



DIRECTOR OF CURRICULUM

Position Summary

The Director of Curriculum provides leadership for the planning, development, implementation and evaluation of PreK-12 curriculum, instruction and assessment, 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 Director of Curriculum 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 and closing opportunity and achievement gaps. 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 culturally responsive instructional strategies and formative and summative assessments that are effective with diverse student groups. The Director of Curriculum is responsible for preparing all requisite reports and plans, and providing oversight and support for all schools, including Title I, charter and private schools. The Director of Curriculum 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 the Assistant Superintendent of Instruction. The Director of Curriculum closely collaborates with other directors, and directly supervises administrators, specialists, licensed, professional, and classified staff as assigned.

Essential Functions

1. Plans and directs the development and/or establishment of unified, district wide PreK- 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 Services and English Language Learner staff to design and implement innovative programs that address the needs of students with identified learning challenges and needs.
5. In collaboration with building principals, observes classroom instruction to evaluate the implementation of curriculum including content, materials, pedagogy, pace and standards,

- student performance, use of feedback and assessment, and curricular effectiveness.
6. Oversees the development, collection and analysis of performance data including, but not limited to formative, interim, and summative assessments, work samples, essential skills requirement and other pertinent information affecting the design and evaluation of curriculum and instructional practices and student learning.
 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 and closing opportunity and achievement gaps.
 8. Directs the annual review and revision of the PreK-12 curricula and ensures alignment with required state standards.
 9. Provides support to principals, site/district teachers (TOSAs and coaches), and staff in the development, adoption and implementation of PreK-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 instructional strategies.
 12. In collaboration with principals, evaluates teachers, supports 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 administrators, professional, licensed and classified staff.
 14. Communicates frequently with principals, teachers, data teams, community agencies, and others to ensure coordination of related programs and services to develop a Multi-Tiered System of Support to meet every student's individualized needs.
 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, the Director of Technology and the Instructional Technology Administrator 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. 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.
 19. Represents the District on selected committees and/or at selected meetings (e.g. Connected Lane County).
 20. Manages budgets for curricular and other projects within the scope of responsibility.
 21. Seeks and manages multiple funding resources and grants to support programs and content areas success. 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.
 22. Assists in the external/internal program review for curriculum and instruction projects in all 4J schools, including district-approved charter schools.

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 for historically underserved students, including students receiving special education and English Language Development services.
3. Ability to evaluate instructional programs, teaching effectiveness and to interpret and use data for school improvement efforts.
4. Ability to coordinate district wide programs and initiatives in accordance with laws, 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.
10. Strong knowledge of best practices in school improvement, curriculum and instruction, leadership development, school management and operations, data analysis and reporting, and continuous improvement cycles.
11. Demonstrated knowledge of and ability to oversee compliance with state/federal regulations and district policies governing public education programs.
12. Demonstrated record of success in leading strategic educational initiatives that resulted in measureable improvements in student achievement.
13. In-depth experience in the systemic implementation of curriculum and effective instructional and assessment practices.
14. Will need to drive to multiple work locations on a regular basis.

Minimum Qualifications

Education

- Master's degree in education or applicable field, required
- Professional Administrator License issued by Oregon Teacher Standards and Practices Commission, required

Experience

- At least three (3) years experience in a building administrative position.
- At least five (5) years experience as a classroom teacher preferred.
- Experience working at different levels preferred.
- Previous experience working effectively with culturally and linguistically diverse groups
- Training and/or experience with group facilitation and process management.

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.

ADDITIONAL INFORMATION	
Employee Unit	MAPS
Pay Grade	Director
Developed by	Charis McGaughy, Assistant Superintendent for Instruction
Reviewed by	Karen Hardin, Director for Human Resources
Approved by	Dr. Gustavo Balderas, Superintendent
Last Revised	April 21, 2020

This job description in no way states or implies that duties above are the only duties to be performed by this position. The Director will be required to follow any other instructions and to perform any other related duties as assigned by the Superintendent and the Assistant Superintendent for Instruction.