

Treynor Community School District

Position: TLC Curriculum and Professional Development Lead/Specialist

Stipend: \$10,000

Total Number of Personnel: 1

Days Beyond Contact: 15

Reports to: Superintendent

Date Developed: February, 2018

Basic Functions: Develops the collective capacity of the district to assure that all students are successful by 1) ensuring understanding and high-level implementation of adopted curriculum; 2) supporting teachers in analyzing, interpreting and using a variety of data to improve decision making, performance, and results at the classroom, building, and district levels; 3) modeling, expecting and monitoring continuous learning of all educators through quality professional learning; and 4) effectively and efficiently leading change while developing the capacity of others to deal with change.

Essential Functions:

- **Curriculum Specialist:**
 - Works with superintendent/designee to . . .
 - Build curriculum using the four phases of the Curriculum Review Process.
 - Support the collaborative, inquiry-based approach for the design and implementation of building and district plans informed by data and addressing root causes of strengths and challenges.
 - Assure the scaffolding of content from grade to grade and course to course.
 - Develop and implement processes for monitoring, coaching, and evaluation of programs and initiatives.
 - Support the development and maintenance of a district-wide culture that is characterized by collegiality and collaboration.
 - Provide regular communications (e.g., newsletters, tweets, emails) that promote best practices and accomplishments to support increased learning.
 - Supports teachers in . . .
 - Deepening teachers' content knowledge.
 - Developing teachers' understanding of the structure or organization of the curriculum.
 - Aligning the written, taught, and tested curriculum – “the what, the how, and the how well.”
 - Understanding the distinction between standards and the curriculum.
 - Dissecting/Unpacking standards to identify the essential knowledge and skills students need to achieve the standards.
 - Using the standards to identify learning outcomes/targets for units and lessons.
 - Developing units and lessons to achieve learning outcomes.
 - Writing benchmarks to measure progress toward the standards.
 - Identifying what to assess.

- Accessing and/or writing screening, diagnostic, pre-, formative, and summative assessments.
 - Analyzing curricular materials to determine which parts of those materials support achievement of the standards.
 - Integrating content-specific knowledge and skills within multiple disciplines to provide additional opportunities for students to practice and apply their learning.
- **Professional Learning Lead**
 - Works with superintendent and principals to create and promote a vision for high expectations as well as build collective responsibility for that vision.
 - Works with the superintendent/designee to provide for collaborative, sustained, job-embedded professional learning for all staff aligned with student needs and district goals.
 - Works with the superintendent/designee to ensure continuous learning, reflection, and improvement of professional skills of all staff.
 - Works with the superintendent/designee to develop and implement processes for monitoring, coaching, and evaluation of professional learning and programs/initiatives.
 - Works with the superintendent/designee to assess the impact of professional development on teaching and learning.
 - Promotes collaborative processes with staff and is involved in reciprocal relationships with principals and other leaders to learn together.
 - Utilizes theory, demonstration, practice, and feedback for professional learning that substantiates the improvement desired.
 - Develops capacity in others to understand and increase knowledge of content and research-based best practices.
 - Supports teachers to . . .
 - Continuously learn, reflect, and improve their professional skills.
 - Participate in collaborative, sustained, job-embedded professional development aligned with student needs and district goals.
 - Informed by data.
 - Reflecting current research-based best practices.
 - Differentiated to meet individual and group needs.
 - Aligned with the Iowa Professional Development Model (IPDM).
 - Monitored for implementation.
 - Evaluated for impact.
 - Communicates and models ideals and beliefs about teaching and learning.
- **Data Coach:**
 - Assists the superintendent/designee in analyzing, interpreting, and sharing data.
 - Presents collected information to the School Improvement Advisory Committee (SIAC) and the curriculum committees.
 - Ensures the ethical collection and use of data.
 - Shares summaries of data that support staff effort.
 - Supports teachers one-on-one, team, or in whole-school professional learning in analyzing, interpreting, and using a variety of data to improve decision making, performance, and results in the classroom, at the building level, and at the district level.
 - Assists teachers in determining which data to use for what types of decisions.

- Assists teachers in accessing multiple forms of data (e.g., achievement, perceptual, processes, demographic, financial) and ensuring the most appropriate data to inform the improvement process.
 - Assists teachers in analyzing and interpreting the data.
 - Assists teachers in using the analyzed and interprets data in decision making and acting on their decisions.
 - Facilitate team, school-wide, and district-wide data meetings where teachers are working collaboratively to engage in analyzing and interpreting data to inform decisions that are results oriented for students' achievement.
- **Change Agent**
 - Works with the superintendent/designee to foster a culture when productive relationships among stakeholders charged with learning or supporting targeted change results in intended improvements/changes consistent with the district's vision and goals.
 - Supports distributive leadership.
 - Provides coaching.
 - Participates in co-learning while modeling willingness to change.
 - Promotes communities of practice.
 - Works with the superintendent/designee to create, sustain, and support a sense of urgency to address changing conditions.
 - Engages staff is use of data to understand learning, teaching, and organizational needs.
 - Crafts an understandable message about how the proposed changes will lead to improvement.
 - Articulates change efforts that lead to improvement in ways that result in achievement of the students and the shared vision.
 - Articulates a theory of action/change that involves understanding by all staff and recognizes the nature of first- and second-order change.

Essential Job Requirements/Qualifications:

- **Education:**
 - Bachelor of Arts/Science degree in education
 - Master of Educational Leadership and/or Curriculum, Instruction, Assessment (preferred)
- **Experience:**
 - Minimum of two years of teaching within the district.
- **Knowledge, Skills, and Abilities:**
 - *Knowledge of . . .*
 - *Curriculum, Instruction, and Assessment*
 - Adopted curriculum to define expectations for students.
 - Demonstrative and procedural knowledge.
 - Developmental needs of students.
 - Development and use of assessments, including screening, diagnostic, pre-, formative, and summative.
 - Viable and guaranteed curriculum.
 - Multiple resources to achieve the intended curriculum.
 - *Data:*

- Various types and sources of data (e.g., assessment data, perception data, process and system data, demographic and community-based data).
 - What each data source assesses.
 - What conclusions can be validly drawn from any data set.
 - *Professional Learning*
 - Iowa Professional Development Model
 - Best practices of each content area
 - Best practices of high-leverage instructional practices
 - *Change Process*
 - First-order and second-order change
- o *Skills to . . .*
 - Model and demonstrate strong facilitation.
 - Use tools to develop and share data summaries.
 - Lead data conversation/dialogues.
 - Unpack standards.
 - Reinforce and build knowledge and skills of teachers in content areas.
 - Plan and lead appropriate professional learning.
 - Design assessments.
 - Model high-leverage instructional practices.
 - Communicate information.
- o *Abilities to . . .*
 - Demonstrate strong facilitation.
 - Promote a “can-do” culture in which all educators believe they can improve instruction so all kids can learn.
 - Exercise good judgment, flexibility, creativity, and sensitivity in response to changing situations and needs.
 - Interpret and apply policies, procedures, laws, codes, and regulations pertaining to the assigned program and functions.

Physical Demands:

- Sitting, standing, and walking for extended periods of time.
- Lifting, carrying, pushing, and pulling object(s) weighing up to 25 pounds.
- Occasional bending, kneeling, crouching, turning, and twisting.
- Verbal, auditory, and written capabilities to effectively communicate in an articulate manner.

Working Conditions:

- Changing priorities and interruptions.
- Extra compensation of \$10,000 for an additional 15 days in the summer.

The statements contained herein describe the scope of the responsibility and essential functions of this position, but should not be considered to be an all-inclusive listing of work requirements.

Individuals may perform other duties as assigned. Nothing in this job description restricts the superintendent's right to assign or reassign duties and responsibilities to this job at any time.

A signed copy of this job description should be placed in the employee's personnel file.

Signature of Supervisor: _____ **Date:** _____

Signature of Employee: _____ **Date:** _____