

Dumas ISD

Elementary Curriculum Director

Job Description

Job Title: Elementary Curriculum Director

Wage/Hour Status: Exempt

Reports to: Assistant Superintendent

Pay Grade: 12

Dept./School: Central Administration Office

Date Revised: 6/3/10

Primary Purpose:

Evaluate and provide leadership for the overall instructional program of the district with emphasis at the Primary Grades of PreK-5. Responsible for the effective and efficient operation of the Curriculum and Instruction Department, which includes curriculum and staff development.

Qualifications:

Education/Certification:

Master's degree in education administration
Mid-Management Certification

Special Knowledge/Skills:

Knowledge of curriculum and instruction
Ability to evaluate instructional programs and teaching effectiveness
Ability to manage budget and personnel
Ability to coordinate district function
Ability to implement policy and procedures
Ability to interpret data
Strong communication, public relations, and interpersonal skills

Experience:

Six years experience as a classroom teacher

Major Responsibilities and Duties:

Instructional and Program Management For Grades – PK-5

1. Direct instructional and curriculum services to meet students' needs.
2. Plan, implement, and evaluate instructional programs with teachers and principals, including learning objectives, instructional strategies, and assessment techniques.
3. Apply research and data to improve the content, sequence, and outcomes of the teaching-learning process.
4. Work with appropriate staff to develop, maintain, and revise curriculum documents based on systematic review and analysis.
5. Involve instructional staff in evaluating and selecting instructional materials to meet student learning needs.
6. Ensure the use of technology in the teaching-learning process.



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7. Ensure that district goals and objectives are developed using collaborative processes and problem-solving techniques when appropriate.
8. Participate in the district-level decision-making process to establish and review the district's goals and objectives and major classroom instructional programs of the district.
9. Actively support the efforts of others to achieve district goals and objectives and campus performance objectives (academic excellence indicators).
10. Obtain and use evaluative findings (including student achievement data) to examine curriculum and instruction program effectiveness.
11. Secure consultants, specialists, and other community resources to assist principals and instructional staff in attaining objectives.
12. Provide effective staff development activities that incorporate the mission of the district, program evaluation outcomes, and input from teachers and others.
13. Work with Lead Teachers to develop Mini-Assessment documents.
14. Monitor results of the Benchmark tests. Review the results with the building principal to identify strengths and weaknesses with regard to a specific class/subject skill.
15. Work with identified teacher-in-need from #14 to bring about increased student performance through agreed upon intervention strategies and classroom monitoring.
16. Coordinate the development and maintenance of curriculum documents reflecting TEKS-TAKS alignment and instructional timelines through the primary curriculum grades.
17. Plan and carry out a district-wide program of curriculum review and development for the primary grades.
18. Lead in the evaluation of elementary instruction methods and programs and recommend, such changes and improvements as needed.
19. Integrate instructional programs among the elementary schools and articulate curricula between primary grade levels and between elementary schools.
20. Assist principals in the planning and implementation of effective programs of supervision and evaluation with regard to classroom teaching.
21. Engage in an ongoing evaluation of the effectiveness of the instructional program.
22. Plan the necessary time, resources and materials to support accomplishment of educational goals.
23. Use student data to examine curriculum and instruction program effectiveness.
24. Work with literacy coordinators to develop integrated and balanced curriculum and professional development at the district level.
25. Work with grade level teachers to develop and implement math assessments.



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26. Monitor results of testing program, determine curriculum changes based upon the results of the tests and help principal to identify strengths and weaknesses with regard to a specific class.
27. Work with literacy coordinators and principals on identified teachers-in-need from #24 to bring about increased student and teacher performance.
28. Conduct observations in primary classrooms, with the focus on core subjects, and provide feedback to the literacy coordinators and principals.

Balanced Literacy Framework Implementation

29. Coordinate and work with 5 literacy coordinators and principals for implementation of the district model for primary grades.
30. Consult with elementary curriculum director on literacy issues in Grades 3-6.
31. Order materials and maintain district records for literacy and early reading instruments.
32. Develop plans with literacy coordinators for literacy in PreK-4 and coordinate in transition grades.
33. Submit reports and assist in reporting data.
34. Coordinate with special programs and classroom instruction.
35. Develop professional development with literacy coordinators serving as leaders for new teachers in balanced literacy (twice a month) and continued monthly professional development for teachers in PreK-4.
36. Problem solve with and observe literacy coordinators/campus coaches.
37. Meet with literacy coordinators in scheduled meeting once or twice a month.

Reading Recovery© Teacher-leader

38. Follow Standards and Guidelines of Reading Recovery established by the Reading Recovery Council of North America to remain a certified site.
39. Maintain affiliation with registered university training center.
40. Submit data on an annual basis to National Data Evaluation Center (NDEC).
41. Develop site report annually from data reported to NDEC and disperse to all school districts in the site
42. Observe teachers in Dumas ISD and 7 other school districts (total of 27 teachers) at least once a semester and training teachers once a month.
43. Provide professional development for trained teachers once a month. (Two continuing contact sessions are conducted each month with teachers bringing children for behind the glass)



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44. Teach at least 2 children each day during the school year.
45. Attend teacher leader continuing contact in Denton twice a year.
46. Attend one Reading Recovery institute each year with the Reading Recovery teachers.
47. Problem solve with Reading Recovery teachers and classroom teachers on selecting the lowest children for the program.
48. Continue full implementation of the Reading Recovery program.
49. Order supplies and books for the program.
50. Maintain communication between teachers, districts and university officials.
51. Establish school teams for implementation issues.
52. Join RRCNA.

Reading Recovery Site Coordinator

53. Oversee ongoing implementation and maintenance.
54. Communicate with district officials in the site.
55. Maintain financial records for Dumas and other districts.
56. Attend site coordinators' meeting usually once a year in conjunction with teacher leader professional development.
57. Join RRCNA to receive the latest information and publications about Reading Recovery.
58. Monitor and assure site compliance with the Standards and Guidelines.

Policy, Reports, and Law

59. Implement the policies established by federal and state law, State Board of Education rule, and local board policy in curriculum and instruction area and other areas assigned.
60. Compile, maintain, and present all physical and computerized reports, records, and other documents required.

Budget

61. Administer budgets and ensure that programs are cost effective and funds are managed prudently.



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62. Compile budgets and cost estimates based on documented program needs.

Personnel Management

63. Prepare, review, and revise job descriptions in assigned areas.

64. Evaluate job performance of employees to ensure effectiveness.

65. Assist with recruitment, selection, and training of personnel and make sound recommendations relative to personnel placement, assignment, retention, discipline, and dismissal.

66. Provide for two-way communication with principals, teachers, staff, parents, and community.

67. Demonstrate skill in conflict resolution with administrators, parents, teachers, staff, and community.

68. Monitor professional research and disseminate ideas and information to other professionals.

Community Relations

69. Articulate the district's mission, instructional philosophy, and curriculum implementation strategies to the community and solicit its support in realizing district's mission.

70. Demonstrate awareness of district-community needs and initiate activities to meet those needs.

71. Demonstrate use of appropriate and effective techniques to encourage community and parent involvement.

Supervisory Responsibilities:

Supervise and evaluate the performance of instructional supervisors and support staff in the curriculum department and other assigned areas.

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:

Frequent districtwide and occasional statewide travel; occasional prolonged and irregular hours.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved by _____ Date _____

Reviewed by _____ Date _____

