



**GENERAL INFORMATION**

<i>TITLE</i> .....	Curriculum Specialist
<i>DEPARTMENT</i> .....	Teaching, Learning, and Innovation
<i>LICENSURE</i> .....	Professional Educator License (PEL)
<i>ENDORSEMENT</i> .....	Required - Content area certification in the area to which candidate is applying. Preferred – Teacher Leader endorsement
<i>CLASSIFICATION</i> .....	Certified
<i>FLSA STATUS</i> .....	Non-exempt
<i>REPORTS TO</i> .....	Assistant Superintendent for Teaching, Learning, and Innovation
<i>SUPERVISORY RESPONSIBILITIES</i> .....	N/A
<i>PRIOR EXPERIENCE</i> .....	Four years of classroom teaching experience
<i>EVALUATION</i> .....	Evaluated by certified evaluators in either the Department for Teaching, Learning, and Innovation or building level administrators using the agreed upon evaluation tool. This includes formal observation of job performance, inclusion of informal observation data, an artifact file, student growth measures beginning in the year 2016, and other sources of data. The evaluation cycle for teachers not in continued contractual service (tenure) shall be one school year. The evaluation cycle for teachers who have attained tenure in District 109 shall be two school years unless job performance is deemed as “needs improvement” or “unsatisfactory.”

**JOB SUMMARY**

Under general supervision, the employee:

- Develops capacity of individuals, teams, and whole staff to continuously improve
- Engages colleagues in individual, team, and school wide professional learning to address the learning needs of all students
- Models skillful and innovative instructional practices
- Develops own, individual, and team knowledge and skills to access, organize, and display team, grade level, department, and individual data
- Exhibits patience and perseverance to support colleagues through the change process
- Facilitates individual and team reflection on current practices compared to educator performance standards

**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.

- Leads in the development and maintenance of a coordinated K-8 educational program designed to meet the needs of all students.
- Guides staff through the development, implementation, assessment, and evaluation of curriculum and instruction.
- Supports improvement of classroom leadership, instruction, and operations, and is driven by a desire to produce quantifiable student achievement gains.
- Designs and gathers feedback on curriculum and instruction from staff, students, and families.
- Leads in the development of progress reports and other communication tools for students and families.
- Works with other curriculum specialists, department heads and iCoaches to promote a curriculum that is vertically and horizontally aligned.
- Assists in annual updates to curricular programming.
- Acts as the PLC leader for designated middle school teams
- Assumes responsibility for inventory and accounting of department materials and supplies.
- Prepares course descriptions for student scheduling in conjunction with members of the department.
- Assists in the recruitment, screening, interviewing, training, and assignment of department personnel.
- Supports the department of Teaching, Learning, and Innovation in the adoption of new resources, curriculum, and materials.
- Sets an example of professionalism and leadership for other members of the department.
- Responsible for the upkeep of department communication tools such as the website and course catalog.

- In conjunction with members of the department prepares and reports goals to administration, central office and superintendent, and the Board of Education.
- Potentially instructs one to two sections of the content area in which they are responsible if student enrollment and/or class size issues should arise.
- Performs other duties consistent with the content area position that may be assigned.

## **MENTAL DEMANDS**

### *Knowledge*

The employee must have foundational knowledge of district curricular standards and targets; State of Illinois learning standards; best practices in teaching; differentiated instruction; successful classroom management strategies; and other related curriculum objectives.

### *Ability*

The employee shall plan, develop, implement, deliver, teach, and evaluate the district's curriculum and address identified deficiencies; engage in the collaborative dialogue with peers; maintain records and prepare reports; communicate effectively both orally and in writing; read, interpret, apply, and explain policies and procedures; meet the requirements of schedules and time lines; take professional initiative; plan and organize work independently; develop effective lesson plans; read a variety of materials; efficiently employ differentiated teaching methods; learn new methods of teaching through ongoing professional development; implement a student centered approach to discipline, problem-solving and conflict-resolution; ability to work cooperatively and effectively with other certified and non-certified personnel, parents, and community members.

### *Education/Preparation*

The employee shall possess the equivalent of a Master's Degree; completion of a teacher preparation program through an accredited university or college; successful completion of State proficiency exams; four years of successful classroom teaching experience; and possess/maintain appropriate licensure through the State of Illinois.

### *Reasoning*

The employee must have the ability to solve practical 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 and classroom tools. 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 30 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 including web browsers, word processing, spreadsheet, and databases and student database systems. The employee shall use board approved resources, classroom textbooks, teacher manuals, technology, and assistive technology. While performing the duties of this job, the employee works in a classroom setting with children, occasionally works in outdoor weather conditions, and is subject to noises associated with an educational environment.

*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.*

## **ADOPTED**

- November 13, 2017