

SECTION I: GENERAL INFORMATION

Classification Title: Director of Curriculum & Instruction	Department: Curriculum & Instruction	Unit: Directors
Immediate Supervisor: Superintendent	Grade Placement:	FLSA Status: Exempt
<p>Job Summary:</p> <p>Under the direction of the Superintendent, the Director of Curriculum & Instruction is responsible for providing leadership, direction, planning and coordination in the improvement of student instruction, curriculum, assessment and technology services and support for the District.</p> <p>Essential duties outlined below are intended as “representative” examples of the level, nature and decision making expected of positions assigned to this classification. The duties below are not intended to be a comprehensive listing of all duties and tasks performed by the employees assigned to this classification. A classification description, unlike job description or position description, is designed to capture the general expectations, complexity level, and nature of work of any position that may be allocated to this classification.</p>		

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

1. Provides leadership and establishes guidelines and implementation criteria for adoption and development district wide curriculum that is consistent with the vision and goals of the School Board and the District. 15%
 - Supervises and directs all aspects of curriculum review, adoption, implementation and ongoing curriculum evaluation.
2. Directs, supervises and oversees the proper and timely administration of all district-wide state and locally mandated testing and assessments. 15%
 - Works with instructional personnel and administrators in applying assessment and testing data in assessing and evaluating improvement efforts.
 - Consults with, provides guidance and support to building administrators and program supervisors in developing and implement instructional best practices.
3. Supervises, manages and directs the activities of department personnel. 10%
 - Screens, interviews, selects and personnel for the department.
 - Provides direction to program staff.
 - Conducts performance evaluations on all direct reports.
 - Controls and determines the design of the department’s organizational structure and the assignment of responsibilities and authority within the department.
 - Provides for and oversees staff development opportunities for staff to develop their skills.
 - Formulates and implements departmental policies and procedures.
4. Provides consultation and support to the Teacher Academy Coordinator in the planning and implementation of staff development. 20%
5. Oversees the functions and activities of the Technology Department. Provides leadership and guidance for the District on all aspects of integrated technology in the classroom to enhance student achievement. 5%
6. Develops, recommends and administers the annual budget for the department. 5%
7. Plans, develops, oversees and implements the district’s online learning options/programs. 10%
8. Collaborates with the Director of Special Education in maintaining an effective academic intervention program including RtI, targeted services, ADSIS, Title programs, and other targeted intervention systems and services. 20%
9. Performs other duties of a comparable level or type, as required.
 - Keeps abreast of changing developments, trends, and technologies within the field.

- Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge
- Participates in staff development and professional development activities.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:			
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION: Type of degree: (B.S., M.A., etc.)	
	less than high school diploma	Master's Degree	
	High school diploma or GED.	Major field of study or degree emphasis:	
	1 year college		2 years college
	3 years college		4 years college
	1st year graduate level	Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:	
x	2nd year graduate level	<ul style="list-style-type: none"> • Learning processes, models, theories, and educational technologies, trends and developments. • Knowledge of district organizational structure and administrative policies and procedures. • Principles, best practices, techniques and methods applied to the assessment, measurement and evaluation of curriculum, student achievement, articulation, and instruction. • Fundamental of school finance. • Supervisory and management principles, practices and approaches. • Fundamentals of strategic planning and project management. • Pertinent laws, rules, guidelines and regulations pertaining to areas of accountability. • Knowledge of statistical and quantitative procedures and methods • Knowledge of instructional technologies and software, equipment, tools and devices used presenting instruction, documenting assessments, student progress or other classroom administrative requirements of the district. 	
Required Work Experience in Addition to Formal Education/Training:			
Minimum of 3 years administrative experience supervising instructional programming and staff.			
LICENSE/ CERTIFICATION		Identify licenses/certification required:	
		Valid MN driver's license. Teaching License and Administrative Licensure.	
RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS:			
	Titles of Positions Directly Supervised	# of Employees	
1	Assistant Principal Curriculum and Instruction	1	
2	Office Support Personnel	1	
3	Educational Assistant	1	
4	Technology Coordinator	1	
	TOTAL	4	



INDIRECT SUPERVISION:

Number of employees indirectly supervised: Lead Technicians, Network Administrator, Technology Support Specialists	Total: 8
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<p>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</p>	<p>Skilled in:</p> <ul style="list-style-type: none"> • Human relations and conflict resolution. • Oral and written communications. • Consulting, advising and facilitating decision-making and committee decisions in staff development, curriculum and instructional improvement planning. • Organizational and project management skills. • Supervising, managing, delegating, monitoring and evaluating the performance of employees. • Grant administration and required accounting/recordkeeping/reporting activities. • Group facilitation and presentational techniques. • Curriculum and instruction planning and implementation coordination. • Planning, assessing, evaluating, developing and implementing instructional and staff development/improvement programs. • Statistical skills – descriptive and inferential measurement tools and techniques – used in researching, evaluating and interpreting testing, achievement, program and learning outcomes. • Developing and presenting complex and diverse issues, proposals and concepts in an understandable manner for district executives and the Board. • Conducting public relation activities both inside and outside of the organization and with local, state or federal agencies. • Dealing with children, staff, parents, administrators and other educational professionals over parent and student issues and concerns. Interactions require persuasion, instruction and working with others to gain cooperation and understanding of educational issues/needs.
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PHYSICAL JOB REQUIREMENTS: (Indicate according to essential duties/responsibilities)

<u>Physical Activities</u>	Amount of Time Spent				<u>Lifting/Forcing Exerting</u>	Amount of Time Spent			
	None	1/3 Less	1/3 to 2/3	Over 2/3		None	1/3 Less	1/3 to 2/3	Over 2/3
Stand		x			Up to 10 lbs		x		
Walk			x		Up to 25 lbs		x		
Sit				x	Up to 50 lbs	x			
Use hands to finger, handle or feel			x		Up to 100 lbs	x			
Reach with hands and arms			x		Over 100 lbs.	x			
Climb or balance	x								
Stoop, kneel, crouch or crawl		x							
Talk or hear				x					
Taste or smell	x								

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:
Light Work:
 Exerting up to 25 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

<p>HAZARDOUS WORKING CONDITIONS</p>	<p>Unusual or hazardous working conditions related to performance of duties: Duties are performed in a typical school district office setting. There are minimal environmental hazards and risks associated with the nature of the work.</p>
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SECTION IV: DISTRICT MISSION AND CORE VALUES

<p>OUR MISSION</p>	<p><i>Our mission is to equip all students with the knowledge and skills to empower them to achieve their dreams and full potential while becoming responsible citizens in a dynamic world</i></p>
<p>CORE VALUES</p>	<p>We believe that:</p> <ul style="list-style-type: none"> • Trust and respect are fundamental for thriving relationships. • Our community flourishes when individuals, families and organizations collaborate. • Every person matters and has value. • Responsibility and accountability are essential for personal growth, organizational improvement and community engagement. • Commitment to high expectations is essential to help achieve full individual and collective potential.
<p>MISSION OUTCOMES</p>	<p>By 2020, all students will...</p> <ul style="list-style-type: none"> • Develop a personalized education path they can articulate and use to progress toward their evolving dreams. • Identify and choose positive ways they can take active ownership in their community while recognizing its diversity.
<p>STRATEGIES</p>	<p>We will...</p> <ul style="list-style-type: none"> • Ensure that every employee understands, supports and promotes our core values and mission. • Build trust and facilitate engagement with all ISD 15 stakeholders. • Align and support all educational programs and services to achieve our mission and mission outcomes.
<p>STRATEGIC DELIMITERS</p>	<p>We will NOT...</p> <ul style="list-style-type: none"> • Continue or adopt any program or service unless it is aligned with and advances the mission and is accompanied by the necessary human and financial resources • Make decisions without the use of relevant data provided by the appropriate personnel. • Allow past experiences to interfere with the consideration of new ideas.

SECTION V: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Department Head’s Signature
Date

Classification History:
 Created classification description 4/2016 BCC

