

TITLE: DIRECTOR OF CURRICULUM AND INSTRUCTION

QUALIFICATIONS:

1. Valid New Jersey School Administrator or Principal Certificate
2. Minimum experience as determined by the board
3. Demonstrated leadership in school improvement, program development and curriculum integration and application of technology across the curriculum
4. Ability to plan, organize and administer a district-level professional development program
5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status

REPORTS TO: Superintendent

SUPERVISES: Instructional staff as assigned

JOB GOAL:

To provide leadership in the development, implementation and coordination of the district's K-8 curriculum.

PERFORMANCE RESPONSIBILITIES:

Curriculum and Instruction

1. Supervises the district's instructional programs. Keeps abreast of current research and best practice in the areas of curriculum, teaching and learning, and interprets these to the staff.
2. Provides leadership and guidance in curriculum planning, coordination, and evaluation of the pre-K-8 instructional program, achievement of Common Core Standards and district goals and objectives through annual and five-year plans.
3. Recommends to the superintendent of adoption of collaboratively determined instructional materials, methods, and curriculum to support the education programs of the district.
4. Serves as assessment leader for classroom, local and state testing, including data collection and analysis, reporting, and recommendations for curricular and instructional improvements based on results. Includes assessment for and or learning.
5. Develops collaborative councils of teachers and administrators to review, recommend, and implement curriculum, instructional materials, and professional development.
6. Recommends to the superintendent teacher attendance at conferences and other professional growth activities.
7. Initiates and supports technology integration into the curriculum and into instructional practice; makes recommendations concerning instructional needs that technology can enhance/enable.
8. Supervises implementation of the district curriculum and state standards, conducting classroom observations of teachers and non-certified staff as requested by the superintendent.
9. Completes entitlement grants that support curriculum and instruction.
10. Ensures vertical articulation of curriculum and instruction, pre-K through eight, and actively promotes vertical articulation with the high school.
11. Oversees and implements the district mentoring and teacher orientation programs. Prepares the "Mentoring Plan" for the State.

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12. Works with principals, department heads, subject matter specialists and teachers in developing the total school curriculum, and assists in the formulation of a philosophy and objectives for the instructional plan.
13. Studies, evaluates, and, as appropriate, recommends to the superintendent the adoption of new instructional materials, methods and programs.
14. Provides leadership in the development of the pre-K-8 instructional program and achievement of state core curriculum content standards and district goals and objectives.
15. Assists in the implementation of the district's in-service education program for the instructional staff and recommends teacher attendance at conferences and participation in other professional growth activities.
16. Participates in the work of state and national curriculum study organizations and groups.
17. Recommends to the superintendent the addition of new courses and grade placement.
18. Produces curriculum bulletins, guides, or directories to be distributed to the staff as required.
19. Oversees the gifted education program for identified, profoundly gifted students, including:
 - Initiating the annual identification process, ensuring that screening and individual assessments are appropriately managed
 - Monitoring the progress of identified students, ensuring that plans and implementation are monitored and appropriate at the building level
 - Ensuring that parents are aware of the policy and of procedures related to it
20. Serves on Title 1 Committees, both at the building and district level.
21. Assists each Title 1 school in developing a parent program that serves the needs of their parents, community and school.
22. Works with schools to develop home-school compact, outlining the school's parent's responsibilities to support student's learning.
23. Provides parents' training and materials to support their children's learning.
24. Provides education to teachers and staff to communicate and work with parents as equal partners.
25. Plans and completes the local Title 1 application.
26. Helps to administer the Title 1 budget.
27. Monitors the activities of Title 1 teachers and Title 1 responsibility of the instructional consultants.
28. Assists building principals with the evaluation of instruction consultants.
29. Helps identify Title 1 staff needs and participates in the selection of program personnel.
30. Provides in-service for Title 1 staff and Title 1 buildings.
31. Coordinates the Title 1 parental involvement program.
32. Retains focus and give priority to raising the academic achievement of Title 1 students while accomplishing other tasks.

Reports

1. Produces bulletins or guides on testing and test data to be distributed to the staff as required.
2. Prepares reports on test results of individuals, classes, grade levels, schools and the district, including use of graphs and charts to make results understandable; reports will often include conclusions and recommendations for action.
3. Contributes sections to reports such as annual reports required by the NJDOE and US Dept. of

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Education, assembling and accurately analyzing test data in a timely fashion in order to meet reporting requirements and deadlines.

Meetings and committees

1. Schedules and organizes meetings in order to improve horizontal and vertical continuity and articulation by use of test data to guide the instructional program of the schools. Answers questions and instructs other district personnel regarding procedural requirements in the use and application of specific sections of the student data base.
2. Plans and presents a series of meetings each year for the purpose of explaining the use of test data to the board of education and to the parents and public at large.

Constructive Interaction with staff

1. Cooperates with the supervisor of special services, principals and staff in planning the instructional program and support services for special education pupils and other students with special needs.
2. Meets on a regular basis with all district administrators for the purpose of maintaining ongoing supervision of the coordination and implementation of the district curriculum.
3. Conducts classroom observations and provides supervision/evaluation of teachers and non-certified staff as requested by building principals or central office administrative staff.
4. Develops and oversees professional development programs for the teaching staff in collaboration with the Professional Development Committee. Plans and analyzes staff evaluation of all district professional development. Prepares "Professional Development Plans" as required by the State.

Information and resources

1. Maintains a curriculum reference library for the use of the staff and collaborates with principals and teachers to develop a common file of community resources to enhance the instructional program.
2. Secures and makes available to the staff samples of various instructional materials, textbooks and curriculum guides.
3. Coordinates the selection of textbooks and instructional materials throughout the district through the use of faculty committees and recommends those selected to the superintendent for adoption by the board of education.
4. Keeps abreast of and interprets to the staff the current research in the area of curriculum development, teaching and learning.

Other

1. Assists in the recruitment, screening, hiring, training and assigning of instructional personnel.
2. Provides input concerning administrative personnel.
3. Provides scheduling recommendations and support as needed for building principals.
4. Assumes responsibility for reviewing and evaluating results of district-wide testing programs, and for other evaluative measures used by the schools.
5. Assists in the development and coordination of the sections of the budget that pertain to curriculum and instruction, professional development activities, and the use of test data to improve curriculum and instruction.
6. Shared services. As assigned, provides assistance to other districts in testing and the use of test data in order to gain inter-district efficiencies of operations.
7. Performs other duties as may be assigned by the superintendent.

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TERMS OF

EMPLOYMENT: Salary and work year to be determined by the board of education

ANNUAL

EVALUATION: Performance of this job will be evaluated annually in accordance with NJ State law and the provisions of the board's policy on evaluations.

Approved by: Mendham Borough Board of Education

Date: September 28, 2010

Revised: October 20, 2014

LEGAL REFERENCES:

<u>N.J.S.A. 18A:6-7.1</u>	Criminal history record; employee in regular contact with pupils; grounds for disqualification from employment; exception
<u>N.J.S.A. 18A:6-10</u>	Dismissal and reduction in compensation of persons under tenure in public school system
<u>N.J.A.C. 18A:7F</u>	Comprehensive Education Improvement and Financing Act
<u>N.J.S.A. 18A:16-2</u>	Physical examinations; requirement
<u>N.J.S.A. 18A:25-2</u>	Authority over pupils
<u>N.J.S.A. 18A:26-1</u>	Citizenship of teachers, etc.
<u>N.J.S.A. 18A:26-1.1</u>	Residence requirement prohibited
<u>N.J.S.A. 18A:26-2</u>	Certificates required; exception
<u>N.J.S.A. 18A:27</u>	Employment and contracts
<u>N.J.S.A. 18A:28-3</u>	No tenure for noncitizens
<u>N.J.S.A. 18A:28-5</u>	Tenure of teaching staff members
<u>N.J.S.A. 18A:28-8</u>	Notice of intention to resign required
<u>N.J.S.A. 18A:37</u>	Discipline of pupils
<u>N.J.A.C. 6A:7</u>	Managing for equality and equity in education
<u>N.J.A.C. 6A:8</u>	Standards and assessment
<u>N.J.A.C. 6A:9</u>	Professional licensure and standards
See particularly:	
<u>N.J.A.C. 6A:9-3</u>	Professional standards for teachers and school leaders
<u>N.J.A.C. 6A:9-5</u>	General certification policies
<u>N.J.A.C. 6A:9-8</u>	Requirements for instructional certificate
<u>N.J.A.C. 6A:9-9</u>	Instructional certificates
<u>N.J.A.C. 6A:9-12.3</u>	Authorization
<u>N.J.A.C. 6A:9-12.6</u>	Supervisor
<u>N.J.A.C. 6A:9-14</u>	Acting administrators
<u>N.J.A.C. 6A:9-15</u>	Required professional development for teachers
<u>N.J.A.C. 6A:9-16</u>	Required professional development for school leaders
<u>N.J.A.C. 6A:14</u>	Special education
<u>N.J.A.C. 6A:16</u>	Programs to support student development
<u>N.J.A.C. 6A:17</u>	Students at risk of not receiving a public education
<u>N.J.A.C. 6A:30</u>	Evaluation of the performance of school districts
<u>N.J.A.C. 6A:32-4.4</u>	Evaluation of tenured teaching staff members
<u>N.J.A.C. 6A:32-4.5</u>	Evaluation of nontenured teaching staff members
<u>N.J.A.C. 6A:32-6</u>	School employee physical examinations

Immigration Reform and Control Act of 1986, 8 U.S.C.A. 1100 et seq.

No Child Left Behind Act of 2001, P. L. 107-110, 20 U.S.C.A. 6301 et seq.