

SAN DIEGO UNIFIED SCHOOL DISTRICT

POSITION DESCRIPTION

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| TITLE: | Program Director, Curriculum, Assessment, and Instructional Design | REPORTS TO: | Deputy Superintendent |
| DEPARTMENT: | Curriculum, Assessment, and Instructional Design | CLASSIFICATION: | Certificated Management |
| FLSA: | Exempt | SALARY GRADE: | 030 AASD |
| ISSUED: | June 23, 2009 | | |

BASIC FUNCTION:

Manage and coordinate the Curriculum, Assessment, and Instructional (CAI) Design Team members in the redesign/design of the written district curriculum, its assessment, and resource alignment products; work with the Director of Professional Development for Instructional Support and the Director of Professional Development for Administrator Support in an integrated way to see that the curriculum is deployed and moved toward implementation.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

E = Essential Functions

Provide oversight of all the curriculum products that are designed in the district. ***E***

Supervise, coach, and mentor the CAI Design Team in their implementation all curriculum, assessment, and instructional specification skills and evaluate their proficiencies on such skills. ***E***

Supervise CAI Design Team members in the design of Early Childhood through Level 14 (second year of college) across grade level/course scopes and sequences of curriculum objectives with identification of formative and summative assessments aligned to objectives; ensure that courses of study, including objectives to be learned in language students and parents/guardians will understand, are prepared. ***E***

Work with CAI Design Team to organize district curriculum objectives with learning assessments by the district, state, and other test situations along with sample test items. ***E***

Provide direction on the types of resources that should be adopted by the district that are best aligned to the district curriculum objectives, including extensive vocabulary lists for each grade and course. ***E***

Determine how current units of study will be revised once the restructure curriculum is in place. ***E***

Assist in the establishment of the content in a criterion-referenced assessment system that documents, records, reports, and awards credit for student skill attainment; and establishing a student progress reporting system around the objectives, which can be leveled by instructional placement of each student. ***E***

Work with the CAI Design Team to select and write diagnostic instructional level assessments around “chunks” of objectives; prepare pre and post end of term/course tests which can be used both as summative and formative assessments; select/design a bank of multiple diagnostic assessments aligned to each objective for teachers to use in diagnosing and determining instructional student assignments to maximize student learning; use state assessment released tests and other sample assessments to design a practice test, which can also serve as a diagnostic assessment several weeks prior to the state testing time. ***E***

Assist in establishing a criterion-referenced information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation. ***E***

Use data from national and international assessments to evaluate the status of students from a national perspective and for curriculum revision as well as program design. *E*

Assist educators in the use of summative, high stakes tests for accountability purposes but also to provide data to teachers about incoming students' knowledge and deficiencies and about how well past students in each teacher's classroom have performed. *E*

Work in collaboration with the Director of Professional Development in deploying and delivering the coaching needed to implement the curriculum. *E*

Establish, direct, and participate in committees for program planning, implementation, and monitoring; schedule meetings and supervise activities for the Curriculum, Instruction, Professional Development, and Special Programs Support Service Division. *E*

Plan and recommend programs, objectives, and procedures for the department. *E*

Work with the Research, Assessment, Program Evaluation, and Accountability Division to analyze student achievement, program design and implementation and effectiveness of instructional programs and initiatives, assessments, district professional development, and support strategies. *E*

Assist the Executive Director for Curriculum, Instruction, Professional Development, and Special Programs Support Service Division in planning, recommending policies and goals, special studies, projects, and investigations for the district within the Division. *E*

Perform related duties as assigned.

EDUCATION AND EXPERIENCE:

A combination equivalent to a Master's Degree in education and three years of experience in teaching or administrative assignments.

LICENSES AND REQUIREMENTS:

Valid Teaching Credential.
Valid California Driver's license.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- District curriculum, assessment, and instructional specifications.
- State-of-the-art theories, techniques and methodologies of instruction and district operations.
- Current literature, trends and development in the field of curriculum, assessment, instruction, and staff development.
- Strategies for visioning processes and bringing about effective change and continuous improvement in large urban school systems.
- Collaborative and team building strategies.
- Effective adult learner professional development approaches.
- EC-14 education and its multi-disciplinary perspective.
- Transfer effects and the design of curriculum, and constructs of the written, taught, and tested curriculum.
- Test deconstruction for topological alignment.
- Various types of cognition models, and calibration of curriculum content, contexts, and cognitions.
- Formative and summative assessments and their purpose.
- High stakes external summative assessments impacting students in the district (e.g. state tests and university entrance tests).
- Mastery learning and its components and use, teaching to mastery including the use of mass and distributed practice and the required instructional proficiencies.
- Powerful instructional practices (e.g. Hunter, Marzano, and Resnick).

- Strategies for closing the achievement gap of students.
- Various curriculum management systems and Data Director.
- District organization, operations, policies, and objectives.

Budget preparation and control.
Oral and written communication skills.
Principles and practices of administration, supervision, and training with a focus on reflective practice.
Applicable laws, codes, regulations, policies and procedures.
Interpersonal skills using tact, patience and courtesy.
Operation of a computer and assigned software.

ABILITY TO:

Lead a major change effort in the restructuring of the district's approach to curriculum design.
Set high-level goals, develop long-range plans, and accept personal accountability for moving in the direction of the goals.
Design, implement and evaluate curricular design processes.
Coach and mentor staff using a reflective approach for dialogue to reach collaborative learning.
Establish and maintain effective working relationships and work collaboratively with other administrative leaders in carrying out the work of the district.
Problem solve, using extensive data when available to determine solutions.
Train and evaluate the performance of assigned staff.
Deconstruct tests across grades for spiraling of the concept being taught.
Write precise curriculum objectives that are deeply aligned to high stakes tests and their content, contexts, and cognition requirements.
Use web-based systems to input curriculum, assessment, and instructional and resource specifications.
Review existing and pending legislation related to procedural guidelines and recommend origination, modification, or support of legislative measures.
Maintain current knowledge of applicable provisions of federal, state and district laws, rules and regulation.
Interpret, apply and explain rules, regulations, policies, and procedures.
Operate a computer and assigned office equipment.
Meet schedules and time lines.
Plan and organize work.
Prepare comprehensive narrative and statistical reports.
Direct the maintenance of a variety of reports and files related to assigned activities.

WORKING CONDITIONS:

ENVIRONMENT:

Indoor office environment.

PHYSICAL ABILITIES:

Dexterity of hands and fingers to operate a computer keyboard; sitting or standing for extended periods of time; hearing and speaking to exchange information and make presentations; seeing to read and write reports; lifting light objects.

Job Code 1188

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