

EASTERN CARVER COUNTY SCHOOLS

Position Description

SECTION I: GENERAL INFORMATION

Position Title: Director of Elementary Curriculum and Instruction	Department / Building: District Education Center
Reports to: Assistant Superintendent	FLSA Status: <i>Exempt</i>
Band/Grade/Subgrade: D-7-1	Bargaining/Work Unit: <i>Non-Aligned Coordinators, Managers and Supervisors</i>

SECTION II: JOB SUMMARY

District-wide Leadership and Supervision for Teaching and Learning Programs and professional development at the elementary level.

SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility: District-wide Leadership and Supervision for Teaching and Learning
Percent of Time:	20%	

Tasks involved in fulfilling above duty/responsibility:

- Provide instructional leadership and facilitate staff development in best practices as delineated in Personalized Learning Star framework.
- Participate in recruitment and hiring, coaching, development, evaluation and supervision of staff in the Teaching and Learning department.
- Participate in the design and refinement of coaching and evaluation of Eastern Carver County teachers.
- Communicate with the Assistant Superintendent in planning program and staff development activities, budget development and management, student and staff initiatives, and ongoing best practices.
- Initiate and monitor curricular improvement at the elementary level.
- Coordinate elementary curriculum reviews through a model for rapid prototyping.
- Support professional learning community groups.
- Receive training relevant to curriculum and instruction and the professional development program.
- Attendance at Teaching and Learning Advisory Committee
- Plan and facilitate elementary administrative meetings
- Placement support for Elementary Student Teachers

Duty/Responsibility No:	2	Statement of duty/responsibility: Program Management and Oversight
Percent of Time:	20%	

Tasks involved in fulfilling above duty/responsibility:

- Gifted Services, including Early Entrance
- Q-Comp
- McREL Teacher Evaluation
- Title 1 and 2 Federal Grants; Submissions and oversight

Duty/Responsibility No:	3	Statement of duty/responsibility: Supervisory Responsibilities
Percent of Time:	20%	

Tasks involved in fulfilling above duty/responsibility:

- Supervises Instructional Coaches and T&L support staff.
- Regularly reviews team performance, collaborates with them on improvement initiatives.
- Convene staff meetings.
- Identifies staff development and training needs for teams and individuals, and ensures training objectives are met.
- Evaluates and verifies employee performance and review of complex work assignments, and provides effective coaching for improvement.
- Develops leadership skills in assigned staff.

Duty/Responsibility No:	4	Statement of duty/responsibility: Personalized Learning Support and Professional Development
Percent of Time:	20%	

Tasks involved in fulfilling above duty/responsibility:

- Provide leadership in professional development systems aligned with identified student, staff, site, and district needs.
- Identify professional standards and best practices to support curriculum, instruction, and assessment.
- Develop systems to assess student, staff, site, and district needs in line with professional standards and best practices.
- Design systems for evaluating the effectiveness of our professional development efforts in meeting identified needs and growth targets.
- Serve as a resource for Building Administrators and District Staff.
- Serve as a resource/coach for teachers in meeting their professional/instructional goals.
- Support the evaluation of professional development plans.
- Support New Teacher Workshop
- Support the Personalized Learning Summit

Duty/Responsibility No:	5	Statement of duty/responsibility: General Administration and Management
Percent of Time:	15%	

Tasks involved in fulfilling above duty/responsibility:

- Collaborate in managing the instructional budget to support innovation, advancement, and refinement of pedagogy that includes technology as a catalyst for teaching and learning.
- Administer current policies and goals of District 112.
- Comply with local, state and federal legislation/regulations.
- Facilitate and supervise a responsible budgeting process within District and state guidelines.
- Facilitate the procurement of necessary supplies, equipment and materials.
- Understand, relate to, communicate with and serve a diverse population.
- Monitor student achievement through examination of standardized test scores, students' progress, standards assessment and other information related to learning.
- Mediate conflict between stakeholders.

Duty/Responsibility No:	6	Statement of duty/responsibility: Other Responsibilities
Percent of Time:	5%	

Tasks involved in fulfilling above duty/responsibility:

- Communicate the district's educational vision and philosophy to the staff, students, parents, school board, and community.
- Prepare necessary information for the completion of local, state, and federal reports.
- Participate in district, state, and national seminars, workshops and conferences that foster personal professional growth.
- Serve on various district-wide, and other appropriate administrative, community, state, and national committees.
- Perform other responsibilities/duties as assigned.

SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES

- Communication skills
 - Ability to be heard in a variety of settings.
 - Ability to read, analyze and interpret professional journals, technical procedures, government regulations, etc.
 - Ability to write reports, correspondence, procedure manuals, etc.
 - Ability to effectively present information and respond to questions from staff, parents, students, community members, supervisors and school board members in large and small groups.
- Finance Skills
 - Ability to develop and maintain sound building budget processes.
 - Ability to calculate figures and amounts such as percentages, formulas, etc.
- Reasoning Skills
 - Ability to implement problem solving techniques.

- Ability to interpret technical instructions.
- Ability to facilitate through use of conflict resolution management.
- Other Skills and Abilities
 - Ability to delegate responsibility and maintain accountability
 - Ability to use technology to communicate and manage

SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- Valid State of Minnesota Principal License or be eligible for license (preferred)

SECTION VI: EXPERIENCE REQUIREMENTS

- Five (5) years' experience in similar position/essential duties of position or in a school/district leadership position.
- Exemplary teaching and/or administrative experience.

Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the District mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the District's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.

SECTION VIII: PHYSICAL JOB REQUIREMENTS

(Indicate according to essential duties/responsibilities):

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)					
Demands		Demands		Demands	
Physical		Lifting/Carrying		Exposure to Environ. Conditions	
Standing	F	Up to 10 pounds	F	Possible exposure to blood-borne pathogens through blood and/or body fluids	N
Walking	F	Up to 25 pounds	F		
Sitting	F	Up to 50 pounds	O		
Talking in person/on the phone	F	Up to 75 pounds	N	Toxic chemicals	N
Pushing/Pulling	O	Up to 100 pounds	N	Moving parts	O
Hearing	C	More than 100 pounds	N	Electrical shock risk	O
Feeling, grasping, finger dexterity	C	Noise Levels		Explosives	N
Climbing, balancing	O	Quiet (i.e. private office)	O	Fumes	N
Stooping (bend at waist)	O	Moderate noise (i.e. business office with typewriters/ printers, light traffic)	F	Extreme cold (non-weather)	O
Crouching, crawling, kneeling, Squatting	O			Extreme heat (non-weather)	O
Stretching/reaching with hands & Arms	C	Loud noise (i.e. many children laughing & playing, large earth moving equipment)	F	Varying weather conditions	O
Distinguishing smell	O	Very loud noise (i.e. jack hammer, front row rock concert)	N	Sight	
Distinguishing temperature	O			Vision for close work/ability to adjust focus	C
Traveling by automobile				Looking at computer monitor	C
				Color vision (identify & distinguish colors)	C
				Peripheral, depth perception	O