



TITLE: DIRECTOR IV – CURRICULUM AND ASSESSMENT

WORK YEAR: 221 Days

NON-WORK: 28 Days

REPORTS TO: Assistant Superintendent of Curriculum and Instruction
or appointed designee

EDUCATION AND EXPERIENCE:

California Administrative Credential
Master's Degree or higher
Minimum of three (3) years of site administrator experience
Valid California Driver's License

PRIMARY FUNCTION:

Under the direction of the Assistant Superintendent of Curriculum and Instruction or appointed designee; coordinate and align curriculum resources and assessments for all schools within the district. The Director IV of Curriculum and Assessment works to establish a coherent Tier I instructional program across the district including aligning curricular resources, pacing guides, assessment plans, materials adoption plans, and content area plans. Additionally, the Director of Curriculum and Assessment will oversee intervention programs, achievement data, and program effectiveness for all students with a focus on English Learners.

ASSIGNED RESPONSIBILITIES:

- Coordinate K-12 instructional program including but not limited to instructional materials, adopted courses, curriculum and assessment plans, and alignment of instructional division
- Establish a clearly defined MTSS model for RUSD and continually monitor student achievement and program effectiveness
- Establish, coordinate, and monitor a coherent and aligned TK-12 Assessment plan
- Regularly monitor metrics for student achievement and work collaboratively to ensure program effectiveness
- Continually monitor and report achievement data on all subgroups, interventions, and specifically English Learners
- Design, facilitate and lead effective professional development for all stakeholders around The Guide for Instructional Direction

- Plan, design, and leads instructional development that provides effective pedagogical approaches to the teaching of English Learners
- Establish/Coordinate a coherent and aligned TK-12 Curriculum plan for all content areas, including pacing for instructional equity
- Regularly monitor and evaluate student performance on district-wide assessments and provide support for schools in analyzing and responding to district-wide assessment data
- Ensure thorough principal and teacher involvement and representation in decisions relating to curriculum and assessment
- Supervise Instructional Services Specialists and Staff Developer
- Perform other duties as assigned

ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:

Knowledge of:

- Federal and State laws, rules, regulations and policies related to categorically funded programs Curriculum and curriculum development as it relates to categorically funded projects and professional development.
- In-service training and staff development procedures Principles of governmental budgeting and expenditure control Program assessment and evaluation.
- Public Information principles and techniques
- Principles of supervision, training and program administration Principles and practices of education administration

Ability to:

- Provide effective visionary leadership and strategic planning to focus human and material resources towards the primary goal of outstanding quality education for students.
- Effectively communicate and work with diverse groups of people such as (but not limited to) District Office Personnel, Principals, Teachers, Students and Parents.
- Analyze and evaluate data for specific use. Maintain confidentiality.
- Prioritize workload and conflicting demands. Effectively work in a demanding environment.
- Work in a diverse socio-economic and multicultural community.
- Demonstrate organizational, time management, analytical and problem solving skills. Develop and provide effective presentations to the public, Board and staff.

- Effectively communicate orally and in writing, with a variety of public, staff and management groups. Maintain consistent, punctual and regular attendance.

Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical, mental and environmental requirements (*reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions*):

Physical:

- Ability to push, pull, and transport instructional and/or presentation materials.
- Ability to communicate so others will be able to clearly understand a normal conversation. Ability to understand speech at normal levels.
- Ability to bend, twist, stoop and reach.
- Ability to drive a personal vehicle to conduct business.

Mental:

- Ability to organize and coordinate schedules Ability to analyze and interpret data Problem solving
- Ability to communicate with the public
- Ability to read, analyze and interpret printed matter and computer screens
- Ability to create written communication so others will be able to clearly understand the written communication
- Ability to communicate so others will be able to clearly understand a normal conversation. Ability to understand speech at normal levels.

Environment:

Indoor – frequently Outdoor – occasionally

Ability to work at a desk and in meetings of various configurations.