

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: EXECUTIVE DIRECTOR OF CURRICULUM AND INSTRUCTION – PRE-K THROUGH 5TH GRADE

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks to provide leadership and coordination of curricular and instructional programs across all organizational levels. Employee is responsible for supporting and coordinating the efforts of principals as well as central office curriculum and instructional personnel. Work involves coordinating English Language Arts, Mathematics, Science, Social Studies and Arts (Pre-K through 5th grade). Employee is also responsible for planning and implementing professional development related to curriculum and/or instruction. Reports to the appropriate supervisor.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Supervises Pre-K through 5th grade school curriculum specialists and coaches, coordinators and administrators.

Initiates and oversees curricular and instructional programs designed to improve instruction and student achievement in elementary and middle schools and facilitates vertical alignment with high school.

Coordinates and integrates the Pre-K through 5th grade curriculum and instruction programs with regional superintendents, principals, and curriculum facilitators.

Provides curricular and instructional support for teachers in high need schools and coordinates efforts with regional superintendents, principals, and curriculum facilitators.

Coordinates professional development for Pre-K through 5th grade content area teachers and arts teachers on district-mandated days.

Works towards developing an improved understanding of adolescents' educational needs on the part of teachers, administrators, and parents.

Designs monthly curriculum facilitator professional development opportunities that align with the district's mission and goals.

Initiates and maintains effective liaison with other school districts and with independent schools in order to keep abreast of new educational developments and ideas.

Stays abreast of current educational developments and the literature; participates in the affairs of

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state and national professional societies.

Assists in developing strategic plans for improving student achievement.

Proposes budgetary needs for school-wide, level-wide, and/or district-wide implementation of instructional programs.

Maintains various records and statistics regarding student enrollment, student test scores, staff organization, etc.; monitors various trends, analyzes community attitudes about and involvement in schools; creates annual reports to fulfill state and local requirements.

Leads the process of creating and revision curriculum guides that are inclusive of pacing, scope, and sequence, instructional strategies, sample assessment items, aligned resources, and linkage to *North Carolina Standard Course of Study*.

Previews, reviews, and evaluates instructional strategies and curricular programs to determine selection and implementation.

Assists principals with school-based staff development plans.

Assists school staff with community relations and parent involvement issues; coordinates with various community agencies to meet the needs of students; provides information to the local media when appropriate as related to curriculum and instruction.

Maintains open communication with all levels of the school system hierarchy; serves as liaison between schools and the various departments within the Central Office; maintains regular contact with other executive directors to exchange ideas, share information and develop plans.

Provides leadership to Director of Title I on all Title I programmatic and fiscal areas as well as on the implementation of Title I Parent Involvement Components in collaboration with Parent Academy.

Provides leadership, coordinates the educational programs and professional development programs, and authorizes expenditures for participating non-public schools in equitable services for Title I.

Provides leadership to Director of ESL and oversight of the Title III budget and curriculum.

Serves as a member of the district-wide planning teams.

ADDITIONAL JOB FUNCTIONS

Maintains various records and statistics; creates annual reports to fulfill state and local requirements.

Monitors budget expenditures.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master’s degree in Education, curriculum and instruction preferred and/or Education Administration with a Doctoral degree preferred, and 6 to 9 years of experience in an educational administrative capacity; or any equivalent combination of training and experience which provides the required knowledge, skill and abilities.

**MINIMUM QUALIFICATIONS OR STANDARDS
REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

Physical Requirements: Must be physically able to operate a variety of equipment including computers, typewriters, copiers, calculators, etc. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, articles, manuals, etc. Requires the ability to prepare correspondence, reports, forms, meeting minutes and speeches using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to understand and apply the principles of descriptive statistics and statistical inference.

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Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using automated office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of cognitive, affective, social and physical development of school children

Knowledge of the County and School Board policies, procedures and standards regarding education

Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations

General knowledge of the *North Carolina Standard Course of Study*

Skill in counseling and developing staff

Ability to assess the needs of students

Ability to plan, develop, implement and evaluate large programs

Ability to evaluate the effectiveness of existing programs and make recommendations for improvements

Ability to use common office machines and popular computer driven word processing, spreadsheet and file maintenance programs

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information

Ability to effectively express ideas orally and in writing

Ability to make oral presentations before large groups of people

Ability to exercise considerable tact and courtesy in frequent contact with the public

Ability to establish and maintain effective working relationships as necessitated by work assignments

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.