

**PUEBLO SCHOOL DISTRICT 60**  
**ADMINISTRATIVE JOB DESCRIPTION**

It is essential that all employees of Pueblo School District 60 understand our mission is to provide a high-quality education that assures each student the knowledge, skills, and dispositions to lead a life of purpose and impact. Employees support the community and thrive in connecting with our students by embracing the core values of the district, which state:

- We believe that the success of every student is our most important commitment.
- We believe that collaboration and engagement with our community, parents, staff, and students are essential to our success.
- We believe that we must act with integrity, celebrate diversity, and promote equity.
- We believe that each individual must be treated with dignity and respect.
- We believe that the social and emotional well being of our students is as important as their academic needs.
- We believe that it is our responsibility to provide a safe, positive, and supportive environment for our students and staff
- We believe that our community heritage, traditions, and history should inform our response to future student and district needs.

As we embrace these values and consider their impact, we will achieve our vision of being a high performing school district that inspires community confidence. Each employee plays a part, and that contribution should bring us closer to helping each student achieve their dreams.

**Job Title:** Director of Curriculum and Instructional Programming  
**Prepared Date:** 04/30/2020  
**Revised Date:** 9/1/2021  
**Work Year:** 220 days  
**Department:** Learning Services  
**Reports To:** Assistant Superintendent of Teaching and Learning Services  
**Salary Range:** APT Salary Schedule  
**Benefits:** Fringe Benefits based on Schedule C Benefits  
**Status:** FLSA Status: Exempt

**SUMMARY OF FUNCTIONS:**

The Director of Curriculum and Instructional programming will support the effective selection and implementation of district curriculum and the development of instructional programming including Career and Technical Education, Concurrent Enrollment, and Secondary Literacy; This position is also responsible for the facilitation of professional development in assigned areas of responsibility.

**QUALIFICATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**REQUIRED:**

- Colorado Principal License within 60 days from date of hire
- Master's Degree

- Three (3) years of successful school or district level instructional administrative experience
- Five (5) years of successful classroom teaching experience
- Valid Colorado Driver License
- Such alternative to the above qualifications as the Board and Superintendent may find appropriate and acceptable
- Employee must complete a fingerprint-based criminal background check and must be cleared by the Office of Human Resources
- Must be able to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary

**PREFERRED:**

- Master's Degree specific to Curriculum
- School principal experience
- District level leadership experience in related area
- Literacy content expertise

**KNOWLEDGE AND SKILLS:**

- Strong knowledge of relationship between assessments, curriculum, pedagogy, and standards
- Experience with grand funding and resource compliance regulations
- Solid understanding of K-12 vertical alignment of academic standards and instructional best practices
- Experience developing scope and sequence documents to support instructional planning and data analysis
- In-depth knowledge of Common Core State Standards, Colorado Academic Standards, and the ability to support instructional planning and data analysis
- Knowledge of both core content Tier 1 curriculum resources as well as intervention curriculum resources
- Knowledge of reading and writing developmental process
- Strong knowledge of Secondary Literacy and Social Studies curriculum and best practices
- Knowledge of mathematical content standards and standards for mathematical practice
- Knowledge of concurrent enrollment and Career and Technical Education (CTE) curriculum and programming
- Knowledge of K-12 summative and formative assessment tools to support differentiated planning and progress monitoring
- Knowledge of intervention models, schedules, and systems to support all learners including ESS and ELL students
- Knowledge of the teaching/learning cycle and data driven lesson planning
- Experience facilitating professional development in core content areas
- Strong organization skills, superior presentation and public relation skills
- Ability to work effectively and cooperatively with all constituents in the public school environment and in the community
- Understanding of district programs, including STEM, IB, AVID, and Innovation

## **ESSENTIAL JOB DUTIES AND RESPONSIBILITIES:**

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. This organization believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's/department's goals. Actual duties, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

- Develop, implement, evaluate, and revise curriculum instructional sequence in all assigned content areas
- Work collaboratively with Assistant Superintendent and content specialist to ensure implementation of curriculum, assessments and best practices
- Work collaboratively with the Director of Professional Development to align and provide training opportunities for new curriculum resources and programming, including CTE and Secondary Literacy
- Work collaboratively with principals to ensure that curriculum resource needs are met and remain readily available to support schools
- Oversee, supervise and work collaboratively with Curriculum Content Area Specialists to ensure the continuous delivery of curriculum, design and best practices
- Use stakeholder feedback to maintain a high level of customer satisfaction
- Conduct inventory of all curriculum resources and provide updates on school needs to Assistant Superintendent
- Coordinate and develop pathway options for school district Career and Technical Education programs
- Oversee alignment and compliance of Perkin's Grant as it pertains to curriculum and programming; and assist Executive Director of Secondary and CTE to complete CTA and Perkin's annual reports
- Ensure that district CTE teachers obtain proper credentials
- Manage and track concurrent enrollment opportunities for secondary students
- Lead programmatic development and decision-making pertaining to secondary literacy and social studies
- Lead implementation of new graduation guidelines including development of new course offerings, capstone project, Latin laude implementation, and NCAA requirements
- Assist the Assistant Superintendent with appropriate BOE presentations and attend all BOE meetings, as requested
- Work with Assessment Coordinator in the selection and use of summative and formative assessments at the district and school levels
- Review and revise board policy as requested related to curriculum, instructional programming and assessment implementation

## **NON-ESSENTIAL DUTIES:**

- Perform any and all other duties as assigned by Assistant Superintendent of Teaching and Learning Services and/or Superintendent

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential

functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**PHYSICAL DEMANDS:**

Every facilities employee must be able to pass a lift test required by the District. While performing the duties of this job, the employee is required to stand; walk; sit; use hands and fingers to handle or feel. The work requires the use of telephone and using fingers to operate computer keyboards. The employee is continually hearing and speaking to exchange information. The employee is required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl.

In an 8-hour workday, this job requires:

- R – Rarely (Less than .5 hr per day)
- F – Frequently (2.5 – 5.5 hrs per day)
- NA – Not Applicable
- O – Occasionally (.5 – 2.5 hrs per day)
- C – Continually (5.5-8 hrs per day)

Physical Requirements	NA	R	O	F	C
Sitting				X	
Stationary Standing				X	
Walking (level surface)				X	
Walking (uneven surface)				X	
Crawling	X				
Crouching (bend at knees)			X		
Stooping (bend at waist)			X		
Twisting (knees/waist/neck)			X		
Turn/Pivot			X		
Climbing (stairs)			X		
Climbing (ladder)	X				
Reaching overhead			X		
Reaching extension				X	
Repetitive use arms					X
Repetitive use wrists					X
Repetitive use hands grasping				X	
Repetitive use hands squeezing				X	
Fine manipulation				X	
Using foot control	X				
*Pushing/Pulling Maximum weight: 40 lbs.			X		
Lifting Maximum weight: 40 lbs.			X		
Carrying Maximum weight: 40 lbs.			X		

**WORKING CONDITIONS:**

Employee will work primarily in a school/office environment with both natural and fluorescent lighting; fast-paced work, constant interruptions; The noise level is usually quiet in an office environment but can be noisy at times.