

CLASSIFICATION DESCRIPTION

DIRECTOR OF ELEMENTARY TEACHING, LEARNING AND EQUITY

<u>TITLE OF IMMEDIATE SUPERVISOR:</u>	<u>DEPARTMENT:</u>	<u>FLSA STATUS:</u>
Assistant Superintendent	Teaching, Learning and Equity	Exempt
<u>ACCOUNTABLE FOR (Job Titles):</u>		<u>PAY GRADE ASSIGNMENT:</u>
<p>The Director will supervise or support multiple programs (to be determined) such as:</p> <p>Cohort of Principals, ELL Program Staff, Federal Programs Coordinator, Families in Transition Coordinator, E-Squared Extension and Enrichment (Gifted and Talented) Teachers, Homeschool Coordination, American Indian Education Coordinator, Non-Public Counselors, Mentor Program Coordinators, Staff Development Coordinator, Technology Manager, Language Immersion Coordinators, and other positions as created by the District to support Teaching, Learning and Equity.</p>		Education Directors Association, Annual Salary Schedule

GENERAL SUMMARY OR PURPOSE OF JOB:
Duluth Public Schools, a culturally diverse school district with over 8,500 students, seeking a strong educational leader to provide coordination for the planning, implementation and evaluation of the District's Birth-Grade 5 curriculum, program of staff development and continuous improvement process. The Director of Elementary Teaching, Learning and Equity directs processes and coordinates for the planning, implementation and evaluation of the School District's Birth-Grade 5 curriculum, intervention and staff development programs.

DUTY NO.	ESSENTIAL DUTIES: (These duties are a representative sample; position assignments may vary.)
1.	Supervise and evaluate a cohort of principals - assessing, gathering and using evidence to support, stretch and monitor principal progress.
2.	Understand and create the structures and routines necessary to improve the performance of principals as collaborative, equity-focused instructional leaders.
3.	Collaborate with other department and district leaders to provide instructional leadership of innovative and best practice strategies that are consistent with District mission and department goals.
4.	Support school sites with their School Improvement Plans.
5.	Provide input on the Learning and Teaching budgets, with oversight of assigned budget(s).
6.	Lead, and/or assist, in providing professional development activities in order to increase the knowledge and skills of coordinators, teachers, administrators, and support staff.
7.	Maintain current knowledge of curriculum and instruction; resources, changes in state and federal education laws, and educational strategies for student success.

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8.	Leads and supervises the development and implementation of the District curriculum to include common assessment, instructional materials adoption, instructional strategies and policies in compliance with state legislation.
9.	Interprets and enforces District policies and procedures in curriculum, instruction and staff development.
10.	Coordinates with the Director of Assessment, Evaluation and Continuous Improvement on the administration of local, state and federal assessments including the interpretation of results for use in program and student academic improvement.
11.	Leads, participates in and implements the elementary curriculum review process. Develops, implements and assesses elementary curriculum programs consistent with local, state and federal requirements. Works with staff and principals to assure curricular alignment across the District.
12.	Uses student achievement data to implement changes in the curriculum. Works with staff and principals to implement high quality instructional practices across the District.
13.	Co-leads and provides supervision to District curriculum specialists.
14.	Co-leads and facilitates the committee responsible for the organization and professional development of District staff including, but not limited to, teacher development, instructional leaders, content coaches and support staff.
15.	Co-leads, organizes, and facilitates district-wide staff development aligned to the District's Strategic Plan and delivered with an intercultural lens.
16.	Supervises the administration of special programming related to curriculum and federal programs.
17.	Performs additional necessary duties related to previous essential duties such as managing personnel, development of grants, attendance at District meetings related to teaching, learning and equity.
18.	Supports implementation and co-facilitation of related Prenatal-Grade 3 work with the Early Childhood team. Works with the Early Childhood programs and facilitates the learning services departments as they relate to curricular alignment needs and District goals.
19.	Supports the training and development of Continuous Improvement Teams. Attends site level CIT meetings on a regular basis and completes regular walk-throughs to complete site level practice profiles.
20.	Completes other duties as assigned.

OPTIMAL QUALIFICATIONS: (necessary qualifications to gain entry into the job not preferred or desirable qualifications)

- Applicants must hold a Minnesota Department of Education (MDE) teaching license, Administrative K-12 license and have five (5) years of experience teaching and five (5) years administrative experience.
- Excellent written and verbal communication skills
- Ability to effectively facilitate a diverse staff
- Culturally responsive philosophy
- Skillful resource management
- Problem solver

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CERTIFICATION OR LICENSING REQUIREMENTS: (prior to job entry)

Applicants must hold a Minnesota teaching license, Administrative K-12 license, Current valid Minnesota Superintendent's licensure preferred.

KNOWLEDGE REQUIREMENTS: (Requires knowledge of)

- Curriculum development, implementation and assessment
 - Legislation and requirements for Minnesota Education Standards and Benchmarks and World's Best Workforce
 - Multi-tiered Systems of Support.
 - State assessments, types and uses of local assessments
 - Comprehensive knowledge of educational and social research
 - General understanding of school law
 - School and program funding
 - Title I and other federal programs
 - Ability to develop effective and positive working relationships with students, administrators, parents and community members.
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- Maintain professional composure while dealing with a variety of personalities and situations.
 - Demonstrated organizational and management abilities.
 - Show initiative and function as a self-starter.
 - Excellent written and verbal communication skills and interpersonal skills as applied to interaction with coworkers, supervisor, the general public, etc., sufficient to exchange or convey information and to receive work direction.

SKILLS REQUIREMENTS – TRAINING AND EXPERIENCE: (Skilled in)

- Demonstrated successful experiences as a building level or district level leader
- Demonstrated strong academic and professional experience in curriculum development
- Demonstrated success in supporting innovation and innovative thinking
- Demonstrated effectiveness in supporting classroom academic interventions
- Demonstrated success in working well under pressure
- Master's degree is preferred

PHYSICAL REQUIREMENTS: (indicate according to the requirements of the essential duties/responsibilities)

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously
Stand		√		
Walk		√		
Sit				√
Use hands dexterously (use fingers to handle, feel)			√	
Reach with hands and arms		√		
Climb or balance	√			
Stoop/kneel/crouch or crawl	√			
Talk and hear				√

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Taste and smell	√			
Lift and Carry: Up to 10 lbs.		√		
Up to 25 lbs.	√			
Up to 50 lbs.	√			
Up to 100 lbs.	√			
More than 100 lbs.	√			
GENERAL ENVIRONMENTAL CONDITIONS:				
Work is performed under normal office conditions and there are minimal environmental risks or disagreeable conditions associated with the work.				
GENERAL PHYSICAL CONDITIONS:				
Work can be generally characterized as:				
Sedentary Work: Exerting up to ten (10) pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.				

VISION REQUIREMENTS: (Check box if relevant)	YES	NO
No special vision requirements	√	
Close Vision (20 in. of less)		
Distance Vision (20 ft. of more)		
Color Vision		
Depth Perception		
Peripheral Vision		