



GENERAL INFORMATION

<i>TITLE</i>	Assistant Superintendent for Teaching, Learning, and Innovation
<i>DEPARTMENT</i>	Administration
<i>LICENSURE</i>	Professional Educator License (PEL)
<i>ENDORSEMENT</i>	Superintendent with General Administration and/or Principal or equivalent
<i>CLASSIFICATION</i>	Certified
<i>FLSA STATUS</i>	Exempt
<i>REPORTS TO</i>	Superintendent
<i>SUPERVISORY RESPONSIBILITIES</i>	Department of Teaching, Learning, and Innovation
<i>PRIOR EXPERIENCE</i>	Minimum of eight years of progressively responsible experience in education, educational administration, or related field which includes three years of experience working in an educational leadership position at the district level, as well as successful classroom teaching experience.
<i>EVALUATION</i>	Evaluated by the Superintendent of Schools and/or designee using the agreed upon evaluation tool. This includes formal observation of job performance, inclusion of informal observation data, an artifact file, and other sources of data. The evaluation cycle for the Assistant Superintendent for Teaching, Learning, and Innovation shall be one school year.

JOB GOAL

The Assistant Superintendent for Teaching, Learning, and Innovation provides vision and leadership in the ongoing establishment of goals, planning, development, coordination, implementation, and evaluation of curriculum, instruction, assessment, and staff development to ensure that each student is provided with a rich and rigorous educational experience.

MAJOR DUTIES & PERFORMANCE RESPONSIBILITIES

The criterion indicated below are intended to describe various types of work that may be performed. The exclusion of specific responsibilities does not prohibit them if the work is similar, related, or a logical task of the position.

- Plans, directs, and monitors the curriculum and instruction programs of Deerfield Public Schools District 109.
- Oversees the District’s curriculum implementations and review cycles and provides adequate curriculum materials, resources, training, and equipment for all schools and relevant personnel.
- Assists with the development of strategic goals/objectives related to the overall operation of the District with primary focus on curriculum and innovative instructional programs in all schools.
- Provides support to principals in evaluation of local program and in planning for improvement of the program.
- Provides coordination in the development of budget items related to curriculum and instruction for all schools.
- Advises the superintendent and other assistant superintendents on the selection of staff.
- Supervises and evaluates staff and ensures efficient departmental efforts through appropriate delegation.
- Guides the development, revision, and implementation of PK-8 vertical curriculum in all subject areas including alignment to resources, assessment recommendations, suggested teaching strategies, and classroom activities, and assures that curricula are aligned to national and state standards where appropriate.
- Communicates with parents, students, staff, community and the local high school district about issues related to the successful transition of students from DPS109 into high school.
- Develops and implements educational activities, both strategic and operational, including metrics to track and evaluate progress, and monitors the collection and analysis of data to improve the instructional program.
- Develops and refines tools for appropriate assessment of students, schools, and organizational performance; monitors the collection and analysis of data to improve the instructional program, and oversees the interpretation of assessment and other data to staff and community and monitors results of student learning.
- Guides school leaders in the development of school curriculum, facilitates collaboration among school sites, and supervises the work of curriculum consultants and team members in order to formulate action plans and modify programs and procedures to improve district efforts.
- Provides school leaders the tools, support, and training needed to refine and articulate the overall instructional strategies for all schools and students.

- Uses knowledge of research designs, statistical methodologies, and Family Educational Rights and Privacy Act of 1973 (FERPA) laws related to confidentiality of student information to review and approve research applications.
- Plans, implements, and evaluates the integration of technology and electronic tools in teaching, learning, management, and communication.
- Prepares, completes, and maintains required documentation that is current, accurate, and complete and submits requested information in a timely manner.
- Works with District staff to develop, oversee, and evaluate the effectiveness of a professional development program to improve learning for staff and administrators.
- Budgets resources (funding, time, people, technology, etc.) appropriately to achieve district priorities and supports and monitors local, state, and federal guidelines, rules, and procedures and collective bargaining agreement provisions for sound fiscal management of district funds.
- Responds professionally to common inquiries or complaints from various stakeholders on a variety of topics including, but not limited to, curriculum, instruction, and assessment.
- Promotes community understanding of the District's goals, missions, and programs and serves as an ambassador and advocate.
- Collaborates with the Superintendent, district and site leadership, and staff to develop and implement programs designed to ensure a high level of student achievement.
- Provides support to district and school leadership teams for continuous improvement.
- Provides oversight to ensure compliance with the state's accountability system and administrative oversight for the various state and federal grants related to all instructional levels.
- Analyzes and interprets results of district and state assessment, determines trends and makes recommendations to the Superintendent.
- Performs other duties as assigned by the Superintendent.

MENTAL DEMANDS

Knowledge

- Thorough knowledge of written and oral communication skills with demonstrated ability to communicate effectively in person by e-mail and by phone to resolve issues related to areas of responsibility.
- Thorough knowledge of and ability to promote a positive learning culture and ability to develop and motivate staff.
- Thorough knowledge of and practical experience with concepts and principles of curriculum design, development, and evaluation.
- Thorough knowledge of rules and regulations pertaining to instructional and assessment programs.
- Thorough knowledge of practical application of both student and adult learning principles.
- Thorough knowledge of evaluation, assessment, accountability, and school improvement planning including interventions for students and schools.
- Thorough knowledge of and ability to develop and successfully carry out implementation plans.
- Thorough knowledge of instructional technology.

Ability

- The employee shall communicate effectively with a variety of audiences in a variety of ways; model effective leadership; interpret laws and regulations related to education; lead successful, district-level improvement efforts; organize and prioritize assigned tasks and projects; promote consensus with groups of individuals having diverse interests and values; construct, implement, and monitor time lines and meet deadlines on projects and reports; make decisions and resolve complex issues in a timely and organized manner; and establish and maintain effective working relationships with staff and the public.

Education/Preparation

- The employee shall possess the minimum of a Master's degree in educational administration or curriculum and instruction but an advanced preparation degree beyond a Master's degree is strongly preferred.

Reasoning

- The employee must have the ability to solve complex problems in situations where only limited standardization exists. Ability to interpret instructions provided through written and oral form.

PHYSICAL DEMANDS

- While performing the duties of this job, the employee is regularly required to stand, walk, talk or hear, and taste or smell. The employee frequently is required to use hands to handle or feel instructional materials. The employee is occasionally required to sit; climb or balance; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT

- The employee shall possess personal computing skills with the following types of software; web browsers, word processing, spreadsheet, and databases and student database systems. The employee shall use board approved resources, technology, and assistive technology. While performing the duties of this job, the employee works in a building setting with children, works in outdoor weather conditions, and is subject to noises associated with both an educational environment and other setting such as the gymnasium, lunchroom, LMC, busses, and traffic coordination both before and after school.

The mental demands, physical demands, and work environment characteristics are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to allow an employee with disabilities to perform the essential functions.

REVISED

- December 12, 2016