

# **SOUTH SIOUX CITY COMMUNITY SCHOOLS**

## **DIRECTOR OF CURRICULUM, INSTRUCTION AND ASSESSMENT**

<b>Reports to:</b>	<b>Superintendent</b>
<b>Classification:</b>	<b>Certified</b>
<b>FLSA Status:</b>	<b>Exempt</b>
<b>Terms of Employment:</b>	<b>Days according to school calendar as approved by board policy</b>
<b>Evaluation:</b>	<b>Performance in this position will be evaluated regularly by the supervisor and in accordance with Board Policy</b>
<b>Compensation:</b>	<b>Reviewed and established annually by the Board of Education</b>

### **JOB SUMMARY**

The Director of Curriculum, Instruction and Assessment leads and coordinates the district's curriculum, instruction and assessment activities leveraging resources for the maximum benefit to learning and achievement for all children.

### **PERFORMANCE RESPONSIBILITIES**

- Provides leadership in the development and implementation of the instructional program for all students, working with principals, directors, coordinators and teachers. MTSS - In collaboration with key stakeholders, develops, supports and monitors processes and programs to address learning needs of all students, prioritizing evidence-based core instruction and systems of support for targeted and responsive interventions of increasing intensity.
- Leads and coordinates summer school; supports building administrators in summer school planning, monitoring and reporting outcomes.
- Leads and coordinates selection and procurement of High-Quality Instructional materials in collaboration with teachers and administrators to support evidence-based instructional planning and implementation.
- Supports library services across the district and instructional use of technology by staff and students.
- Ensures instructional materials and instructional practices are based on sound educational principles and best practice.
- Ensures that instructional materials and practices are aligned with current state and federal requirements.
- In conjunction with the Cabinet team, administers and supervises state and local district professional growth requirements and in-service training programs of professional development for all staff that is congruent with curricular and district goals. Includes onboarding for new teachers, administrators and other staff.
- Manages the professional development process including: budget management, organization, planning purchase orders, contracts, monitor budget, venue selection, materials, refreshments, equipment, speaker accommodations, and setup/takedown. Professional development should be prioritized to align with district goals.
- Represents the school district in meetings and conferences related to curriculum, instruction and assessment.
- Reports to the Board periodically on all curricular, instructional and assessment matters as directed by the superintendent. Monitors and develops recommendations for any needed updates or additions to local board policy based on legislative action, evolved district focus or changing implications regarding best educational practices.
- Supports development and administering of procedures relative to pupil classification, reporting and promoting.

- Observes classroom instruction for the purpose of assisting principals to improve teacher performance; to broaden the base of teacher evaluations and to assist in measuring the quality of the instructional program.
- Provides leadership in the formation of a philosophy and objectives of the assessment program. • Coordinates all formal efforts of the professional staff in projects of assessment and evaluation.
- Works with principals and staff to ensure continuity and articulation of the assessment program throughout the district and to the public.
- Develops a balanced system of assessment aligned with current state and federal requirements and evidence-based practices in instruction and assessment for and of learning and provides leadership to ensure understanding of the district's balanced assessment program.
- Responsible for reviewing, evaluating and reporting results of district testing programs or other evaluative measures used by the schools.
- In conjunction with the superintendent, maintains a compilation of current district policies related to curriculum, instruction, assessment, students and staff.
- In conjunction with the superintendent, administers and supervises all district school improvement activities.
- Writes or causes to be written grant proposals that would be beneficial to the curricular, instructional and/or assessment programs.
- Serves as the District Assessment Coordinator (DAC) to oversee ACT, NEAP, NSCAS, etc.
- Oversees and administers state and federal programs, including but not limited to Title I, Title III, EL, Perkins grant.
- Manages and oversees district accreditation processes and procedures.
- Employs processes supporting the district instructional model and observational tools.
- Collaborates with building leaders on plans for addressing AQUESTT and ESSA designations.
- Other duties may be pertinent to the position and assigned by the superintendent or designee.

#### **EDUCATION AND/OR EXPERIENCE**

- Valid Nebraska Administrative and Supervisory Certificate
- Master's Degree or higher
- Experience in teaching or equivalent; building administration preferred.
- Such alternatives to the above qualifications as the board may deem appropriate and acceptable.

#### **SUPERVISES**

All district reading, curriculum and assessment personnel and personnel contracted through other agencies during the time engaged in job responsibilities directly or indirectly related to the districts reading, curriculum and assessment programs including the Assessment Coordinator, Instructional Teacher Leader(s), Instructional Coaches, EL Coordinator, MTSS A Coordinator.

<b>Physical Requirements</b> <b>Director of CIA</b>  E = Essential NE = Non-Essential		Item is not a requirement of the job NE	Occasional – up to 33% of time NE	Occasional/Essential – up to 33% of time, absolutely essential to the job E	Frequent -- between 34% - 66% E	Continuous – over 66% of time E
<b>Stamina</b>						
1. Sitting					X	
2. Walking					X	
3. Standing			X			
4. Sprinting/Running		X				
<b>Flexibility</b>						
5. Bending or twisting at the neck more than the average person			X			
6. Bending or twisting at the trunk more than the average person			X			
7. Squatting/Stooping/Kneeling			X			
8. Reaching above the head			X			
9. Reaching forward			X			
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X			
<b>Activities</b>						
11. Climbing (on ladders, into large trucks/vehicles, etc.)		X				
12. Hand/grip strength		X				
13. Driving on the job				X		
14. Typing non-stop			X			
<b>Use of Arms and Hands</b>						
15. Manual dexterity (using a wrench or screwing a lid on a jar)			X			
16. Finger dexterity (typing or putting a nut on a bolt)			X			
<b>Lifting Requirements</b>						
17. Lifting up to 10 pounds (Mark all that apply)						
Floor to waist			X			
Waist to shoulder			X			
Shoulder to overhead			X			
18. Lifting 11 to 25 pounds (Mark all that apply)						
Floor to waist		X				
Waist to shoulder		X				
Shoulder to overhead		X				
19. Lifting 26 to 50 pounds (Mark all that apply)						
Floor to waist		X				
Waist to shoulder		X				
Shoulder to overhead		X				
20. Lifting 51 to 75 pounds (Mark all that apply)						
Floor to waist		X				
Waist to shoulder		X				
Shoulder to overhead		X				

21. Lifting 76 plus pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
<b>Pushing/Pulling</b>					
23. 25 to 50 pounds	X				
24. 51 to 75 pounds	X				
25. 76 to 90 pounds	X				
<b>Carrying</b>					
26. 10 to 25 pounds		X			
27. 26 to 50 pounds	X				
28. 51 to 75 pounds	X				
29. 76 to 90 pounds	X				