



K-12 CURRICULUM ADMINISTRATOR

Mission

- To oversee curricula for the district that is aligned to state standards. K-12 Curriculum Administrators may be responsible for multiple content areas. The Assistant Superintendent for Instruction will assign each administrator the content area responsibilities.
- To adopt and implement curricula consistent with the district's criteria for the selection of instructional materials, including:
 - Materials will allow students to acquire the knowledge and skills they need to succeed.
 - Materials will meet high standards of quality in factual content and presentation, and be grounded in best practices and based on current research.
 - Materials will be appropriate for the subject area, the age, the social and emotional development, and the diverse ability levels and learning styles of the students for whom the materials are selected.
 - Materials will be culturally and racially responsive and contribute to a multicultural perspective, in accordance with the district's equity decision tool.
 - Materials will meet current state content standards in that subject area. They will also meet technological requirements as well as the National Instructional Materials Accessibility Standards (NIMAS) to accommodate students with visual or print disabilities.
 - Materials will be selected with the involvement of staff, parents and community members.
- To facilitate and ensure the coherent vertical and horizontal alignment of the written, taught, and assessed curricula for K-12 in assigned content areas.
- To support professional learning for educators to deepen their acquisition of knowledge, skills, and practices that will enable all students to develop conceptual understanding of the operational principles and applications in assigned content areas.
- To plan and delivers professional development and coaching, focusing on integrating culturally responsive practices into all aspects of service delivery, prioritizing improving culturally relevant instruction and closing opportunity and achievement gaps for student success.

Position Summary

The K-12 Curriculum Administrator provides leadership for the planning, development, implementation and evaluation of K-12 curriculum and instructional practices within assigned areas of responsibility, in accordance with state criteria that include rigorous content, pacing, and common assessments, to ensure that all students meet and exceed required state standards. The K-12 Curriculum Administrator serves as the expert curricular resource, coach and mentor to all schools within the District; works collaboratively with administrative and instructional staff; and communicates effectively with parents, members of the community and colleagues in other districts and agencies--all with the goal of raising student achievement. The K-12 Curriculum Administrator supports teachers and administrators in designing and delivering instruction that include a balance of conceptual and operational components intended to nurture students as independent problem solvers

and the ability to apply the concepts in other contexts. This position provides professional development and support to classified and licensed staff and administrators in the implementation of the required state standards, including training in instructional strategies and formative and summative assessments that are effective with diverse student groups. The K-12 Curriculum Administrator is responsible for preparing all requisite reports, and providing oversight and support for all schools, including Title I, charter and private schools. K-12 Curriculum Administrator is a member of the District's Instructional Leadership Team and serves on various district workgroups involved in improving curriculum, instruction and assessment.

Supervisory Relationship

This position reports to and completes duties as assigned by the Assistant Superintendent for Instruction and has supervisory responsibility for professional, licensed and classified staff.

Essential Functions

1. Plans and directs the development and/or establishment of unified, District-wide K-12 curricula, ensuring that it is rigorous, culturally responsive, and reflects current research and theory in instruction.
2. Promotes curricular and instructional practices that engage the learner in tasks that require analytical and critical thinking, problem-solving and creativity; that address each student's needs, interests and skill levels; that encourage the student to define individual goals and accept responsibility for learning; and that provide a variety of methods for the student to demonstrate performance and achievement.
3. Provides leadership in the implementation of content area programs throughout the District, including the evaluation of classroom instruction.
4. Coordinates with Student Support Services and English Language Learner staff to design and implement innovative programs that address the needs of students with identified learning challenges.
5. In collaboration with building principals, observes classroom instruction to evaluate the implementation of curriculum including content, materials, pedagogy, pace and standards, student performance and curricular effectiveness.
6. Oversees the development, collection and analysis of performance data including, but not limited to performance assessments, *easyCBM*TM benchmarks, state and District assessments regarding the achievement of students, work samples, and other pertinent information affecting the design and evaluation of curriculum and instructional practices.
7. Prepares reports and presentations reflecting the strengths and needs of the District's curricula and instruction by area and grade, and formulates recommendations for alterations or additions to the curriculum, with specific focus on raising student achievement.

8. Directs the annual review and revision of the K-12 curricula and ensures alignment with required state standards.
9. Provides support to principals, site/District resource teachers (coaches), and staff in the development, adoption and implementation of K-12 curricula.
10. Encourages differentiated instruction and the use of a variety of strategies and materials consistent with research on learning and child growth and development.
11. Works with schools' professional learning teams K-12 to increase teachers' knowledge of effective skill development strategies.
12. In collaboration with principals, evaluates teachers, including oversight of Intensive Support Plans, and serves as secondary evaluator for teachers (including resource teachers and coaches) as needed.
13. Identifies staffing needs and assists with the recruitment and selection of licensed staff.
14. Communicates frequently with principals, teachers, data teams, community agencies, and others to ensure coordination of related programs and services, including vertical and horizontal articulation of skills, content sequence and student performance expectations.
15. Uses district policy, administrative rules and criteria that reflect the needs of the program and students, organizes and implements the process for the evaluation and selection of equipment, instructional materials, and assessment tools that are culturally responsive and designed to meet state standards.
16. Collaborates with the Director of Research and Planning, and the Associate Director of Technology to ensure that appropriate software and online resources are available to support the instructional programs, and that teachers are adept at integrating technology into their instructional practices.
17. Plans and provides professional development for principals, staff development specialists, coaches, teachers, and support staff that is relevant to the content area that is research-based, that assists administrators and teachers in ensuring students meet state standards, that meets the standards of the National Staff Development Council and the Association for Supervision and Curriculum Development, and that builds the capacity of teachers to transform learning experiences in order to reach student achievement objectives.
18. Collaborates with building administrators to create support plans to improve student achievement objectives and closing the opportunity gaps for historically underserved students.
19. Ensures that the professional development is focused on how students learn, encompasses both content and pedagogical knowledge and skills, promotes collegial learning, and includes job-embedded opportunities for growth.
20. Represents the District on selected committees and/or at selected meetings (e.g. Connected Lane County).

21. Assists in the development and management of budgets for curricular and other projects within the scope of responsibility.
22. Seeks and manages multiple funding resources and grants to support programs and content areas success.
23. Assists in the external/internal program review for curriculum and instruction projects in all 4J schools, including district-approved charter schools.
24. Develops, implements, and evaluates grants and special projects, including initiatives that are made possible through state or federal legislation, local or cooperative partnerships, and/or foundation grants.

Required Knowledge, Skills and Abilities

1. Commitment to the belief that all students can learn, to educational equity, and to the District's vision and mission.
2. Knowledge of research-based curriculum and curriculum development, instruction and assessment practices, especially relative to interventions with struggling learners and students of varying cultural heritages and English proficiencies.
3. Ability to evaluate instructional programs and teaching effectiveness and to interpret data.
4. Ability to coordinate District-wide programs and initiatives K-12 in accordance with policies and procedures.
5. Demonstrated ability to work collaboratively with teachers and district/school administrators and to promote collaborative practices.
6. Demonstrated skill in using tact, discretion, initiative and independent judgment within established guidelines.
7. Demonstrated ability to prepare and present comprehensive and effective professional development and reports, both oral and written, as appropriate to varied audiences.
8. Ability to manage budgets and multiple priorities, lead and supervise staff, adapt to change, and meet timelines.
9. Experience in working with business, community, county and state level organizations to support district initiatives.

Minimum Qualifications

Education

- Master's degree in education related field required,
- Valid administrator's license required.

Experience

- Seven (7) years of experience, as follows (preferred):
 - Five (5) years as a successful classroom teacher
 - Two (2) years district-level administrative/leadership experience, including experience as a building principal, teacher and/or instructional coach
- Experience in curriculum development at the district level
- Experience in designing and leading professional development
- Experience in using technology to support teaching and learning, curriculum development, staff training, student assessment, and program accountability

Any equivalent combination of education and experience that provides the required expertise to perform essential functions listed in the job description may be considered qualifying by Human Resources.

Work Environment

- Duties are performed in office, school, and community settings.
- Execution of responsibilities may require overtime work beyond the standard workday and workweek.

ADDITIONAL INFORMATION	
Employee Unit	4J MAPS Association
Pay Grade	Grade 11
Reviewed by	Charis McGaughy, Assistant Superintendent for Instruction
Approved by	Cydney Vandercar, Director of Human Resources
Last revised	7/20/2017