special education.

SKILL RELATED
Louisiana Type A Teaching Certificate with generic certification in Special Education. Parish or City School Supervisor of Instruction authorization, or Educational Leader 1 or 2 (as revised in Bulletin 746), required.

PERSONAL CHARACTERISTICS
• Ability to plan, organize and oversee the work of assigned personnel.
• Ability to work tactfully and harmoniously with staff, schools, agencies, parents and/or the public.
• Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
• Ability to command the respect of others.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.
PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Assigned Special Education Facilitator

TERMS OF EMPLOYMENT
10 months – 202 days

Employee Name: ___________________________ SSN: _______________ - - -
(Type or Print)

Employee Signature ______________________ Date ______________________
Caddo Parish Schools Job Description

Job Title: School Social Worker—Coordinated School Health
Prepared By: Barzanna White
Prepared Date: June 30, 2008
Approved By:
Approved Date:

SUMMARY
Reports to the assigned Principal; enables students to derive the fullest possible educational experience from school by providing or arranging necessary social work services for referred children.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
- Explains and interprets school social work services to parents, teachers, principals and other members of the parish school system.
- Facilitates communication between the home and the school, seeking to involve families in the educational process of their children and providing feedback to the school on family situations and problems.
- Provides consultations/counseling services to students and their families when necessary.
- Functions as evaluation coordinator for designated referred students.
- Serves as liaison between the school and community agencies, through reciprocal referral arrangements, collaboration on cases, and assistance to families in obtaining and utilizing local resources.
- Provides individual and group therapy.
- Provides mental health prevention and intervention services within the school.
- Administers behavioral instruction and social skills training for students receiving services within the school setting (both individual and group context).
- Maintains accurate case records on all clients regarding their referrals, evaluations, and other services provided by the social worker in accordance with the requirements of the parish, state and federal laws, regulations, and/or other policies.
- Provides assessment and treatment planning for clients.
- Assists teachers and administrators in the design of behavior plans and interventions for referred students.
- Assists with School Wide Positive Behavior Support (SWPBS).
- Produces a written report of any social work assessments or other services provided to clients.
- Explains to parents and other interested persons due process procedure as defined by legislative acts.
- Participates in due process proceedings when necessary.
- Provides or assists in the provision of in-service training of school personnel in areas of responsibility and expertise.
- Maintains accurate case records on all clients regarding their referral, evaluation, and any other services provided by the social worker in accordance with the requirements of parish, state and federal laws, regulations, and/or policies.
- Attends staff, professional, and interagency meetings including those assigned.
- Keeps abreast of new developments in the area of school social work and keeps other appropriate school personnel informed of the same.
- Completes all reports required by the school system, State Department of Education, and Office of Mental Health.
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
- Performs other such duties and assumes such other responsibilities as assigned.
**QUALIFICATIONS**
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION and/or EXPERIENCE**
Master's Degree in social work from a university with an accredited graduate school of social work. A minimum of two years of supervised clinical social work practice following the grant of graduate degree. Licensure in the state of Louisiana by the Board of Certified Social Workers. Certification by State Department of Education as a School Social Worker.

**PERSONAL CHARACTERISTICS**
- Ability to relate to and verbally communicate with all professional contacts on the level of each individual's ability and level of understanding.
- Ability to effectively communicate in written reports and correspondence information germane to the individual case.
- Ability to plan and organize duties in an effective manner.
- Ability to maintain stability to work effectively under pressure.
- Ability to work effectively and harmoniously with Special Education Center staff, schools, agencies and the public.
- Neat, well groomed appearance.

**REASONING ABILITY**
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

**PHYSICAL DEMANDS**
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

**WORK ENVIRONMENT**
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**CHAIN OF SUPERVISION**
Assigned School Principal

**TERMS OF EMPLOYMENT**
192 days, or as assigned
Caddo Parish Schools Job Description

Job Title: Special Education Instructional Team Facilitator
Prepared By: Nadalie Thomas
Prepared Date: January 20, 2005
Approved By: Jan Holliday
Approved Date: January 24, 2005

SUMMARY
Reports to the Special Education Supervisor of Instruction: assumes leadership and supervision of special education programs and the Instructional Specialists in the pre-school, elementary, middle, and secondary schools, and in the Work Study program; supervises, observes, and evaluates assigned staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Planning
- Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
- Collaborates with staff members to identify performance objectives and prepare professional growth plans supporting department and school system goals.
- Supervises special education programs in resource and self-contained classes for all areas of exceptionality excluding severe language impaired, the sensorially impaired, orthopedically impaired, and other health impaired.
- Coordinates in-service programs with the assistance of the Instructional Specialists for all elementary, middle, and secondary special education teachers and aides.
- Assesses the need for new programs and services.
- Assists the Director and Supervisor of Special Education in any appropriate assignments.
- Keeps a log and manages a system of priorities for accomplishing administrative and curricular tasks.

Administration
- Makes personnel observations and evaluations as described in the Performance Evaluation Plan.
  Records comments on observations and advises and holds conferences to assist Instructional Specialists.
- Directs Work Study and Vocational Education Program 482.
- Plans Extended Summer Programs.
- Organizes textbook selection committees and assists committee members in selecting textbooks and materials.
- Helps in completing the Equalization and Annual School Report.
- Provides in-service for Instructional Specialists, teachers, and aides.
- Participates in IEP conferences when necessary.
- Makes progress toward completing objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.

Curriculum
- Monitors the use of state and local curriculum guides.
- Keeps informed of current research findings and improved techniques in the areas of responsibility by reading appropriate journals and by attending professional group meetings and conventions.
- Supervises instructional committees to develop course content materials.
- Uses available resources of the school system and the community to enrich the educational program.
Organization

- Requests material and data to fulfill responsibilities.
- Adheres to established, formal lines of communication through the chain of command.
- Coordinates curriculum programs with other programs in the system.

Controlling

- Submits budget requests to appropriate director.
- Maintains accurate records and reports and forwards them to appropriate authorities.
- Adheres to the policies and procedures established by the School Board, as well as those mandated by state and federal laws.

Communication and Human Relations

- Communicates with individuals, groups, and agencies that provide assistance to students.
- Keeps informed on national, state, and local regulations affecting curriculum.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Ability equal to that resulting from satisfactory completion of courses required for graduation with a Masters degree and generic certification in special education from an accredited college or university. Capability equivalent to that normally achieved through five years of continuous professional experience, primarily in special education. Should have state certification as a Supervisor/Director of Special Education. Should satisfy Louisiana requirements for a teaching certificate with a parish or city school supervisor of instruction authorization.

PERSONAL CHARACTERISTICS

- Ability to plan, organize, and oversee the work of assigned personnel.
- Ability to work tactfully and harmoniously with staff, schools, agencies, parents, and/or the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to keep records, reports, and conversations in confidence.
- Ability and initiative to plan, organize, and carry out assignments under minimum supervision.
- Neat, well groomed appearance.

REASONING ABILITY

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.
PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Special Education Supervisor of Instruction

TERMS OF EMPLOYMENT
12 months (260 days)

Employee Name: _______________________________  SSN: _____-____-______
                      (Type or Print)

Employee Signature  Date
                      e
Caddo Parish Schools Job Description

Job Title: Special Education Instructional Team Facilitator
Prepared By: Nadalie Thomas
Prepared Date: January 20, 2005
Approved By: Jan Holliday
Approved Date: January 24, 2005

SUMMARY
Reports to the Special Education Supervisor of Instruction: assumes leadership and supervision of special education programs and the Instructional Specialists in the pre-school, elementary, middle, and secondary schools, and in the Work Study program; supervises, observes, and evaluates assigned staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Planning
- Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
- Collaborates with staff members to identify performance objectives and prepare professional growth plans supporting department and school system goals.
- Supervises special education programs in resource and self-contained classes for all areas of exceptionality excluding severe language impaired, the sensorially impaired, orthopedically impaired, and other health impaired.
- Coordinates in-service programs with the assistance of the Instructional Specialists for all elementary, middle, and secondary special education teachers and aides.
- Assesses the need for new programs and services.
- Assists the Director and Supervisor of Special Education in any appropriate assignments.
- Keeps a log and manages a system of priorities for accomplishing administrative and curricular tasks.

Administration
- Makes personnel observations and evaluations as described in the Performance Evaluation Plan.
  Records comments on observations and advises and holds conferences to assist Instructional Specialists.
- Directs Work Study and Vocational Education Program 482.
- Plans Extended Summer Programs.
- Organizes textbook selection committees and assists committee members in selecting textbooks and materials.
- Helps in completing the Equalization and Annual School Report.
- Provides in-service for Instructional Specialists, teachers, and aides.
- Participates in IEP conferences when necessary.
- Makes progress toward completing objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.

Curriculum
- Monitors the use of state and local curriculum guides.
- Keeps informed of current research findings and improved techniques in the areas of responsibility by reading appropriate journals and by attending professional group meetings and conventions.
- Supervises instructional committees to develop course content materials.
- Uses available resources of the school system and the community to enrich the educational program.
Organization
- Requests material and data to fulfill responsibilities.
- Adheres to established, formal lines of communication through the chain of command.
- Coordinates curriculum programs with other programs in the system.

Controlling
- Submits budget requests to appropriate director.
- Maintains accurate records and reports and forwards them to appropriate authorities.
- Adheres to the policies and procedures established by the School Board, as well as those mandated by state and federal laws.

Communication and Human Relations
- Communicates with individuals, groups, and agencies that provide assistance to students.
- Keeps informed on national, state, and local regulations affecting curriculum.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Masters degree and generic certification in special education from an accredited college or university. Capability equivalent to that normally achieved through five years of continuous professional experience, primarily in special education. Should have state certification as a Supervisor/Director of Special Education. Should satisfy Louisiana requirements for a teaching certificate with a parish or city school supervisor of instruction authorization.

PERSONAL CHARACTERISTICS
- Ability to plan, organize, and oversee the work of assigned personnel.
- Ability to work tactfully and harmoniously with staff, schools, agencies, parents, and/or the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to keep records, reports, and conversations in confidence.
- Ability and initiative to plan, organize, and carry out assignments under minimum supervision.
- Neat, well groomed appearance.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.
PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said
professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary
to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Special Education Supervisor of Instruction

TERMS OF EMPLOYMENT
12 months (260 days)

Employee Name: ___________________________ SSN: _______ - _______ - _______
(Type or Print)

Employee Signature __________________________ Date: ____________

Special Education Instructional Team Facilitator  Page 3 of 3
Caddo Parish Schools Job Description

Job Title: Special Education Instructional Team Facilitator--Gifted and Talented
Prepared By: Nadalie Thomas
Prepared Date: January 20, 2005
Approved By: Jan Holliday
Approved Date: January 24, 2005

SUMMARY
Reports to the Special Education Supervisor of Instruction; assumes leadership and supervision of gifted and talented programs in the pre-school, elementary, middle, and secondary schools; develops curriculum and conducts in-service training and I.E.P. conferences; supervises, observes, and evaluates assigned staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Planning
• Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
• Plans programs to assist teachers in meeting diverse needs and varied abilities of students.
• Plans and presents in-service programs on screening, placement, methodology, and differentiated curriculum for the gifted program.
• Keeps a log and manages a system of priorities for accomplishing administrative and curricular tasks.

Administration
• Makes personnel observations and evaluations as described in the Performance Evaluation Plan. Records comments on observations and advises and holds conferences to assist Instructional Specialists.
• Assists principals in planning the implementation and evaluation of the gifted/talented program.
• Purchases instructional materials and equipment.
• Selects textbooks and materials to meet the educational goals of the gifted program.
• Is making progress toward achieving the objectives in the professional growth plan.
• Prepares a self-evaluation as described in the Performance Evaluation Plan.
• Performs related duties as required by the Supervisor of Instruction.

Curriculum
• Develops and implements a comprehensive curriculum and instructional program for academically gifted students.
• Assists principals in using interpreted test data for screening students for the gifted program.
• Evaluates student progress toward stated educational goals.
• Keeps parents informed of students’ progress.
• Keeps informed of current research findings and improved techniques in the areas of responsibility by reading appropriate journals and by attending professional group meetings and conventions.
• Uses available resources of the school system and the community to enrich the educational program.

Organization
• Requests materials and data to fulfill responsibilities.
• Adheres to established, formal lines of communication through the chain of command.
• Coordinates curriculum programs with other programs in the system.

Controlling
• Maintains accurate records and reports and forwards them to appropriate authorities upon request.
• Adheres to the policies and procedures established by the School Board, as well as those mandated by state and federal laws.

Communication and Human Relations
• Communicates with individuals, groups, and agencies that provide assistance to students.
• Keeps informed on national, state, and local regulations affecting curriculum.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Masters degree from an accredited college or university. Capability equivalent to that normally achieved through at least five years of continuous professional experience with knowledge of special education records and at least three to five years of teaching gifted education. Should satisfy Louisiana requirements for a teaching certificate with authorization for gifted and talented and city or parish supervisor of instruction.

PERSONAL CHARACTERISTICS
• Ability to plan, organize and oversee the work of assigned personnel.
• Ability to work tactfully and harmoniously with staff, schools, agencies, parents and/or the public.
• Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
• Ability to hold records, reports, and conversations in confidence.
• Ability and initiative to plan, organize and carry out assignments under minimum supervision.
• Neat, well groomed appearance.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.
**WORK ENVIRONMENT**
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**CHAIN OF SUPERVISION**
Special Education Supervisor of Instruction

**TERMS OF EMPLOYMENT**
12 months (260 days)

Employee Name: ____________________________  SSN: _______ - __________ - _______

(Type or Print)

Employee Signature                   Date
Caddo Parish Schools Job Description

Job Title: Supervisor of Pupil Appraisal
Job Code: 032
Grade: A4
Prepared By: Shelia Lockett
Prepared Date: October 29, 2012
Approved By: Mary Nash Robinson
Approved Date: November 1, 2012

SUMMARY
Supervises, observes, and evaluates facilitators; administers pupil appraisal programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

• Supervises pupil appraisal program to meet state and federal guidelines.
• Plans and presents inservice programs on federal and state policies.
• Participates with various community groups, organizations, and agencies that are concerned with exceptional children to provide services for disabled children and to secure public understanding.
• Assists principals in planning with the school staff the implementation and evaluation of the special education programs.
• Reviews personnel file of applicants, interviews applicants, and makes recommendations for teaching positions.
• Performs related duties as required by the Director of Special Education.
• Keeps informed of current research findings and improved techniques in the areas of responsibility.
• Supervises instructional committees to develop course modifications for content materials.
• Uses available resources of the school system and the community to enrich the educational program.
• Coordinates curriculum programs with other programs in the system.
• Maintains accurate records and reports and forwards them to the appropriate authorities.
• Adheres to the policies and procedures established by the School Board, as well as rules and regulations mandated by federal and state laws.
• Keeps informed on available national, state, and local regulations affecting curriculum.

SUPERVISORY RESPONSIBILITIES
Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring recommendations, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master's degree from an accredited college or university. Capability equivalent to that normally achieved through at least six years of continuous professional experience.

SKILL RELATED
Certification by the State Department of Education in one of the following areas: Educational Diagnostician/Assessment Teacher, School Psychologist, Social Worker, or Speech/Language Specialist, and with authorization for Parish or City School Supervisor of Instruction or Supervisor of School Psychological Services or Educational Leader 1 or 2.

PERSONAL CHARACTERISTICS
- Ability to plan, organize and supervise the work of assigned personnel.
- Ability to work tactfully and harmoniously with schools, staff, agencies, parents and the public.
- Ability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to hold and to inspire others to hold records, reports, and conversations in confidence.
- Ability and initiative to plan, organize, and carry out assignments under minimum supervision.
- Neat, well groomed, appropriately dressed appearance.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.
CHAIN OF SUPERVISION
Director of Special Education

TERMS OF EMPLOYMENT
260 days

SUPERVISES
Pupil Appraisal Facilitators
Child Search Coordinator for Infants/Toddlers
Vocational/Assessment Specialist

Employee Name: _________________________________________   SSN:  ________-____________-________
(Type or Print)

Employee Signature  Date
Caddo Parish Schools Job Description

Job Title: Pupil Appraisal Facilitator
Prepared By: Dr. Shelia Lockett
Prepared Date: June 23, 2015
Approved By: Dr. Mary Nash Robinson
Approved Date: June 24, 2015

SUMMARY
Reports to the Supervisor of Pupil Appraisal Services; conducts in-service training; and supervises and observes activities of assigned staff members according to assignment in Special Cases Team, Pre-School/Elementary Team or Middle/Secondary/Vocational Team; supervises, observes, and evaluates assigned staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Planning
- Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
- Collaborates with staff members to identify performance objectives and prepare a professional growth plan supporting department and school system goals.
- Develops programs to assist Pupil Appraisal staff in meeting diverse needs and varied abilities of students through systematic planning and through the development of in-service programs on Pupil Appraisal policies and procedures.
- Keeps a log and manages a system of priorities for accomplishing administrative tasks.

Administration
- Implements the Performance Evaluation Plan through observations, evaluations, analysis of data, and the development of intensive assistance programs for Pupil Appraisal staff.
- Plans the implementation and evaluation of Pupil Appraisal Services.
- Reviews personnel file of applicants, interviews applicants, and make recommendations for Pupil Appraisal positions.
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
- Performs related duties as required by the Supervisor of Pupil Appraisal.

Pupil Appraisal Services
- Implements and/or assists teachers and other school personnel in the design and implementation of educational and behavioral interventions for referred pupils.
- Ensures the evaluation of pupils referred for Pupil Appraisal services.

Organization
- Requests and recommends material and data to fulfill responsibilities.
- Adheres to the established, formal lines of communication through the chain of command.
Controlling

- Maintains accurate records and reports and forwards these to appropriate authorities upon request.
- Adheres to the policies and procedures established by the School Board, as well as those mandated by federal and state laws.
- Monitors timelines and applies for extension of evaluation timelines.

Communication and Human Relations

- Communicates with individuals, groups, and agencies that provide assistance to students.
- Keeps informed on available national, state, and local regulations affecting curriculum.
- Interprets assessment and explains Pupil Appraisal services and results to parents, teachers, principals, other professional parish personnel, and responsible practitioners outside the school.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Ability equal to that resulting from satisfactory completion of courses required for graduation with a Masters degree from an accredited college or university. Capability equivalent to that normally achieved through four years of supervised experience in providing Pupil Appraisal Services. Certification by the State Department of Education in one of the following areas: Assessment Teacher, School Psychologist, Social Worker, or Speech and Language Specialist, with authorization for parish or city school supervisor of instruction or supervisor of school psychological services.

PERSONAL CHARACTERISTICS

- Ability to plan, organize, and oversee the work of assigned personnel.
- Ability to work tactfully and harmoniously with schools, staff, agencies, parents, and/or the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to hold records, reports, and conversations in confidence.
- Ability and initiative to plan, organize, and carry out assignments under minimum supervision.

REASONING ABILITY

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.
**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, and engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**CHAIN OF SUPERVISION**
Supervisor of Pupil Appraisal

**TERMS OF EMPLOYMENT**
12 months (260 days)

Employee Name: ____________________________  SSN: _______-_______-______

(Type or Print)

______________________________  ______________________
Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: Special Education Placement Facilitator
Prepared By: Nadalie Thomas
Prepared Date: March 13, 2006
Approved By: Jan Holliday
Approved Date: March 13, 2006

SUMMARY
Reports to the Special Education Instructional Supervisor; supervises and observes Instructional Specialists; develops and implements the Child Search Program (PL 94-142) in Caddo Parish.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Planning
- Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
- Collaborates with staff members to identify performance objectives and prepare professional growth plans supporting department and school system goals.
- Develops program for Child Search Project.
- Assists Instructional Specialists in writing IEP's to meet the diverse needs and varied abilities of special education students in Caddo Parish schools and out-of-parish or residential schools.
- Establishes a systematic plan for accomplishing administrative tasks.
- Maintains accurate data on all children located.
- Makes school placements and maintains records for all special education children.
- Prepares reports for state and federal agencies.
- Provides in-service as needed.
- Maintains Surrogate Parent Program.
- Coordinates initial IEP conferences and represents the department in IEP placement conferences for Caddo Parish students placed in out-of-parish or residential schools.
- Maintains an inventory of special education forms.
- Serves as liaison for the department to other agencies under the Department of Health and Human Resources
- Coordinates programs with BESE schools and Special Education School District #1.
- Develops procedures for establishing an efficient method of maintaining all confidential records.

Administration
- Makes personnel observations and evaluations as described in the Performance Evaluation Plan.
- Completes training to become a qualified assessor in the Louisiana Teacher Assessment Program. Serves as an assessor when assigned as described in the Caddo Parish School Board Administrative Guidelines, Louisiana Teacher Assessment Program. Conducts assessment and performs other duties described in the Louisiana Teacher Assessment Program.
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
- Assists the Director and the Supervisor of Special Education in any appropriate assignment.

Curriculum
- Assists Instructional Specialists in interpreting, analyzing, and in using test data to improve student performance.
- Keeps informed of current research findings and improved techniques in the areas of responsibility by reading appropriate journals and by attending professional group meetings and conventions.
- Uses available resources of the school system and the community to enrich the educational program.
Organization
- Requests material and data to fulfill responsibilities.
- Maintains established, formal lines of communication through the chain of command.

Controlling
- Maintains accurate records and reports and forwards these to the appropriate authorities.
- Adheres to the policies and procedures established by the School Board, as well as those mandated by federal and state laws.

Communications and Human Relations
- Communicates with individuals, groups, and agencies which provide assistance to special education students.
- Keeps informed on national, state, and local regulations affecting special education.
- Serves as liaison for the department to parents, school, central office personnel, community agencies, and other systems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Masters degree and a valid Louisiana Teaching Certificate with certification as a Child Search Coordinator and at least two other areas of Special Education or generic certification. Authorization as Parish or City School Supervisor of Instruction. Capability equivalent to that normally achieved through five to seven years of continuous professional experience. A working knowledge of Caddo Parish School System regulations, Caddo Parish community agencies, and federal and state legislation pertaining to disabled children. Demonstrates verbal and written communication skills in dealing with parents and school personnel.

PERSONAL CHARACTERISTICS
- Ability to plan, organize, and oversee the work of assigned personnel.
- Ability to work tactfully and harmoniously with schools, staff, agencies, parents, and/or the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to inspire others to hold records, reports, and conversations in confidence.
- Ability and initiative to plan, organize, and carry out assignments under minimum supervision.
- Neat, well groomed appearance.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.
WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Assigned Special Education Instructional Supervisor

TERMS OF EMPLOYMENT
12 months

Employee Name: ___________________________ SSN: ________-________-_______
(Type or Print)

________________________________________________________
Employee Signature   Date   e
Caddo Parish Schools Job Description

Job Title: Special Education Supervisor of Instruction
Prepared By: Nadalie Thomas
Prepared Date: January 20, 2005
Approved By: Jan Holliday
Approved Date: January 24, 2005

SUMMARY
Reports to the Director of Special Education; supervises, observes, and evaluates assigned staff; administers special education instructional programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Planning
- Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
- Collaborates with staff members to identify performance objectives and prepare professional growth plans supporting department and school system goals.
- Supervises placement, compliance, instructional staff and programs to meet state and federal guidelines.
- Plans and presents in-service programs on federal and state policies.
- Participates with various community groups, organizations, and agencies that are concerned with exceptional children to provide services for disabled children and to secure public understanding.
- Keeps a log and manages a system of priorities for accomplishing administrative and curricular tasks.

Administration
- Makes personnel observations and evaluations as described in the Performance Evaluation Plan.
- Records comments on personnel observations and advises and assists staff in delivering services.
- Develops the intensive assistance programs for personnel according to established procedures in the Personnel Evaluation Plan.
- Assists principals in planning with the school staff the implementation and evaluation of the special education programs.
- Reviews personnel file of applicants, interviews applicants, and makes recommendations for teaching positions.
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
- Performs related duties as required by the Director of Special Education.

Curriculum
- Keeps informed of current research findings and improved techniques in the areas of responsibility by reading appropriate journals and by attending professional group meetings and conventions.
- Supervises instructional committees to develop course content materials.
- Uses available resources of the school system and the community to enrich the educational program.

Organization
- Requests material and data to fulfill responsibilities.
- Adheres to the established, formal lines of communication through the chain of command.
- Coordinates curriculum programs with other programs in the system.
Controlling
- Submits budget recommendations to appropriate director.
- Maintains accurate records and reports and forwards them to the appropriate authorities.
- Adheres to the policies and procedures established by the School Board, as well as rules and regulations mandated by federal and state laws.

Communication and Human Relations
- Communicates with individuals, groups, and agencies that provide assistance to students.
- Keeps informed on national, state, and local regulations affecting curriculum.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master's degree from an accredited college or university; at least one area of special education certification or a generic certification. Capability equivalent to that normally achieved through at least six years of continuous professional experience. Should satisfy Louisiana requirements for a teaching certificate with authorization for parish and city school supervisor of instruction, or Educational Leader 1 or 2.

PERSONAL CHARACTERISTICS
- Ability to plan, organize, and oversee the work of assigned personnel.
- Ability to work tactfully and harmoniously with schools, staff, agencies, parents, and/or the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to inspire others to hold records, reports, and conversations in confidence.
- Ability and initiative to plan, organize, and carry out assignments under minimum supervision.
- Neat, well groomed appearance.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.
CHAIN OF SUPERVISION
Director of Special Education

TERMS OF EMPLOYMENT
12 months

Employee Name: ____________________________________________  SSN: _____ - ________ - ________

(Type or Print)

Employee Signature  Date
Caddo Parish Schools Job Description

Job Title: Speech, Hearing and Language Specialist
Prepared By: Nadalie Thomas
Prepared Date: January 20, 2005
Approved By: Jan Holliday
Approved Date: January 24, 2005

SUMMARY
Reporting to a designated team facilitator of Pupil Appraisal Services, enables students to derive the fullest possible educational experience from school by providing a full range of speech/hearing/language services.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
- Evaluates, as a pupil appraisal services staff member in accordance with the guidelines set forth in Bulletin 1508 and the regulations implementing Act 754, those pupils suspected of being in need of special education services.
- Functions as evaluation coordinator for designated referred students.
- Participates in special education eligibility determinations and IEP staffing.
- Interprets assessment findings to parents, teachers, principals, and other professional parish personnel and responsible practitioners outside the school.
- Provides or assists in the provision of in-service training of school personnel in areas of responsibility and expertise.
- Maintains accurate case records on all clients regarding their referrals, evaluations, and any other services provided by the Speech, Hearing, and Language Specialist in accordance with the requirements of parish, state and federal laws, regulations and/or policies.
- Participates in due process proceedings when necessary.
- Attends staff, professional, and interagency meetings including those assigned.
- Disseminates information concerning new developments in the area of speech/hearing/language to appropriate school personnel.
- Completes all required reports of the parish and State Department of Education.
- Makes progress toward achieving objectives in the professional growth plan.
- Performs other such duties and assume other such responsibilities as assigned.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
- Serves on designated school building level committees and confer with parents, teachers, principals, the team facilitator, and other parish professional staff whenever necessary on matters relative to recommended interventions and other areas within the expertise of the speech/hearing/language specialist.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
A master's degree in audiology and/or speech pathology with certification by the State Department of Education as a Speech/Hearing/Language Specialist. A minimum of two years experience in audiology and/or speech pathology. Ability to administer and interpret diagnostic instruments designed to identify speech, hearing, or language disorders.
PERSONAL CHARACTERISTICS

- Ability to relate to and communicate with exceptional children in an accepting and non-biased manner.
- Ability to relate to and verbally communicate with all professional and non-professional contacts on the level of each individual’s ability and level of understanding.
- Ability to effectively communicate in written reports and correspondence information relative to the individual case.
- Ability to plan and organize work assigned in an efficient manner.
- Ability to treat all information in a confidential manner.
- Ability to maintain stability to work effectively under pressure.
- Ability to work effectively and harmoniously with Center Staff, schools, agencies, and the public.
- Neat, well-groomed appearance.

REASONING ABILITY

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT

Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION

Facilitator of Related Services

TERMS OF EMPLOYMENT

9 months (182 days), or as assigned

Employee Name: ___________________________   SSN: ________-________-_______
(Type or Print)

Employee Signature   Date
Caddo Parish Schools Job Description

Job Title: Supervisor of Attendance  
Prepared By: Richard Dezendorf  
Prepared Date: December 3, 1997  
Approved By: David A. Barr  
Approved Date: December 5, 1997

SUMMARY
Coordinates services needed to ensure general welfare of students. Implements compulsory attendance laws of the State of Louisiana and monitors discipline of students including suspensions and expulsions.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Accepts referrals and makes home visits concerning attendance and behavior problems.
- Conducts Caddo Parish School Board students’ hearings.
- Prepares and presents cases to Juvenile Court.
- Holds conferences with administrators, teachers, students’ parents or other allied agencies.
- Deals with various attendance matters and coordinates activities with community agencies and schools.
- Performs other related duties as required or assigned.

SUPERVISORY RESPONSIBILITIES

Carries out supervisory responsibilities in accordance with the organization’s policies and applicable laws. Responsibilities include training employees, planning, assigning and directing work, addressing complaints and resolving problems.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE

Master’s Degree; six to ten years job-related experience or equivalent combination of education and experience. Should satisfy Louisiana requirements for a teaching certificate with a Child Welfare and Attendance Supervisor’s authorization.

LANGUAGE SKILLS

Ability to read and interpret documents such as Acts of Louisiana State Legislature, Caddo Parish School Board policies and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of parents or employees of organization.

REASONING ABILITY

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram or schedule form.
PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to use hands to handle or feel controls.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT

Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION

Director of Attendance and Census

TERMS OF EMPLOYMENT

12 months (260 days)

Employee Name: _________________________________________   SSN:  ________-____________-________

(Type or Print)

Employee Signature      Date  e
Caddo Parish Schools Job Description

Job Title: Supervisor of Instruction  
Job Code: 032  
Grade: B  
Prepared By: Mary Nash Robinson, Ph.D.  
Prepared Date: May 21, 2003  
Approved By: Keith Burton  
Approved Date: May 6, 2014

SUMMARY
Supervises and coordinates activities of various programs by performing the following duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Supervises classroom instruction.
- Plans and conducts parent/teacher in-service programs and attends related meetings.
- Prepares and administers budget requests.
- Coordinates the purchase of various materials and equipment and the operation of necessary programs.
- Develops and evaluates curriculum.
- Maintains neat, well-groomed, appropriately dressed appearance.
- Performs other related duties as required or assigned.

SUPERVISORY RESPONSIBILITIES
Assists in supervising employees. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing and training employees; appraising performance of employees.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master's Degree; four to six years job-related experience; or equivalent combination of education and experience. Should satisfy Louisiana requirements for a teaching certificate with authorization for parish or city school supervisor of instruction, or Educational Leader 1 or 2 (as revised in Bulletin 746.)

LANGUAGE SKILLS
Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

REASONING ABILITY
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with
disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to talk or hear. The employee is occasionally required to use hands to handle or feel controls.

**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**WORK ENVIRONMENT**
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

**CHAIN OF SUPERVISION**
Director of Curriculum

**TERMS OF EMPLOYMENT**
260 days

Employee Name: ____________________________  SSN: ____________________________
(Type or Print)

______________________________  ____________________________
Employee Signature          Date
Caddo Parish Schools Job Description

Job Title: Supervisor of Instruction (Career, Adult Education)
Job Code: 032
Grade: A-4
Prepared By: Richard Dezendorf
Prepared Date: May 21, 2003
Approved By: 
Approved Date:

SUMMARY
Supervises and coordinates activities of various programs by performing the following duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Supervises classroom instruction.
- Plans and conducts parent/teacher in-service programs and attends related meetings.
- Prepares and administers budget requests.
- Coordinates the purchase of various materials and equipment and the operation of necessary programs.
- Develops and evaluates curriculum.
- Neat, well groomed, appropriately dressed appearance.
- Performs other related duties as required or assigned.

SUPERVISORY RESPONSIBILITIES
Assists in supervising employees. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing and training employees; appraising performance of employees.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master's Degree; four to six years job-related experience; or equivalent combination of education and experience. Should satisfy Louisiana requirements for a teaching certificate with authorization for parish or city school supervisor of instruction.

LANGUAGE SKILLS
Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

REASONING ABILITY
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with
disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to talk or hear. The employee is occasionally required to use hands to handle or feel controls.

**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**WORK ENVIRONMENT**
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

**CHAIN OF SUPERVISION**
Director of Career, Adult and Alternative Education

**TERMS OF EMPLOYMENT**
260 days

Employee Name: _________________________________________   SSN:  ________-____________-________
(Typ e or Print)

________________________________________________________ ___________________________________
Employee Signature      Date

Supervisor of Instruction  Page 2 of 2
Caddo Parish Schools Job Description

Job Title: Supervisor of Instruction (Career, Adult Education)
Job Code: 032
Grade: A-4
Prepared By: Richard Dezendorf
Prepared Date: May 21, 2003
Approved By:
Approved Date:

SUMMARY
Supervises and coordinates activities of various programs by performing the following duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Supervises classroom instruction.
- Plans and conducts parent/teacher in-service programs and attends related meetings.
- Prepares and administers budget requests.
- Coordinates the purchase of various materials and equipment and the operation of necessary programs.
- Develops and evaluates curriculum.
- Neat, well groomed, appropriately dressed appearance.
- Performs other related duties as required or assigned.

SUPERVISORY RESPONSIBILITIES
Assists in supervising employees. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing and training employees; appraising performance of employees.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master's Degree; four to six years job-related experience; or equivalent combination of education and experience. Should satisfy Louisiana requirements for a teaching certificate with authorization for parish or city school supervisor of instruction.

LANGUAGE SKILLS
Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

REASONING ABILITY
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with
disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to talk or hear. The employee is occasionally required to use hands to handle or feel controls.

**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**WORK ENVIRONMENT**
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

**CHAIN OF SUPERVISION**
Director of Career, Adult and Alternative Education

**TERMS OF EMPLOYMENT**
260 days

Employee Name: _________________________________________   SSN:  ________-____________-________

Supervisor of Instruction  Page 2 of 2
Caddo Parish Schools Job Description

Job Title: Supervisor of JROTC
Job Code: A4
Grade: A4
Prepared By: Charles Walker
Prepared Date: November 13, 2003
Approved By: Mary Nash Robinson
Approved Date: November 13, 2003

SUMMARY
Supervises and observes instructors; develops curriculum, plans and presents inservice programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

I. Planning

  Develops performance objectives and prepares a professional growth plan supporting department and school system goals.

  Plans programs to assist instructors in meeting diverse needs and varied abilities of students.

  Plans and/or presents inservice programs.

  Keeps a log and manages a system of priorities for accomplishing administrative and curricular tasks.

II. Administration

  Makes classroom observations and performance evaluations when appropriate, as described in the Personnel Evaluation Plan.

  Records comments on the observation form and holds conferences to assist instructors.

  Assists principals in developing intensive assistance programs for JROTC instructors according to established procedures in the Personnel Evaluation Plan.

  Assists principals in planning the implementation and evaluation of instructional programs.

  Works with the personnel department in consultation with principals in interviewing and screening applicants for JROTC positions.

  Recruits qualified applicants for employment as JROTC instructors and makes recommendations to principals and school director regarding their employment.

  Consults with principals as needed regarding instructional material and equipment.

  Supervises the requisitioning, receipt, storage and issuing of all supplies and equipment utilized in support of the JROTC program.
Organizes textbook selection committees and assists committee members in selecting textbooks and materials.

Ensures distribution of state and local curriculum materials.

Makes progress toward achieving objectives in the Professional Growth Plan.

Prepares a self-evaluation as described in the Personnel Evaluation Plan.

Performs related duties as required.

III. Curriculum

Monitors the use of state and local curriculum guides.

Plans and recommends with principal activities to improve the performance of students by utilizing interpreted test data.

Selects committees and establishes guidelines to develop course content materials.

Uses available resources of the school system and the community to enrich the educational program.

Keeps informed of current research finding and improved techniques in the areas of responsibility by reading appropriate journals and by attending professional group meetings and conventions.

IV. Organization

Requests material and data to fulfill responsibilities.

Adheres to established, formal lines of communication through the chain of command.

Plans and implements the coordination of parishwide curriculum programs.

Coordinates with the Department of the Army to ensure that the JROTC program is being conducted in accordance with contractual agreement between the U.S. Army and the Caddo Parish School Board.

Maintains open lines of communication with the U.S. Army Third ROTC Region, Fort Riley, Kansas.

Keeps the Superintendent informed, through the chain of command, of changes in the JROTC program.

V. Controlling

Submits budget requests to appropriate director

Maintains accurate records and reports and forwards these to appropriate authorities as requested.

VI. Communications and Human Relations

Communicates with individuals, groups and agencies which provide assistance to students.

Keeps informed on national, state and local regulations affecting curriculum
QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master’s degree from an accredited college or university. Must be a retired commissioned officer of the U.S. Army in the grade of 05 or 06 (LTC-Col.), with at least twenty years of active service.

SKILL RELATED
Should satisfy the Department of the Army requirements for qualification as JROTC instructor.

PERSONAL CHARACTERISTICS
Ability to plan, organize and supervise the work of assigned personnel.
Ability to work tactfully and harmoniously with schools, staff, agencies, parents and the public.
Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
Ability to command the respect of students
Ability to hold records, reports and conversations in confidence.
Ability and initiative to plan, organize and carry out assignments under minimum supervision.
Neat, well groomed appearance.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to stand and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of High Schools

Supervisor of JROTC
Revised November 2003
TERMS OF EMPLOYMENT
260 days

SUPERVISES
Shares responsibility for supervision of JROTC instructors.

Employee Name: _________________________________________   SSN:  ________-____________-________
(Type or Print)

________________________________________________________ ___________________________________
Employee Signature      Date 

Employee Signature
Date
Caddo Parish Schools Job Description

Job Title: Supervisor of Elementary Education
Prepared By: Marlene Ritter
Prepared Date: April 19, 2002
Approved By: Liz Duran Swinford
Approved Date: April 19, 2002

SUMMARY
Reports to the Director of Assessment and School Support; observes teachers and provides technical assistance when needed; develops curriculum; and plans and/or presents in-service programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Planning
- Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
- Plans programs to assist teachers in meeting diverse needs and varied abilities of students.
- Plans and/or presents in-service programs.
- Keeps a log and manages a system of priorities for accomplishing administrative and curricular tasks.

Curriculum
- Leads the development of local curriculum.
- Monitors the use of local curricular guides.
- Plans and recommends with principal activities to improve the performance of students by utilizing interpreted test data.
- Selects committees and establishes guidelines to develop course content materials.
- Uses available resources of the school system and the community to enrich the educational program.
- Keeps informed of current research findings and improved techniques in the areas of responsibility by reading appropriate journals and by attending professional group meetings and conventions.

Organization
- Requests material and data to fulfill responsibilities.
- Adheres to the established, formal lines of communication.
- Plans and implements the coordination of parishwide curriculum programs.

Controlling
- Submits budget requests to appropriate director.
- Maintains accurate records and reports and forwards to appropriate authorities as requested.

Communication and Human Relations
- Communicates with individuals, groups, and agencies that provide assistance to students.
- Keeps informed on national, state, and local regulations affecting curriculum.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master's degree form an accredited college or university. Capability equivalent to that normally achieved through at least five years of continuous professional experience.

**SKILL RELATED**
Should satisfy Louisiana requirements for a teaching certificate with authorization for parish and city school supervision, or Educational Leader 1 or 2, as stated in La. Bulletin 746 (as revised).

**PERSONAL CHARACTERISTICS**
- Ability to plan, organize, and oversee the work of assigned personnel.
- Ability to work tactfully and harmoniously with staff, schools, agencies, parents, and/or the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to command the respect of students.
- Ability to hold records, reports, and conversations in confidence.
- Ability and initiative to plan, organize, and carry out assignments under minimum supervision.
- Neat, well groomed appearance.

**REASONING ABILITY**
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

**PHYSICAL DEMANDS**
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

**WORK ENVIRONMENT**
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**CHAIN OF SUPERVISION**
Director of Assessment and School Support

**TERMS OF EMPLOYMENT**
12 months

Employee Name: ________________________________  SSN: __________-____-______

(Type or Print)

______________________________  ____________________
Employee Signature  Date
Caddo Parish Schools Job Description
Job Title: Supervisor of Magnet Schools Testing
Job Code:
Prepared By: Wanda Gunn
Prepared Date: June 25, 2007
Approved By: Jan Holliday
Approved Date: June 25, 2007

SUMMARY
Directs and coordinates the activities and process for testing, evaluating, and placing students in the Caddo parish magnet school system.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Coordinates parishwide testing of all students applying for entrance in an elementary magnet school in grades K-5 and in a middle magnet school in grades 6-8.
- Organizes and maintains testing/placement records and reports using Microsoft Excel and/or Access and other computer applications, as necessary.
- Plans and conducts training for those who administer tests to students being evaluated for the magnet programs.
- Prints, organizes, and disseminates materials and resources for magnet schools to begin application process.
- Organizes and develops a continuous cumulative record system for every pupil testing for placement in the magnet schools.
- Coordinates the organization and development of the testing schedule which includes testing, evaluation, and placement of students.
- Prepares budget for parishwide testing materials and publicity for magnet schools.
- Develops publicity campaign to inform the public of magnet school opportunities through T.V., radio, newspaper, billboards, flyers, brochures, and open houses.
- Makes use of interpreted test data to evaluate and strengthen the magnet program.
- Plans with and recommends to principals, counselors, and coordinators of the magnet schools, procedures to improve the process of testing, evaluating, and placement.
- Learns and uses data processing skills for storing information and test scores for students applying for magnet school entrance.
- Maintains accurate records, reports, agenda, correspondence, and testing data and forwards these to the appropriate authorities as requested.
- Develops good public relations between magnet schools and the community.
- Addresses community groups and schools to inform them of magnet school opportunities.
- Notifies all parents of test score results and placement of students.
- Serves as a resource person concerning policies and procedures for entrance into a magnet school.
- Identifies performance objectives and prepares a Professional Growth Plan based upon parish goals and objectives.
- Prepares a self-evaluation described in the Performance Evaluation Plan.
- Performs other related duties as designated by the assigned director, assistant superintendent of academic affairs, and/or the superintendent.
- Adheres to the policies and procedures established by the school board.
- Confers with the superintendent and other administrative personnel to review policies and procedures and discuss required changes as necessary.
SUPERVISORY RESPONSIBILITIES
Manages and coordinates the process of testing, evaluation, and placement of students requesting entrance into a magnet school. Responsibilities include training test administrators, organizing publicity, scheduling, evaluating, record keeping, addressing concerns, and problem solving.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master’s degree; Louisiana teaching certificate with authorization as Parish or City Supervisor of Instruction; at least 3 years of successful teaching experience during the 5 year period immediately preceding appointment as Supervisor of Magnet Schools Testing.

SKILL RELATED
Should satisfy Louisiana requirements for a teaching certificate with authorization as Parish or City Supervisor of Instruction.

PERSONAL CHARACTERISTICS
- Ability to communicate effectively, both in verbal and written form.
- Ability to plan, organize, and evaluate the work of the testing team.
- Ability to work tactfully and harmoniously with staff, schools, students, parents, and the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to hold records, reports, and conversations in confidence.
- Neat, well groomed, professionally dressed appearance.

LANGUAGE SKILLS
Ability to read, analyze, and interpret data. Ability to respond to inquiries or complaints from students, parents, employees, or members of the business community. Ability to effectively present information to management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit, talk, hear, stand, and walk.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.
PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, test security policy violations, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Assigned school director.

TERMS OF EMPLOYMENT
260 days

Employee Name: ___________________________   SSN: ___________________________
(Type or Print)

_________________________________________   ________________________________
Employee Signature        Date
Caddo Parish Schools Job Description

Job Title: Supervisor of Special Education Compliance, Complaint Management and Parent/Community Involvement

Job Code: 032
Grade: A4

Prepared By: Richard Dezendorf
Prepared Date: June 22, 2000
Approved By: Dr. Robert Schiller
Approved Date: March 16, 2001

SUMMARY
Reports to the Director of Special Education; ensures compliance with all federal and state special education requirements; receives and investigates complaints; and conducts parent/community involvement activities.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Plans and presents inservice programs on federal and state special education regulations.
- Identifies resources, develops methodology for parental involvement and encourages participation in parent training activities for families of exceptional children.
- Plans and conducts inservice training for parents involving the education of exceptional children.
- Assists in the preparation of educational reports, compliance documents, brochures and correspondence relating to complaint management and due process hearings.
- Assists principals in planning with the school staff the implementation and evaluation of the special education programs.
- Provides internal monitoring teams and self-study teams with issues involved and pertinent information regarding complaints and due process hearings.
- Performs related duties as required by the Director of Special Education.
- Assists interested parents in forming parent support groups.
- Manages the annual school approval process (special education) for all schools.
- Manages all internal monitoring and self-study activities for the provision of special education services to children; collects data through records review, interviews and observes exemplary programs and practices, and documents the status of compliance with state and federal regulations.
- Conducts intake interviews for complaints received from parents, groups, students and other agencies, etc.
- Investigates complaints received.
- Observes, monitors, and evaluates special education programs and services provided in the school system while conducting investigations in order to affect resolution of complaints.
- Maintains documentation necessary in complaint management process, including contacts with complainants, investigations conducted, findings determined, and corrective actions.
- Participates in mediation activities in an effort to resolve formal complaints.
- Responds to phone calls and correspondence and prepares status reports related to complaint management.
- Reviews, evaluates, and makes approval recommendations on proposals for funding of parent training activities and monitors existing projects to insure completion of goals and activities.
• Disseminates information through letters, phone calls, personal visits to parents and advocacy groups concerning educational needs of exceptional children.

SUPERVISORY RESPONSIBILITIES
Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring recommendations, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master's degree from an accredited college or university; two areas of special education certification or a generic certification. Capability equivalent to that normally achieved through at least five years of continuous professional experience.

SKILL RELATED
Should satisfy Louisiana requirement for a teaching certificate with authorization for parish and city school supervision or Educational Leader 1 or 2. Certification as Supervisor/Director of Special Education preferred.

PERSONAL CHARACTERISTICS
• Ability to work tactfully and harmoniously with schools, staff, agencies' parents and/or the public.
• Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
• Ability to hold and inspire others to hold records, reports, and conversations in confidence.
• Ability and initiative to plan, organize and carry out assignments under minimum supervision.
• Neat, well groomed, appropriately dressed appearance.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to stand and walk.
WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director or Special Education

TERMS OF EMPLOYMENT
260 days

Employee Name: _________________________________________   SSN:  ________-____________-________
(Type or Print)

________________________________________________________ ___________________________________
Employee Signature      Date

Employee Name: _________________________________________   SSN:  ________-____________-________
(Type or Print)

________________________________________________________ ___________________________________
Employee Signature      Date

Employee Name: _________________________________________   SSN:  ________-____________-________
(Type or Print)

________________________________________________________ ___________________________________
Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: Supervisor of Special Education Compliance/Data Management
Job Code: 032
Grade: A4
Prepared By: Nadalie Thomas
Prepared Date: January 20, 2005
Approved By: Jan Holliday
Approved Date: January 24, 2005

SUMMARY
Reports to the Director, Special Education; supervises, observes, and evaluates assigned staff; ensures compliance with all federal and state special education requirements; receives and investigates complaints; and conducts parent/community involvement activities.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Plans and presents inservice programs on federal and state special education regulations.
- Identifies resources, develops methodology for parental involvement and encourages participation in parent training activities for families of exceptional children.
- Plans and conducts inservice training for parents involving the education of exceptional children.
- Assists in the preparation of educational reports, compliance documents, brochures and correspondence relating to complaint management and due process hearings.
- Assists principals in planning with the school staff the implementation and evaluation of the special education programs.
- Provides internal monitoring teams and self-study teams with issues involved and pertinent information regarding complaints and due process hearings.
- Performs related duties as required by the Director, Special Education.
- Assists interested parents in forming parent support groups.
- Manages the annual school approval process (special education) for all schools.
- Manages all internal monitoring and self-study activities for the provision of special education services to children; collects data through records review, interviews and observes exemplary programs and practices, and documents the status of compliance with state and federal regulations.
- Conducts intake interviews for complaints received from parents, groups, students and other agencies, etc.
- investigates complaints received.
- Observes, monitors, and evaluates special education placement, compliance, instructional staff and programs provided in the school system and/or conduct investigations in order to affect resolution of complaints.
- Maintains documentation necessary in complaint management process, including contacts with complainants, investigations conducted, findings determined, and corrective actions.
- Participates in mediation activities in an effort to resolve formal complaints.
- Responds to phone calls and correspondence and prepares status reports related to complaint management.
- Reviews, evaluates, and makes approval recommendations on proposals for funding of parent training activities and monitors existing projects to insure completion of goals and activities.
• Disseminates information through letters, phone calls, personal visits to parents and advocacy groups concerning educational needs of exceptional children.

SUPERVISORY RESPONSIBILITIES
Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring recommendations, and training employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master's degree from an accredited college or university; at least one area of special education certification or a generic certification. Capability equivalent to that normally achieved through at least six years of continuous professional experience.

SKILL RELATED
Should satisfy Louisiana requirement for a teaching certificate with authorization for parish and city school supervisor of instruction.

PERSONAL CHARACTERISTICS
• Ability to work tactfully and harmoniously with schools, staff, agencies' parents and/or the public.
• Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
• Ability to hold and inspire others to hold records, reports, and conversations in confidence.
• Ability and initiative to plan, organize and carry out assignments under minimum supervision.
• Neat, well groomed, appropriately dressed appearance.

LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to stand and walk.
WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Special Education

TERMS OF EMPLOYMENT
12 months

Employee Name: _________________________________________   SSN:  ________-____________-________
(Type or Print)

Employee Signature                      Date
Caddo Parish Schools Job Description

Job Title: Supervisor, Auxiliary Services – Title I
Department: Title I
Prepared By: Richard Dezendorf
Prepared Date: March 12, 2001
Approved By: Penny Claudis
Approved Date: March 16, 2001

SUMMARY
Reports to the Director of Title I; coordinates the Chapter I auxiliary services; plans parental involvement activities; and guides in-service for Title I auxiliary services.

Planning
- Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
- Develops programs to assist parents of Title I students.
- Plans and presents in-service programs for parents on Title I guidelines that pertain to parental involvement.
- Keeps a log and manages a system of priorities for accomplishing administrative and curriculum tasks.

Administration
- Makes school observations to assess work of the parent advisory council.
- Advises and assists parents in making activities during reading and math workshops.
- Assists Title I principals and advisory council contact persons in organizing parent advisory councils.
- Assists principals in planning implementation and evaluation of the Title I parent involvement sessions in the school.
- Evaluates and recommends to Title I Director materials and supplies to be purchased for parent workshops.
- Selects reading material, storybooks, educational games and other materials to meet the educational goals of the school system.
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
- Performs related duties as required by the Director of Title I.

Curriculum
- Selects instructional content materials for students to be used by parents in the home.
- Uses available resources of the school system and the community to enrich the educational program.
- Keeps informed of current research findings and improved techniques in the areas of responsibility by reading appropriate journals and by attending professional group meetings and conventions.
Organization

- Requests material and data to fulfill responsibilities.
- Adheres to established, formal lines of communication through the chain of command.
- Plans and implements the coordination of Parishwide parent advisory council meetings and instructional workshops with other programs in the system.

Controlling

- Participates in formulating the department budget.
- Maintains accurate records and reports and forwards these to appropriate authorities.
- Adheres to the policies and procedures established by the School Board as well as rules and regulations mandated by state and federal guidelines.

Communication and Human Relations

- Informs parents about the Title I programs.
- Communicates with principals, teachers, counselors, and parents about Parishwide instructional workshops.
- Recommends to parents methods to evaluate student progress toward stated educational goals.
- Keeps informed on national, state, and local regulations affecting Title I.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master's degree from an accredited college or university. Capability equivalent to that normally achieved through at least five years of continuous professional experience.

SKILL RELATED

Should satisfy Louisiana requirements for a teaching certificate with authorization for parish and city schools supervision.

LANGUAGE SKILLS

Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to students.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to stand and talk or hear. The employee is occasionally required to walk; sit; reach with hands and arms; and stoop, kneel, or crouch. The employee must occasionally lift or move light weight.
PERSONAL CHARACTERISTICS

- Ability to plan, organize, and oversee the work of assigned personnel.
- Ability to work tactfully and harmoniously with staff, schools, agencies, parents, and/or the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to command the respect of students.
- Ability to hold records, reports, and conversations in confidence.
- Ability and initiative to plan, organize, and carry out assignments under minimum supervision.
- Neat, well groomed appearance.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Title I

TERMS OF EMPLOYMENT
12 Months

Employee Name: ___________________________________  SSN: _____-_______-_______

________________________________________________________ ___________________________________
Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: Supervisor, Early Childhood/Kindergarten Education
Department: Title I
Prepared By: Richard Dezendorf
Prepared Date: March 12, 2001
Approved By: Penny Claudis
Approved Date: March 16, 2001

SUMMARY
Reports to the Director of Title I; supervises and observes Early Childhood and selected Kindergarten teachers and aides; develops curriculum and guides in-service programs for Early Childhood and Kindergarten teachers and aides.

Planning

- Develops and prepares a professional growth plan supporting department and school system goals.
- Develops programs to assist Early Childhood and Kindergarten teachers and aides in meeting diverse needs and varied abilities of students.
- Plans and presents in-service programs within the Early Childhood and Kindergarten areas.
- Keeps a log and manages a system for accomplishing administrative and curricular tasks.

Administration

- Makes classroom observations of Kindergarten teachers in Early Childhood centers and all ECE teachers as described in the Performance Evaluation Plan. Records comments on classroom observation forms and holds conferences to assist teachers.
- Assists principals in developing intensive assistance programs for teachers according to established procedures in the Performance Evaluation Plan.
- Completes training to become a qualified assessor in the Louisiana Teacher Assessment Program. Serves as an assessor when assigned as described in the Caddo Parish School Board Administrative Guidelines, Louisiana Teacher Assessment Program. Conducts assessment and performs other duties described in the Louisiana Teacher Assessment Program.
- Assists principals in planning for the implementation and evaluation of the Early Childhood and Kindergarten instructional programs.
- Reviews Personnel files of applicants, interviews, and makes recommendations for Early Childhood and Kindergarten teaching positions.
- Supervises preparation, printing, and distribution of materials for ECE and Kindergarten programs.
- Evaluates and recommends to principals and other personnel the purchase of instructional materials and equipment.
- Assists committee members in selection of instructional materials to meet educational goals of the school system.
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
- Performs related duties as required by the director.

Curriculum

- Plans and recommends with principals ECE and Kindergarten activities to improve performance of students by utilizing test data.
- Keeps informed of current research findings and improved techniques in the areas of responsibility by reading appropriate journals and by attending professional group meetings and conventions.
- Supervises instructional committees to develop Early Childhood and Kindergarten instructional programs.
- Uses available resources of the school system and the community to enrich the educational program.
Organization
- Requests material and data to fulfill responsibilities.
- Adheres to the established, formal lines of communication through the chain of command.
- Plans and implements the coordination of Parishwide Early Childhood and Kindergarten Curriculum.

Controlling
- Submits budget requests to appropriate supervisor in both Early Childhood and Kindergarten areas.
- Maintains accurate records and reports and forwards these to appropriate authorities as requested.

Communication and Human Relations
- Shares information about the ECE/Kindergarten programs.
- Keeps informed on national, state, and local regulations affecting Title I and early Childhood/Kindergarten curriculum and programs.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Masters degree from an accredited college or university. Capability equivalent to that normally achieved through at least five years of continuous professional experience.

SKILL RELATED
Should satisfy Louisiana requirements for a teaching certificate with certification in Nursery School (Early Childhood) and Kindergarten with authorization for parish or city school supervision.

LANGUAGE SKILLS
Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to students.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to stand and talk or hear. The employee is occasionally required to walk; sit; reach with hands and arms; and stoop, kneel, or crouch. The employee must occasionally lift or move light weight.

PERSONAL CHARACTERISTICS
- Ability to plan, organize, and oversee the work of assigned personnel.
- Ability to work tactfully and harmoniously with staff, schools, agencies, parents, and/or the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to command the respect of students.
- Ability to hold records, reports, and conversations in confidence.
- Ability and initiative to plan, organize, and carry out assignments under minimum supervision.
- Neat, well groomed appearance.
**WORK ENVIRONMENT**
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**CHAIN OF SUPERVISION**
Director of Title I

**SUPERVISES**
Shares supervision of ECE teachers, Kindergarten teachers, and ECE and Kindergarten aides.

**TERMS OF EMPLOYMENT**
12 Months

Employee Name: _______________________________  SSN: ______-_______-_______

________________________________________________________ ___________________________________

Employee Signature      Date  e
Caddo Parish Schools Job Description

Job Title: Supervisor of Health, Physical Education, Athletics and Driver Education
Prepared By: Mary Nash Robinson, Ph.D.
Prepared Date: December 11, 2002
Approved By: Keith Burton
Approved Date: May 7, 2014

SUMMARY
Reports to the Assistant Superintendent of Academic Affairs; supervises and observes teachers; develops curriculum; and plans and presents in-service programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Planning
- Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
- Plans programs to assist teachers in meeting diverse needs and varied abilities of students.
- Plans and/or presents in-service programs.
- Keeps a log and manages a system of priorities for accomplishing administrative and curricular tasks.

Administration
- Serves as parishwide coordinator of all athletic contests in senior high schools.
- Evaluates the effectiveness of the performance of coaching duties and reports the results along with recommendations to the coach, principal, and the Director.
- Checks and submits annual schedules and monthly emergency drill results of each school.
- Makes classroom observations as described in the Performance Evaluation Plan. Records comments on the observation form and holds conferences to assist teachers.
- Assists principals in developing intensive assistance programs for teachers according to established procedures in the Performance Evaluation Plan.
- Serves as an assessor when assigned as described in the Caddo Parish School Board Administrative Guidelines, Louisiana Teacher Assessment Program. Conducts assessment and performs other duties described in the Louisiana Teacher Assessment Program.
- Assists principals in planning the implementation and evaluation of instructional programs.
- Reviews personnel file of applicants, interviews applicants and makes recommendations for teaching positions.
- Consults with principals regarding instructional material and equipment.
- Organizes textbook selection committees and assists committee members in selecting textbooks and materials.
- Ensures distribution of state and local curriculum materials.
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
- Performs related duties as required by the director.

Curriculum
- Monitors the use of state and local curriculum guides.
- Plans and recommends with principal activities to improve the performance of students by utilizing interpreted test data.
- Selects committees and establishes guidelines to develop course content materials.
- Uses available resources of the school system and the community to enrich the educational program.
- Keeps informed of current research findings and improved techniques in the areas of responsibility by reading appropriate journals and by attending professional group meetings and conventions.
Organization
- Requests material and data to fulfill responsibilities.
- Adheres to established, formal lines of communication.
- Plans and implements the coordination of parishwide curriculum programs.

Controlling
- Submits budget requests to appropriate director.
- Maintains accurate records and reports and forwards them to appropriate authorities as requested.

Communication and Human Relations
- Communicates with individuals, groups, and agencies that provide assistance to students.
- Keeps informed on national, state, and local regulations affecting curriculum.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master's degree from an accredited college or university. Capability equivalent to that normally achieved through at least five years of continuous professional experience. Should satisfy Louisiana requirements for a teaching certificate with authorization for parish and city school supervision.

LANGUAGE SKILLS
Ability to read, analyze, and interpret government regulations and the like. Ability to write reports, memos, and procedure manuals. Ability to effectively present information and respond to questions from staff, superintendent, school board, news media, and the public.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

PERSONAL CHARACTERISTICS
- Ability to plan, organize, and oversee the work of assigned personnel.
- Ability to work tactfully and harmoniously with staff, schools, agencies, parents, and/or the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to command the respect of students.
- Ability to hold records, reports, and conversations in confidence.
- Ability and initiative to plan, organize, and carry out assignments under minimum supervision.
- Neat, well groomed appearance.
WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Curriculum

SUPERVISES
Shares responsibility of supervision of teachers in assigned areas.

TERMS OF EMPLOYMENT
12 Months

Employee Name: ____________________________ SSN: _______ - _______ - _______

(Type or Print)

Employee Signature        Date
Caddo Parish Schools Job Description

Job Title: Supervisor, Title I
Department: Title I
Prepared By: Richard Dezendorf
Prepared Date: March 12, 2001
Approved By: Penny Claudis
Approved Date: March 16, 2001

SUMMARY
Reports to the Director of Title I; supervises and observes Title I teachers and aides; develops curriculum and guides in-service for Title I programs.

Planning
- Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
- Develops programs to assist Title I teachers and aides in meeting diverse needs and varied abilities of students through systematic planning.
- Plans and presents in-service programs.
- Establishes a systematic plan for accomplishing administrative and curriculum tasks.

Administration
- Makes classroom observations as described in the Performance Evaluation Plan.
- Analyzes data on classroom observations and advises and assists teachers in improving instruction.
- Assists principals in developing intensive assistance programs for teachers according to established procedures in the Performance Evaluation Plan.
- Completes training to become a qualified assessor in the Louisiana Teacher Assessment Program. Serves as an assessor when assigned as described in the Caddo Parish School Board Administrative Guidelines, Louisiana Teacher Assessment Program. Conducts assessments and performs other duties described in the Louisiana Teacher assessment Program.
- Assists principals in planning for the implementation and evaluation of Title I instructional programs.
- Works with Personnel Department in consultation with principals in interviewing and screening applicants for Title I teaching positions.
- Works with Data Processing Department in identifying program participants and the collection and analysis of Title I program data.
- Supervises preparation, printing, and distributing of materials for improving instruction.
- Evaluates and recommends to principals and other Title I personnel the purchasing of instructional materials and equipment.
- Assists textbook selection committee in the selection of textbooks and materials to meet the educational goals of the school system.
- Prepares requisitions for the purchase of instructional material and equipment in consultation with the Purchasing Department.
- Makes progress toward achieving objectives in the professional growth plan.
- Prepares a self-evaluation as described in the Performance Evaluation Plan.
Curriculum

- Assists principals in analyzing, interpreting, and using Title I test data to improve student performance.
- Recommends to principals methods for evaluating Title I student progress toward stated educational objectives.
- Keeps informed of current research findings and improved techniques in the areas of responsibility by reading appropriate journals and by attending professional group meetings and conventions.
- Supervises instructional committees to develop Title I instructional programs.
- Utilizes available resources of the school system and the community to enrich the educational program.

Organization

- Requests material and data to fulfill responsibilities.
- Adheres to established, formal lines of communication through the chain of command.
- Plans and implements the coordination of Parishwide Title I programs.

Controlling

- Participates in formulating the department budget.
- Maintains accurate records and reports and forwards these to appropriate authorities.
- Adheres to the policies and procedures established by the School Board, as well as rules and regulations mandated by state and federal guidelines.

Communication and Human Relations

- Informs parents about the Title I program.
- Keeps informed on national, state, and local regulations affecting Title I.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master's degree from an accredited college or university. Capability equivalent to that normally achieved through at least five years of continuous professional experience.

SKILL RELATED
Should satisfy Louisiana requirements for a teaching certificate with authorization for parish or city school supervision.

LANGUAGE SKILLS
Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to students.
PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to stand and talk or hear. The employee is occasionally required to walk; sit; reach with hands and arms; and stoop, kneel, or crouch. The employee must occasionally lift or move light weight.

PERSONAL CHARACTERISTICS
- Ability to plan, organize, and oversee the work of assigned personnel.
- Ability to work tactfully and harmoniously with staff, schools, agencies, parents, and/or the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to command the respect of students.
- Ability to hold records, reports, and conversations in confidence.
- Ability and initiative to plan, organize, and carry out assignments under minimum supervision.
- Neat, well groomed appearance.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quite.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Director of Title I

SUPERVISES
Shares responsibility of supervision of Title I teachers.

TERMS OF EMPLOYMENT
12 Months

Employee Name: ___________________________________________ SSN: ________-________-______

______________________________ ____________________________
Employee Signature Date

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Supervisor, Title I
Revised March 2001
Caddo Parish Schools Job Description

Job Title: Supervisor, Title I Compliance—Parent/Community Involvement
Department: Title I
Prepared By: Janis Parker
Prepared Date: April 8, 2008
Approved By: Dr. Mary Nash Robinson
Approved Date: April 29, 2008

SUMMARY
Reports to the Director of Title I; ensures compliance with all federal and state requirements for family involvement—Title I; supervises and monitors parent educators and inventory control clerk; plans and conducts parent/community involvement activities.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Planning
- Develops programs to assist parents of Title I students.
- Plans and presents in-service programs for parents on Title I guidelines that pertain to parental involvement.
- Keeps abreast of all Title I parent involvement requirements for compliance as outlined in the law.
- Plans and presents inservice programs on federal and state provisions of Title I, Part A of ESEA.

Administration
- Assists principals in planning, implementation, and evaluation of the Title I parent involvement sessions in the school.
- Evaluates and recommends to Title I Director materials and supplies to be purchased for parent workshops.
- Disseminates district-wide Title I parent notice requirements to schools and parents.
- Plans and implements district-wide staff training activities for parental involvement.
- Coordinates, plans, and/or assists in training parents regarding the instructional focus of the Title I program.
- Assists in the preparation and dissemination of all materials and/or information for school and community use.
- Provides regular communication with parents to inform them of events and opportunities sponsored by the district.
- Disseminates information to new media regarding district-wide parent workshops/programs.
- Assists schools in the development of programs, activities, and events geared to reach the families of Title I students.
- Writes grants to implement new and innovative parent involvement initiatives.
- Supervises parent educators at the district and school level to assure the development and implementation of parental involvement requirements.
- Supervises and monitors family nutrition grant activities.
• Supervises, monitors, and coordinates the parent literacy program
• Coordinates and monitors the Take Home Computer (THC) program
• Keeps accurate documentation of all laptop computers checked out to parents of participating students in the THC program
• Provides a summary of activities completed to principals and parents of students participating in the THC program
• Provides guidance to schools on procedures for recording all fixed assets, property transfers, property loss forms, and salvage forms
• Supervises inventory control clerk on inventory procedures and property records for fixed assets purchased with Title and/or Title I-related federal/state funds
• Conducts periodic school visits to audit inventory procedures and organization of Title I inventory records
• Monitors and collects summary data from Title I summer activity sites
• Makes progress toward achieving objectives in the professional growth plan.
• Prepares a self-evaluation as described in the Performance Evaluation Plan.
• Performs related duties as required by the Director of Title I.

Curriculum
• Selects instructional content materials for students to be used by parents in the home.
• Participates in professional growth activities at the national, state, and local levels to keep informed on current developments as they pertain to Title I
• Provides school administrators, teachers, and school staff with research articles and resources for parents
• Provides monthly newsletters, tips, strategies and ideas to all parents of Title I students and Title I administrators and staff
• Purchases materials and supplies for initiating and conducting effective, comprehensive inservice/educational programs
Organization

• Plans and coordinates district-wide parent council to provide advice on all matters related to parental involvement in funded programs

Controlling

• Prepares parental involvement budget and monitors expenditures for each program budget assigned
• Ensures district compliance with local, state, and federal policies, laws, and regulations regarding Title I family involvement
• Prepares state reports on compliance documents for all Title I public and private schools
• Compiles and maintains compliance documents from each Title I school and monitors parental involvement activities and expenditures

Communication and Human Relations

• Conducts an annual meeting for Title I parents that encompasses an overview of the Title I program and its requirements
• Disseminates information to new media regarding district-wide parent workshops/programs
• Surveys parents at the district level to assess the effectiveness of parent activities implemented
• Participates in professional growth activities at the national, state, and local levels to keep informed on current developments as they pertain to the title I parental involvement guidelines

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master's degree from an accredited college or university. Capability equivalent to that normally achieved through at least five years of continuous professional experience.

SKILL RELATED

Should satisfy Louisiana requirements for a teaching certificate with authorization as parish or city school supervisor of instruction or Educational Leader 1.

LANGUAGE SKILLS

Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to students.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to stand and talk or hear. The employee is occasionally required to walk; sit; reach with hands and arms; and stoop, kneel, or crouch. The employee must occasionally lift or move light weight.
PERSONAL CHARACTERISTICS

- Ability to plan, organize, and oversee the work of assigned personnel.
- Ability to work tactfully and harmoniously with staff, schools, agencies, parents, and/or the public.
- Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
- Ability to command the respect of students.
- Ability to hold records, reports, and conversations in confidence.
- Ability and initiative to plan, organize, and carry out assignments under minimum supervision.
- Neat, well groomed appearance.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT

Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION

Director of Title I

TERMS OF EMPLOYMENT

12 Months

Employee Name: ____________________________  SSN: _______-_______-______

Employee Signature  Date e
Caddo Parish Schools Job Description

Job Title: Supplemental Educational Services (SES) Instructional Facilitator

SUMMARY

Reporting to the School Improvement Monitor, assists in the administration of the instructional program of Supplemental Educational Services in accordance with school board policies and uses leadership skills to assist the school administrators and program facilitators in compliance with federal, state, and local guidelines.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities include the following. Other duties may be assigned.

• Develops Performance objectives and prepares a professional growth plan supporting school and school system goals.
• Provides appropriate organization of classes and transportation to accomplish the educational goals.
• Performs necessary duties to provide proper placement of pupils.
• Provides appropriate orientation for pupils, their parents, and providers.
• Provides a workable record keeping system that is manageable, accurate, and informative to administrative staff, teachers, pupils, and parents.
• Develops statistical reports on the Supplemental Services at each school involved.
• Monitors the progress of students, both individually and by group.
• Informs the School Improvement Monitor about general and specific problems of instruction in the facilitator’s area of responsibility.
• Serves as a liaison between SES providers and the administrators and faculties of the affected schools.
• Administers SES during operational hours, as set by the School Improvement Monitor.
• Learns and uses data processing skills for scheduling on the computer.
• Performs other related duties as designated by the School Improvement Monitor.
• Makes progress toward achieving objectives in the professional growth plan.
• Prepares a self-evaluation as described in the Performance Evaluation Plan.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE

At least a Type “A” Louisiana Teaching Certificate and other requirements as set forth in Louisiana Standards for State Certification of School Personnel (Bulletin 746). At least 5 years of successful teaching experience during the five-year period immediately preceding appointment to the position of SES Instructional Facilitator.

PERSONAL CHARACTERISTICS

• Ability to communicate effectively, both in verbal and written form.
• Ability to work tactfully and harmoniously with providers, teachers, pupils, and parents.
• Desire and willingness to make a continuing commitment to the maintenance of a high level of professional competence.
• Ability to command the respect of providers, staff and pupils.
• Possesses physical health to report regularly and on time to work.
• Neat, well-groomed appearance.

**PHYSICAL DEMANDS**
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear.

**WORK ENVIRONMENT**
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**REPORTS TO**
School Improvement Monitor

**TERMS OF EMPLOYMENT**
192 Days

**EVALUATION**
Performance of this job will be evaluated in accordance with provisions of Board’s policy on Evaluation of Professional Personnel and Caddo Parish School Board Personnel Evaluation Plan. This job description contains the criteria on which performance will be evaluated.

I acknowledge awareness of responsibilities and evaluation criteria,

Employee Name: ____________________________________________   SSN: __________-________-________
(Typ e or Print)

Employee Signature       Date

Supplemental Educational Services (SES) Instructional Facilitator
Caddo Parish Schools Job Description

Job Title: Testing and Evaluation Supervisor
Job Code: 025
Grade: 10
Prepared By: Marlene L. Ritter
Prepared Date: May 17, 2001
Approved By: Superintendent
Approved Date: May 17, 2001

SUMMARY
Provide schools with technical assistance in interpreting, analyzing, and using test data to improve instruction and student achievement. Provide system-wide program evaluation support.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Provide interpretation and analyses of school test data for appropriate school personnel.
- Prioritizes instructional need based on test data.
- Communicates with appropriate state agencies and testing companies.
- Assists school staffs in implementing a school plan of action for quality instruction and improved student achievement.
- Continuously assists schools to adjust to increased student assessments as required by the state.
- Provide schools with current research relating to improving instruction and test scores.
- Provides assistance in interpreting and in effectively using test results.
- Plans and provides materials and training for the administration of standardized tests.
- Keeps informed regarding current student assessment research.
- Assists in the equitable solution of complaints, concerns, and problems in the areas of responsibility.
- Neat, well groomed, appropriately dressed appearance.
- Other related duties as required or assigned.

SUPERVISORY RESPONSIBILITIES
Responsible for the overall direction, coordination, and evaluation of this department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring recommendations and training employees; planning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a master's degree from an accredited college or university. Capability equivalent to that normally achieved through at least four to six years of progressive professional experience. Louisiana Type A teaching certificate with parish or city school supervisor's authorization.
LANGUAGE SKILLS
Ability to read, analyze, and interpret government regulations and the like. Ability to write reports, memos, and procedure manuals. Ability to effectively present information and respond to questions from staff, superintendent, school board, news media, and the public.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

PERSONAL CHARACTERISTICS
• Ability to plan, organize, and supervise the work of assigned personnel.
• Reveals a positive attitude through appearance and demeanor.
• Ability to work tactfully and harmoniously with schools, staff, agencies, parents and/or the public.
• Ability to hold records, reports, and conversations in confidence.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Assistant Superintendent of Academic Affairs

TERMS OF EMPLOYMENT
260 days

Employee Name: ________________________________ SSN: ________-________-______
(Type or Print)

Employee Signature: ___________________________ Date: ______

025 Testing and Evaluation Supervisor
Revised September 2007
Caddo Parish Schools Job Description

Job Title: Secondary Transformation Specialist
Job Code: 762
Grade: B
Department: Academic Affairs
Prepared by: Billy Snow
Prepared Date: April 11, 2014
Approved by: Dr. T. Lamar Goree
Approved Date: April 29, 2014

SUMMARY:
Transformation Specialists will work on Transformation Zone campuses and classrooms on a daily basis coaching, mentoring and modeling exemplary lessons for teachers, assuring that standards and benchmarks are being effectively taught.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following:
- Serves under the direction of the District Transformation and Innovation Officer (DTIO).
- Assists DTIO with campus visits and follow up services.
- Specializes in secondary instruction and provides/coordinates support for zone campuses.
- Communicates with DTIO and campuses, conducts and follows up on site visits.
- Mentors and coaches teachers and campus teams in effective research-based strategies.
- Models lessons or guided professional development using research-based strategies and procedures.
- Serves as an expert resource on the Louisiana Content Standards and Benchmarks.
- Serves as an expert resource on the essential skills tested by LEAP 21, IOWA and GEE depending on the grade levels being served.
- Serves as a catalyst for transformation by providing research-based alternatives to current practices and procedures.
- Engages teachers and school communities in ongoing and continual reflections, dialogues and results-driven evaluations focused on continuous improvement of student achievement.
- Assists schools in analyzing and interpreting data in order to identify strengths and weaknesses as well as trends.
- Assists in the design and implementation of a sustained professional development program based on student needs and in alignment with goals of school improvement plans.
- Networks and collaborates with content supervisors, Title I personnel, other coaches and professional development.
- Presents professional development training in his/her area of expertise.
- Reports to the District Transformation and Innovation Officer.
- Prepares and maintains a log of all activities.
- Performs other duties as required or assigned.

EDUCATION and/or EXPERIENCE
Master’s degree; capability equivalent to that normally achieved through four to six years of continuous professional experience; or equivalent combination of education and experience, administrative experience desirable. Certification as Parish/City Supervisor of Instruction or Educational Leader 1 or 2, and certification in administration is preferred, but not required. Should satisfy Louisiana requirements for a teaching certificate, excel in knowledge of curriculum techniques and possess outstanding qualities in creative writing and human relations.

SKILL RELATED
A transformation specialist should have proven ability, exemplary performance and a demonstrated commitment to improving student achievement. He/she must have an extensive knowledge base in the content area in which he/she is coaching as well as in the Louisiana standards and benchmarks. The person must be self-motivated and possess the communication and personal skills necessary to positively interact with others to produce positive results. He/she must be capable of providing relevant, meaningful experiences that are reflective of the crucial issues and tasks confronting teachers daily.
PERSONAL CHARACTERISTICS
- Ability to plan and organize work, set priorities and evaluate accomplishment of goals within established Timelines.
- Ability to work tactfully and harmoniously with schools, staff, agencies, parents and the public.
- Ability and initiative to plan, organize and carry out assignments with minimum supervision.
- Physical stamina and emotional stability to work effectively under pressure.
- Ability to hold records, reports, tests, test results and conversations in confidence.
- Neat well-groomed appearance.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
District Transformation and Innovation Officer

TERMS OF EMPLOYMENT
260 days

EVALUATION
Performance of this job will be evaluated in accordance with provisions of Board's policy on Evaluation of Professional Personnel and the Caddo Parish School Board Personnel Evaluation Plan. This job description contains the criteria on which performance will be evaluated.

I acknowledge awareness of responsibilities and evaluation criteria

Employee Name: _______________________________ SSN: _______________________________
(Type or Print)

________________________________________________________ ___________________________________
Employee Signature      Date
Caddo Parish Schools Job Description

Job Title:  Vocation Transition Curriculum Specialist
Prepared By:  Richard Dezendorf
Prepared Date:  November 7, 2001
Approved By:  Dr. Jeanette Taylor
Approved Date:  November 7 2001

SUMMARY
Reports to the Special Education Facilitator, coordinates transition program and curriculum, assists teachers in establishing community vocational training sites, serves as a liaison to adult service agencies, coordinates vocational class placements.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

Administration
• Coordinates curriculum and transition programs and curriculum throughout the parish.
• Assists in developing appropriate community based activities to facilitate transition.
• Serves as a liaison between local agencies, special education department and individual students and families during transition years.
• Schedules high school vocational class placements for special education students.
• Serves as special education consultant to vocational teachers and administrative staff.
• Maintains follow-up data on students after they exit school.
• Provides data on projected service and support needs of students to area adult agencies.
• Schedules meetings of core transition team.
• Provides recommendations to teachers, parents and employers for individual adaptations to promote success of transition.
• Contacts employers for possible job training sites and permanent employment.
• Assists with maintenance of student employment and job training evaluations in order to match students with jobs appropriate to their functional potential.
• Develops community awareness of transition programs through presentations, distribution of printed and video literature and media exposure.
• Completes training to become a qualified assessor in the Louisiana Teacher Assessment Program. Serves as an assessor when assigned as described in the Caddo Parish School Board Administrative Guidelines, Louisiana Teacher Assessment Program. Conducts assessment and performs other duties described in the Louisiana Teacher Assessment Program.
• Develops performance objectives and prepares a professional growth plan supporting department and school system goals.
• Makes progress toward achieving objectives in the professional growth plan.
• Prepares a self-evaluation as described in the Performance Evaluation Plan.
• Performs other related duties as may be assigned.

Organization
• Requests material and data to fulfill responsibilities.
• Adheres to established, formal lines of communication through the chain of command.
• Plans and implements parishwide curriculum programs.

Controlling
• Submits budget requests to appropriate director.
• Maintains accurate records and reports and forwards these to appropriate authorities upon request.
• Adheres to the policies and procedures established by the School Board, as well as those mandated by state and federal laws.
Communication and Human Relations

• Communicates with individuals, groups and agencies, which provide assistance to students.
• Keeps informed on national, state, and local regulations affecting curriculum.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master's degree; thorough knowledge of special education records, reports and procedures, and their relationship to central office and state department. Minimum of three years experience as a special education teacher.

SKILL RELATED
Louisiana teaching certificate with authorization for Parish or City School Supervision.

PERSONAL CHARACTERISTICS
• Ability to plan, organize and oversee the work of assigned personnel.
• Ability to work tactfully and harmoniously with staff, schools, agencies, parents and/or the public.
• Ability to command the respect of staff and students.
• Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
• Neat, well groomed appearance.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Instructional Team Facilitator

TERMS OF EMPLOYMENT
10 months

Employee Name: ___________________________ SSN: ________-________-_______

(Type or Print)
Caddo Parish Schools Job Description

Job Title: Executive Director for Human Resources
Job Code: 381
Grade: E
Prepared By: Dr. Gerald Dawkins
Prepared Date: August 2, 2010
Approved By: Caddo Parish School Board
Approved Date: August 17, 2010

SUMMARY
Reports to the superintendent; administers the human resources programs by directing and evaluating the division through the personnel department. Ensures compliance with Section 504 of the Rehabilitation Act of 1973 and Titles I and II of the Americans with Disabilities Act (ADA) for all employees; administers and interprets personnel policies.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

Planning
- Identifies division objectives based on parish goals and objectives established by the School Board and the Superintendent.
- Prepares a Professional Growth Plan supporting division and school system goals and objectives.
- Identifies and initiates the development of performance objectives within each department based on established school system/community goals.
- Collaborates with department directors to identify performance objectives for their Professional Growth Plans and approves their Professional Growth Plans.
- Involves other members of the staff in decision-making.
- Recommends to the Superintendent specific policies, procedures, plans and programs for attaining current objectives related to human resources services.
- Supervises through the Directors of Personnel recruiting and staffing of teachers, administrators and classified employees.

Administration
- Advises and counsels the Superintendent in the field of human resource services during the Superintendent’s staff meetings and upon request of the Superintendent.
- Makes presentations to the School Board in the field of human resource services when required by the Superintendent.
- Advises Superintendent in questions of transfers and placement of disabled employees in need of reasonable accommodations.
- Advises Department of Risk Management in assessing employee situations involving “work options” for injured or disabled employees.
- Conducts performance observations and evaluations of immediate staff.
- Performs other duties as an evaluator as described in the Performance Evaluation Plan.
- Conducts periodic staff meetings.
- Reviews files, interviews candidates, recommends candidates to the superintendent for classified jobs.
- Ensures that periodic performance observations are made of directors and administrators as described in the parish Performance Evaluation Plan.
- Delegates authority in order to accomplish responsibilities of the division.
- Supervises through the Directors of Personnel the maintenance of personnel records, job descriptions and staffing formulas.
- Monitors operation, results and reports of the Performance Evaluation Plan. Assures due process in operation of the plan.
Coordinates student teacher assignments with universities.
Interprets personnel policies and assures that due process is followed. Monitors administrative procedures system-wide to ensure that proper due process is always provided to all employees and students.
Hears employee grievances submitted at level two of the staff complaints and grievances policy and procedures. Resolves grievances at level two, if possible.
Serves as chair of the Administrative Interview II Committee, interviews candidates for administrative and supervisory positions and presents committee recommendations to the superintendent.
Administers board policy and administrative procedures as it relates to employee benefits. Administers leave policies, approving leaves and recommending leave approvals as provided in leave policies. Reviews requests for emergency leave as needed and requested by payroll. Monitors and follows-up on sabbatical leave requirements. Reports conflicts to the superintendent.
Coordinates Title IX
Makes progress toward achieving objectives in the Professional Growth Plan.
Prepares a self-evaluation as described in the Performance Evaluation Plan.
Designates role responsibility and authority for personnel within the division based upon board-approved job descriptions.

Organization
- Recommends organization changes within the division to the superintendent.
- Establishes formal lines of communication for the division through the chain of command.
- Recommends division job description changes to the superintendent.

Controlling
- Insures cost effectiveness of divisional operations through the institution of effective controls.
- Develops and implements division-wide procedures with the superintendent’s approval.
- Adheres to the policies and procedures established by the local school board.
- Monitors board approved budget as it relates to personnel system-wide
- Develops the division’s annual budget for the superintendent’s approval.
- Consults with the board attorney about legal matters regarding new laws, policies and changes in the law pertaining to personnel administration (termination, EEOC, discipline, etc.). Researches data necessary to respond to legal citations.
- Oversees compilation, preparation and distribution of statistical and other data for federal, State Department of Education and local reports.

Communications and Human Relations
- Interprets and communicates the functions and procedures of the division to the employees, board members and the general public.
- Prepares and disseminates information explaining programs for which responsible according to established policy.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential function.

EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master’s degree from an accredited college or university. Louisiana’s requirements for a teaching certificate with parish or city school superintendent’s authorization and human resources certification or experience is preferred, but not required. Capability equivalent to that normally achieved through at least seven years of progressive professional experience.
**PHYSICAL DEMANDS**
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit.

**WORK ENVIRONMENT**
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**CHAIN OF SUPERVISION**
Superintendent

**SUPERVISES**
Directors of Personnel

**TERMS OF EMPLOYMENT**
260 days

Salary based on school system salary schedule.

Employee Name: ____________________________________ SSN: __________-_______

________________________________________________________ ____________________________
Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: Executive Director for Student Support Services
Job Code: 381
Grade: E
Prepared By: Dr. Gerald Dawkins
Prepared Date: August 2, 2010
Approved By: Caddo Parish School Board
Approved Date: August 17, 2010

SUMMARY
Reports to the Superintendent; is accessible to and works in coordination with all departments of the school system; ensures compliance with Section 504 of the Rehabilitation Act of 1973 and Titles I and II of the Americans with Disabilities Act (ADA) for all students; ensures compliance with the Hospital/Homebound policy and R.S. 17:392.1(E) and 392.3 (formerly known as “Act 1120’); administers and coordinates board policy pertaining to rights of persons with disabilities; administers the school nurse program and Bulletin 1903. Serves as chairperson for the School system’s Section 504 committee; receives complaints/grievances and works toward equitable solutions. Directs and coordinates activities of the Departments of Attendance/Census and Special Services; aids the Superintendent in formulating and administering organization policies by performing the following duties personally or through subordinate managers. Serves as contact person for parents regarding information concerning compliance requirements and related matters. Supervises and provides in-service training for classified and certified personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Directs and coordinates activities of the Attendance and Census and Special Services department for which responsibility is delegated to further attainment of goals and objectives.
- Reviews analyses of activities, costs, operations, and forecast data to determine department progress toward stated goals and objectives.
- Confers with Superintendent and other administrative personnel to review achievements and discuss required changes in goals or objectives resulting from current status and conditions.
- Responsible for development and administration of department budget.
- Participates in formulating and administering board policies and developing long-range goals and objectives.
- Informs students, parent/guardians, employees and the public that the school system does not discriminate against disabled individuals.
- Coordinates programs with other local, state and federal agencies.
- Implements board policies and procedures.
- Serves as member of management committees on special studies.
- Coordinates the system-wide Section 504 and ADA programs.
- Coordinates the system-wide Dyslexia Program (R.S. 17:392.1 and 392.3, also referred to as Bulletin 1903).
- Coordinates the Hospital/Homebound Program.
- Coordinates the school nurse program.
- Develops and implements Section 504 and ADA and R.S. 17:392.1 (E) and 392.3, the school nurses, Hospital/Homebound program and Bulletin 1903 procedures in conjunction with board policies; ensures that all supervisors are knowledgeable about these policies and procedures.
• Adheres to the policies and procedures established by the Caddo Parish School Board as well as those mandated by federal and state laws.

• Participates in mediation activities in an effort to resolve formal complaints.

• Responds to phone calls and correspondence and prepares status reports related to Section 504 and ADA complaints and grievances, as well as Hospital/Homebound.

• Neat, well-groomed, appropriately dressed appearance.

• Performs other related duties as required or assigned.

SUPERVISORY RESPONSIBILITIES
Manages subordinate supervisors. Responsible for the overall direction, coordination, and evaluation of this unit. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring recommendations, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master's Degree; six to ten years job-related experience; or equivalent combination of education and experience. Should satisfy Louisiana requirements for a teaching certificate with authorization as child welfare and attendance supervisor or Educational Leader 1 or 2.

LANGUAGE SKILLS
Ability to read, analyze, and interpret scientific and technical journals, financial reports, and legal documents. Ability to respond to inquiries or complaints from employees, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or board of education.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand; walk; and use hands to handle or feel tools or controls.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.
**PROFESSIONAL CONDUCT**
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

**CHAIN OF SUPERVISION**
Superintendent

**TERMS OF EMPLOYMENT**
260 days

**SUPERVISES**
Supervisor of Attendance
School Social Worker (Child Welfare and Attendance)
Attendance Facilitator
504 ADA/Dyslexia Specialist
504 Specialist
Hospital/Homebound Specialist
Head Nurse

Employee Name: _________________________________________   SSN:  ________-____________-________
(Type or Print)

________________________________________________________ ___________________________________
Employee Signature      Date
Caddo Parish Schools Job Description

Job Title: Area Executive Director of School Performance  
Job Code: 382  
Grade: E  
Prepared By: Dr. Gerald D. Dawkins  
Prepared Date: August 2, 2010  
Approved By: Dr. Gerald D. Dawkins  
Approved Date: August 17, 2010

SUMMARY
Under the direction of the Chief Academic Officer, is responsible for the supervision of program administrators and staff in the designated school area and the overall leadership, management, achievement and accountability of the schools within the area.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned.

- Work collaboratively with the Chief Academic Officer/Programs and Services and staffs (directors, specialist, and supervisors) to assure implementation of the instructional programs and services.
- Responsible for the overall accountability and effectiveness of each school within the area.
- Responsible for the improvement, based on quantitative and qualitative data, of each school within the area.
- Responsible for problem resolutions arising from the daily operations with the school clusters.
- Coordinate and supervise assigned elementary, middle, high and magnet/special schools within the cluster.
- Prepares, in association with directors and school principals, annual budgets.
- Monitors all expenditures.
- Monitors implementation of the Personnel Evaluation Plan.
- Determines school district boundary lines and utilization of facilities in association with the Director of Attendance and Census.
- Assists principals with recruitment, assignment and staffing of schools in association with the Director of Certified Personnel.
- Performs other related duties as required or assigned.

SUPERVISORY RESPONSIBILITIES
Manages subordinate supervisors who supervise employees in the school district. Is responsible for the overall direction, coordination, and evaluation of this department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing and hiring employees; planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE
Master's Degree; at least ten years of job-related experience. Should satisfy Louisiana requirements for a teaching certificate with parish or city school supervisor's authorization required; successful experience as a teacher and administrator.
LANGUAGE SKILLS
Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or the school board.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to sit.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Chief Academic Officer

SUPERVISES
School Principals (as assigned)

TERMS OF EMPLOYMENT
260 days
Salary based on school system salary schedule and performance based evaluations.

Employee Name: __________________________ SSN: ____-____-____
   (Type or Print)

Employee Signature Date
Caddo Parish Schools Job Description

Job Title: Government and Community Relations Officer
Job Code: 383
Grade: F
Prepared By: Dr. Gerald D. Dawkins
Prepared Date: August 2, 2010
Approved By: Dr. Gerald D. Dawkins
Approved Date: August 17, 2010

SUMMARY

Works directly with the superintendent in an advisory capacity regarding government relations. This position functions as liaison between the superintendent, School Board, Federal, State, and local governments and corresponding agencies, community and public advocacy groups concerning Caddo Parish Schools’ legislative priorities. Plans, develops, implements and evaluates the district’s effort in government relations. Seeks supplement and special funding to assist in supporting the educational programs of Caddo Parish Schools. Keeps the Federal congressional delegation, local state delegation and appropriate elected officials informed of the concerns and needs of Caddo Parish Schools.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities include the following. Other duties may be assigned.

- Works with the Board of Education and superintendent to develop an annual legislative agenda
- Monitors legislation and communicates with the administration on pending legislation and policy implications
- Promotes communication and collaboration between the district and elected officials
- Advises the superintendent, school board and members of the superintendent’s staff on the government relations aspect of their work and apprise them of the areas where efforts are needed to strengthen and improve the district
- Researches the impact of proposed legislation or policy on the district and compiles supporting documentation for the legislature
- Has a thorough understanding of the district’s budget and the budget process
- Has a thorough understanding of school finance and the issues impacting Caddo Parish Schools
- Stays informed on current educational trends
- Provides testimony to the legislature on fiscal, curricular, administrative and operational policies pending before the legislature
- Attends and monitors State Board of Education meetings, communicates State Board discussions with appropriate administration
- Responds to issues designated by the superintendent from governmental agencies, citizens’ groups, individuals, and the business community
- Represents the superintendent at local and out-of-parish meetings with government agencies, professional organizations, advisory groups and at conferences
- Prepares periodic legislative reports for the superintendent to the School Board
- Represents the school district at State and Federal legislative hearings/sessions or special legislative sessions, and provides testimony when designated by the superintendent
- Maintains all relationships with State and Federal agencies; monitors and recommends changes in pending State/Federal legislation, rules and regulations
- Provides leadership in the improvement of government relations techniques employed by all district personnel
- Travels and attends weekend and evening meetings including school board meetings
- Performs all duties assigned by the superintendent

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
EDUCATION and/or EXPERIENCE
Ability equal to that resulting from satisfactory completion of courses required for graduation with a Master’s degree from an accredited college or university in education or related field with certification in administration and/or supervision, or educational leadership or school principal. Capability equivalent to that normally achieved through at least eight years combined school-based regional and/or district administrative experience. Ability to communicate effectively in both oral and written forms.

SKILL RELATED
Louisiana requirements for a teaching certificate with parish or city school superintendent’s authorization is preferred, but not required.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to perform the following: sitting, mobility, lifting, finger dexterity, grasping, repetitive motions, talking, hearing and visual acuity. The work is performed primarily indoors.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate. Some travel required.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
Superintendent

SUPERVISES
Clerical Support

TERMS OF EMPLOYMENT
260 days
Salary based on school system salary schedule.

Employee Name: ___________________________ SSN: _______ - _______ - _______
(Type or Print)

Employee Signature Date

Government and Community Relations Officer
Caddo Parish Schools Job Description

Job Title: Graduation Coach
Prepared By: Sharon Burford and Kathy Gallant
Prepared Date: June 22, 2011
Approved By: Caddo Parish School Board
Approved Date: September 20, 2011

SUMMARY
Administers a program that provides support for students, faculty and administrators to decrease the number of students dropping out, increase graduation rates and improve post-secondary readiness through rigor, relevance and relationships in the Caddo Parish School System.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Other duties may be assigned

- Identify students at-risk of dropping out per student achievement data, perception data, demographic data, and process data (review of EPAS, ACT, SAT, LEAP, EOC, IGP, and other pertinent data)
- Monitor behavior and attendance of at-risk students
- Assist in the completion of the Individual Graduation Plan and Areas of Concentration
- Provide teachers and students appropriate strategies for reducing behavior that put students at risk of not graduating from high school
- Analyze, develop, implement, and tracks intervention plans and strategies
- Work closely with teachers to improve instruction using research-based strategies
- Work in tandem with and support administrators and counselors
- Communicate frequently with parents regarding academic plan and performance
- Provide students information on alternative and advanced education opportunities (eg. Credit Recovery, Dual Enrollment Programs, Louisiana Virtual School, Hamilton Terrace PM School)
- Meet with students and a parent prior to a student’s dropping out to discuss consequences and alternatives
- Conduct individual and group counseling with at-risk students in areas of educational, career, or personal need
- Develop and maintain relationships with post-secondary institutions
- Monitor Job Skills/Work-based Opportunities
- Provide required reports to the district and state departments of education
- Maintain accurate, complete and appropriate records and file reports promptly
- Plan and develop professional development activities based on school needs
- Submit activity logs for approval by the principal
- Attend and participate in scheduled faculty meetings and other assigned meetings and activities
- Maintain confidentiality of students and student records
- Demonstrate punctuality, maintain regular attendance and make necessary arrangements for absences
- Encourage positive home/school communication
- Display belief in the capacity of all students to be successful
- Communicate personal enthusiasm and interact in a professional manner
- Engage in professional learning and growth activities provided the district and state departments of education.
- Make progress toward achieving objectives in the professional growth plan
- Prepare a self-evaluation as described in the Performance Evaluation Plan

QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
EDUCATION and/or EXPERIENCE
Masters degree and other requirements as stated in SDE Bulletin 746 (as revised). At least five (5) years of successful experience in education.

SKILL RELATED
Should satisfy Louisiana requirements for a secondary teaching certificate with additional certification in one of the following areas preferred: school counseling, leadership, supervision or administration. A minimum of (5) years experience teaching diverse learners and/or at-risk students. Ability to present professional development preferred.

PERSONAL CHARACTERISTICS
• Ability to work tactfully and harmoniously with schools, staff, students, parents, and/or public.
• Ability to communicate effectively
• Ability to demonstrate an open and responsive attitude toward meeting the diverse needs of the caseload.
• Physical stamina and emotional stability to work effectively under pressure and to keep all aspects of the job under control.
• Neat, well-groomed appearance.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.

CHAIN OF SUPERVISION
School Principal

TERMS OF EMPLOYMENT
192 days

Employee Name: ______________________________ SSN: _______ - _______ - _______

(Employee Name) SSN: _______ - _______ - _______

Employee Signature __________________________ Date __________________________
Caddo Parish Schools Job Description

Job Title: Special Education Alternative Education Specialist
Prepared By: Penny Harris
Prepared Date: January 27, 2014
Approved By: Charles Lowder
Approved Date: January 27, 2014

SUMMARY
Reports to Special Education Compliance /Data Management Supervisor. Responsible for the overall development, coordination, and evaluation of special education services to students in alternative schools in the district. Carries out responsibilities in accordance with the organization’s policies and applicable laws. Works collaboratively to design alternative education program options and service for students with disabilities experiencing behavior problems. Provides schools with technical assistance in implementation of all alternative education programs and related services developed to improve student behavior and achievement for special education students.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Collaborates with general education and special education staff to develop alternative school.
- Provides assistance to school staffs in implementing programs and services designed to meet the needs of students in alternative school settings.
- Ensures appropriate services are provided to special education students in alternative school settings in order to meet diverse needs and varied abilities of students.
- Makes use of and analyzes school data for development of alternative education programs.
- Documents the number of students who completes the Manifestation Determination Review (MDR) process and their placement and disposition.
- Plans and provides materials and training for the administration of alternative programs.
- Serves as the Special Education liaison to alternative school sites that serve students with severe behavior problems.
- Assures that all required forms, applications, evaluations, etc. are appropriately submitted within established timelines.
- Communicates with appropriate state and local agencies.
- Keeps informed of current research findings and improved techniques in the area of behavior intervention by reading journals and by attending professional staff development activities.
- Provide schools with current research relating to improving behavior.
- Maintains accurate records and reports and forwards these documents to the appropriate authorities when requested.
- Adheres to the policies and procedures established by the Caddo Parish School Board.
- Assists in the equitable solution of complaints, concerns, and problems in the areas of responsibility.
- Evaluates effectiveness of special education services in alternative school/programs in the district.
- Performs other related duties as required or assigned.
- Plans, conducts and coordinates Professional Development for Alternative Education Sites.
- Plans and organizes Manifestation Determination Reviews (MDR), IEP meetings upon schools requests, throughout the district.
- Facilitate Manifestation Determination Review (MDR) process and provide recommendations to IEP teams throughout the district.
QUALIFICATIONS
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

EDUCATION and/or EXPERIENCE
- A Master's degree from an accredited college or university; Louisiana Type A teaching certificate with Mild/Moderate certification and a minimum of 5 years of Special Education experience or
- Licensed Clinical Social Worker with a Qualified School Social Worker Certification or
- School Psychologist – Level B Certification (MA/MS, Sp.S.Psy.) or
- Nationally Certified School Psychologist (NCSP)(Level A or B Certification) or
- Education Diagnostician (MA/MS) add-on Certification or
- Licensed Professional Counseling with guidance certification.

PERSONAL CHARACTERISTICS
- Ability to plan, organize and supervise the work of assigned personnel.
- Reveals a positive attitude through appearance and demeanor.
- Ability to work tactfully and harmoniously with schools, staff, agencies, parents and/or the public.
- Ability to hold records, reports, and conversations in confidence.

LANGUAGE SKILLS
Ability to read, analyze, and interpret government regulations. Ability to write reports, memos, and procedure manuals. Ability to effectively present information and respond to questions from staff, superintendent, school board, news media, and the public.

REASONING ABILITY
Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit. The employee frequently is required to talk or hear.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.
REPORTS TO:
Special Education Compliance/Facilitator Management Supervisor

TERMS OF EMPLOYMENT
10 months – 202 days

I acknowledge awareness of responsibilities and evaluation criteria. I acknowledge that information relative to salary, benefits and length of workday has been received and explained to me.

Employee Name: _______________________________________   SSN:   _______ - _______ - _______

(Type or Print)

Employee Signature ______________________________________  Date _____________________________
Caddo Parish Schools Job Description

Job Title: District Transformation and Innovation Officer
Job Code: E
Grade: Prepared By: T. Lamar Goree
Prepared Date: December 10, 2013
Approved By: Caddo Parish School Board
Approved Date: February 18, 2014

SUMMARY
The District Transformation & Innovation Officer will lead and design innovative, results-focused programs and initiatives that will ensure improved student learning. Leads school improvement efforts and provide the support necessary for successful and sustainable school turnaround at assigned schools. Sets the vision for and oversee collaboratively-led projects that unite select departments and community stakeholders in the design and creation of innovative programs, successful schools, and professional development with an emphasis on transformational leadership. Manages the relationship and ensures requirements associated with the Recovery School District are met.

The District Transformation & Innovation Officer should have a proven track record of leading high performing schools and/or turning around struggling schools, and have outstanding people management/coaching skills and leads with a sense of urgency and results orientation.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties and responsibilities include the following. Assumes any and all assigned duties assigned by the Superintendent and Chief Academic Officer, not detailed below.

Strategic Planning & Systems Building:
- Set the vision for transformation and innovation throughout the district, focusing accelerated and pilot improvement efforts in turnaround schools.
- Develop strategies, plans and goals that support student achievement in innovative learning environments.
- Develop measurable action plans based on the objectives and goals of the parish, school board and Superintendent.
- Continuously evaluate progress toward goals.
- Collaboratively lead research, planning, and implementation of innovative programs and school design.
- Design comprehensive systems to provide targeted support to turnaround schools; including overseeing a team to provide deep, weekly support and monitoring of turnaround performance.
- Define clear priorities and indicators of performance for turnaround initiatives, ultimately holding principals accountable for meeting performance indicators.
- Establish systems and a culture that recognizes and removes barriers impeding school progress, including where defined autonomy is needed.
- Develop expedited method for district approval or advice on pressing topics.
Organizational Leadership:
- Advise and support the Superintendent and/or Chief Academic Officer in all matters associated with innovation, redesign, reconstitution, and reopening of campuses.
- Deliver presentations to school board in area of Innovation and Transformation.
- Directs design and implementation of turnaround zone structure to build capacity of school leadership.
- Supervise and evaluate campus leadership at identified turnaround schools.
- Manage and evaluate supervisors and specialists assigned to the department.
- Serve as district contact with Recovery School District and facilitate implementation of RSD Caddo Plan.
- Serve as district contact with service providers; facilitate coordination and implementation of all provider activities within schools and Central Office.
- Develop practices to establish strong organization culture, based on clear vision, expectations and cohesive organizational values.
- Ensure that key resources are aligned with turnaround plan and implementation strategy.
- Facilitate the transfer or removal of school leaders who are not adequately aligned or qualified to support turnaround efforts.

Instructional Leadership
- Collaborate with Chief Academic Officer and other departments to ensure curriculum and instruction align with district objectives.
- Advise on the selection of appropriate instructional materials to meet the vision of the district and mission of each campus involved in the transformation process.
- Mentor and demonstrate best instructional practices for turnaround Principals.
- Provide school leaders with tools, support, and guidance needed to refine their effectiveness and the overall instructional strategies for their schools.

Communication & Relationship Management
- Provide frequent and open communication so that expectations are vertically aligned and laterally supported (to include district systems, processes, and practices).
- Ensure that the turnaround initiative and schools’ priorities and needs are clearly communicated to key stakeholders, thereby ensuring that key district staff understands the critical role they play in achieving sustainable change.
- Collaborate and communicate with multiple stakeholders to enhance the feasibility and success of all turnaround initiatives; facilitate periodic meetings for stakeholders involved in transformation processes.
- Facilitate knowledge sharing between district departments and schools.
- Build strong relationships with school leaders and stakeholders within and without the district.

SUPERVISORY RESPONSIBILITIES
Officer manages assigned subordinates within school-based Achievement Zone and Central Office. Assumes any and all assigned duties by the Superintendent and Chief Academic Officer, not detailed above.

QUALIFICATIONS
- Advanced degree in Education.
- Track record of leading schools to outstanding performance.
• Three to five years successful leadership experience in a school of similar profile to those undergoing dramatic change.
• Experience with or deep understanding of change management.
• Experience coaching or developing instructional leaders preferred.
• Deep understanding of outstanding practices in instruction, school culture and use of data.
• Strong understanding of curriculum and instruction grounded in the Common Core Standards.
• Superior interpersonal, relationship management and communication skills.
• Louisiana teacher/administration/superintendent certificate or acceptable equivalent.

Additional Characteristics:
• Belief that dramatic change is necessary and possible.
• Makes data driven decisions.
• Persuades others to act and builds their capacity to solve problems.
• Willingness to make difficult decisions, holds leaders accountable and takes unpopular or uncomfortable action, even when people with longstanding professional relationships are involved.
• Strong in big picture thinking and strategic planning.
• Strong in systems building and project execution.
• Detail oriented and works with a sense of urgency.
• Strong sense of personal and professional ethics.

LANGUAGE SKILLS
Ability to read, analyzes, and interprets professional journals and school improvement data. Ability to respond to common inquiries or complaints from parents, regulatory agencies, or members of the community. Ability to effectively present information to top management, public groups, and/or the school board.

PHYSICAL DEMANDS
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit.

WORK ENVIRONMENT
The work environment characteristics described here are representative of those an employee encounters while performing the essential function of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.

PROFESSIONAL CONDUCT
Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to; neglect of duty, dishonesty, and engagement in acts that are contrary to CPSB policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system.
REPORTING STRUCTURE
Superintendent
Chief Academic Officer

SUPERVISES
Principal
Supervisors and Curriculum Specialists

TERMS OF EMPLOYMENT:
260 days

Employee Name________________________ SSN:____-____-____
                         (Type or Print)

Employee’s Signature ____________________________ Date ___________