

## Waterbury Public Schools

### JOB CLASSIFICATION DESCRIPTION

**JOB CLASSIFICATION TITLE**

Curriculum Supervisor

**BARGAINING UNIT CLASSIFICATION**

School Administrators of Waterbury

**DEPARTMENT**

Academics

**REPORTS TO:**

Receives administrative direction from the Chief Academic Officer and Superintendent

**INCUMBENT NAME****FLSA DESIGNATION**

Exempt

**PART I - SUMMARY OF CLASSIFICATION**

This class is accountable for providing the essential leadership for developing and maintaining the best educational program of the assigned department as it pertains to curriculum, staff and the learning environment and being a productive member of the academic leadership team. This class assumes the educational leadership and supervision for the assigned department to ensure that students are provided instruction that meets and exceeds the State Core Curriculum Content Standards following the approved curricula and directives of the school. Achieving academic excellence requires that the Curriculum Supervisor works collaboratively with all Principals to lead and nurture members of the school staff and to communicate effectively with parents, members of the community, and colleagues. Inherent in the position are the responsibilities within the assigned department for planning, coordination, curriculum development, program evaluation, talent management, financial management, staff observations and staff evaluations.

**Guidelines for Class Use:** Curriculum Supervisors may be assigned to the following areas: Mathematics; ESL/Bilingual; Early Childhood Education; Health and Physical Education; Reading and English Language Arts (ELA); Science; Fine Arts; Social Studies; and Career Technical Education.

**PART II - MINIMUM KNOWLEDGE, SKILLS AND ABILITIES****A. EDUCATION AND EXPERIENCE****General Experience:**

1. Master's Degree from an accredited college or university.
2. Five (5) years of professional teaching experience.

**Special Requirement:**

1. In addition to the checking of references and of facts stated in the application, a thorough background investigation of each candidate may be made prior to appointment.

**B. CREDENTIALS:****C. LICENSURES, CERTIFICATIONS AND OTHER REQUIREMENTS:**

1. Appropriate CT State Board of Education Certification with endorsement in related subject area and Administrative Certificate.
2. Incumbents in this class are required to possess and retain a current Motor Vehicle operator's license.

#### **D. KNOWLEDGE, SKILLS AND ABILITIES**

- Considerable knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning;
- Considerable knowledge of current standards for which the Curriculum Supervisor is assigned;
- Considerable knowledge of learning theory, teaching methods and approaches, and currently researched best practices and strategies;
- Considerable knowledge of formative and summative assessment best practices;
- Considerable knowledge of adult learning theory and coaching cycles;
- Considerable knowledge of Next Generation Accountability Standards
- Excellent presentation skills that promote best practices in professional learning;
- Knowledge of instructional technologies, with specific depth in Google Education products, Google Education extensions, and Kami;
- Knowledge of race, multicultural, gender and disability fair curriculum concepts;
- Knowledge of Scientifically Research Based Intervention (SRBI)/Response to Intervention (RtI);
- Knowledge of community resources;
- Excellent listening and communication skills;
- Leadership skills;
- Skill in modeling best practices in the classroom;
- Skill in human relations, mediation, conflict management and interpersonal interactions;
- Skill in maintaining and developing reports;
- Ability and flexibility to interact effectively with students, parents, and other school staff, the administration, and community members of diverse ethnic/racial and socioeconomic backgrounds;
- Ability and knowledge of staff evaluation process;
- Ability to evaluate student performance and to design and implement plans that improve performance
- Ability to multitask and be flexible;
- Ability to use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications;
- Ability to work with individuals from diverse backgrounds.

#### **PART III - POSITION SUPERVISES**

1. Supervise and evaluate assigned certified and non-certified staff in the department with the purpose of improving instruction and learning, and achieving the school's mission and goals.

#### **PART IV - ESSENTIAL FUNCTIONS**

The following identifies the primary and essential functions of the position and is not intended to be an exhaustive listing of all duties.

- Adheres to school law, CT State Board of Education rules and regulations, Board of Education policies and District procedures, and contractual obligations;

- Ability to effectively design, implement and monitor a department plan
- Assists new teachers in the assigned department with department expectations, goals and procedures;
- Attends required Academic Office meetings and serve, as appropriate, on staff committees;
- Communicates with the Chief Academic Officer regularly about the needs, successes, and general operation of the assigned department;
- Completes in a timely fashion all records and reports as required by law and regulation or requested by the Chief Academic Officer;
- Conducts meetings as necessary for the proper functioning of the assigned department
- Continues to grow professionally through collaboration with colleagues and professional growth experiences;
- Coaches certified staff as needed;
- Develops a yearly department plan with specific goals and a professional learning plan to improve teaching and learning in the associated content area;
- Displays the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school;
- Ensures compliance with all laws, administrative codes, Board policies and regulations including Affirmative Action mandates;
- Ensures that personnel evaluation procedures are accomplished in a fair and consistent manner that encourages accountability, growth and excellence, in accordance with law, Board policy, and contractual requirements;
- Ensures that the instructional programs engage the learner in tasks that require analytical and critical thinking, questioning the known, problem solving and creativity, address each student's needs, interests, and skill levels, encourages the student to define individual goals and accept responsibility for learning, and provide a variety of methods for the student to demonstrate performance and accomplishments;
- Establishes a professional rapport with students and with staff that earns their respect;
- Establishes and maintains an effective accounting and inventory system for departmental supplies, materials, and equipment;
- Establishes and promotes high standards and expectations for all students and staff for academic performance and responsibility for behavior;
- Establishes procedures for evaluation and selection of textbooks, instructional materials and equipment, approving all recommendations to the Chief Academic Officer;
- Evaluates and monitors all curricula of the assigned department, developing and modifying when appropriate to ensure that the curricula assists teachers with instruction that meets and exceeds the Core Curriculum Content Standards;
- Informs the Principal of difficulties that the staff is experiencing;
- Is responsible for the preparation and management of Department budget and coordinating with the Chief Academic Officer, Grant Managers, and other Curriculum Supervisors in order to leverage and seek available resources to fund curricular activities;
- Keeps assigned department staff informed and seeks ideas for the improvement of the school;
- Leads a planning process to ensure the development, implementation, and evaluation of assigned department programs and activities;
- Maintains in safe working condition and safely operate electronic and other equipment needed to carry out job functions and responsibilities;
- Maintains positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community;
- Maintains visibility with students, staff, parents, and the community, attending school and community functions regularly to demonstrate a genuine interest in the students and staff;

- Notifies immediately appropriate personnel of evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of alcohol, controlled substances, or anabolic steroids;
- Organizes and maintains a public relations system for the assigned department that consistently celebrates and informs parents and the community of the accomplishments of students, staff and the school;
- Organizes, manages, evaluates, and supervises effective and clear procedures for the operation and functioning of the assigned department consistent with the philosophy, mission, values and goals of the school and District, including instructional programs in the Core Curriculum Content Standards, program evaluation, financial and resources management, substitute coverage, personnel management, schedules of classes and tests, and community relations;
- Proactively manages resources to ensure cost effectiveness, efficiency and sustainability within assigned content area;
- Protects confidentiality of records and information gained as part of exercising professional duties and uses discretion in sharing such information within legal confines;
- Provides opportunities for effective staff development that addresses the needs of the instructional program and needs of the staff, including professional literature, workshops, conferences, visitations, and sessions in which the staff shares successful practices and strategies;
- Provides regular opportunities for professionals and students to celebrate success in instructional programs;
- Recommends personnel, courses, and number of sections so that a master schedule for instructional programs is established, ensuring sequential learning experiences for students consistent with the District and school's philosophy, mission statement, instructional goals and school level objectives;
- Recommends to the Principal personnel to fill vacant positions in the assigned department, following District recruitment and selection procedures;
- Recommends to the Principal programs, supplies and equipment needed to support instruction;
- Regularly attends Curriculum Committee meetings as requested
- Represents the school and District at community, state, and professional meetings;
- Serves as a role model for teachers, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the honorable profession of teaching;
- Summarizes, interprets, and disseminates current developments in curriculum and instructional strategies reading of professional journals, participation in professional development, and involvement in professional organizations;
- Supervises the instructional programs of the assigned department
- Uses effective presentation skills when addressing students, staff, parents, and the community, including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech;
- Uses excellent written and oral English skills when communicating with students, parents, and colleagues;
- Works closely with other assigned administrators and supervisors to coordinate services and activities;
- Performs related duties as required.

## PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS

Employees appointed to positions in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

**Frequency: Place an "X" in each box that is appropriate to your job.**

<b>NEVER (N)</b>	<b>OCCASIONALLY (O)</b>				<b>FREQUENTLY (F)</b>	<b>CONSTANTLY (C)</b>			
0 % of Shift	1-33% of Shift				34-66% of Shift	67-100% of Shift			
<b>Working Conditions</b>	<b>N</b>	<b>O</b>	<b>F</b>	<b>C</b>	<b>Working Conditions</b>	<b>N</b>	<b>O</b>	<b>F</b>	<b>C</b>
<b>Physical Demands</b>					Depth Perception		X		
Standing		X			Color Distinction		X		
Walking		X			Peripheral Vision		X		
Sitting			X		Driving		X		
Lifting		X			<b>Physical Strength:</b>				
Carrying		X			Little Physical Effort (-10 lbs.)		X		
Pushing		X			Light Work (-20 lbs.)		X		
Pulling		X			Medium Work (20-50 lbs.)		X		
Climbing		X			Heavy Work (50-100 lbs.)	X			
Balancing		X			Very Heavy Work (100 lbs.+)	X			
Stooping		X			<b>Environmental Conditions</b>				
Kneeling		X			Cold (50 degrees F or less)	X			
Crouching		X			Heat (90 degrees F or more)	X			
Crawling		X			Temperature Changes		X		
Reaching		X			Wetness	X			
Handling		X			Humidity	X			
Grasping		X			Extreme Noise or Vibration		X		
Twisting		X			Exposure to Chemicals	X			
Feeling			X		Exposure to Gases and Fumes	X			
Talking			X		Exposure to Unpleasant Odors		X		
Hearing				X	Exposure to bodily fluids		X		
Repetitive Motion			X		Exposure to dampness	X			
Hand/Eye/Foot Coordination			X		Confinement to Small or Restricting Area	X			
Visual Acuity/Near			X		Mechanical Hazards	X			
Visual Acuity/Far			X		Physical danger or abuse		X		

The above statements are intended to describe the general nature and level of work being performed by the employee assigned to this position. They are not to be construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

Waterbury Public Schools is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the District will provide reasonable accommodations to qualified individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the District when necessary.

Prepared on: November 25, 2020