

## DIRECTOR OF TEACHING AND LEARNING

### Purpose Statement

The job of Director of Teaching and Learning is done for the purpose/s of writing curriculum, planning, implementing, coordinating, maintaining and evaluating the district's curriculum programs; serving as a resource to instructional site administrators; overseeing textbook adoptions, ordering and managing instructional materials; maintain a program of professional development for certificated and classified personnel that conforms to district and state objectives; monitoring the effectiveness of professional development; and maintaining the assigned programs and services in conformance to district, state and federal guidelines.

### Essential Functions

- Oversees assigned program and/or departmental responsibilities (e.g. agency policies and procedures, grant guidelines, state and federal regulations, etc.) for the purpose of achieving outcomes in relation to organizational objectives in the areas of curriculum and instructional goals (regular education, English Language Learners and special education), professional development (certificated and classified personnel) and ensuring conformance with legal, financial and district requirements.
- Responds to issues and inquiries from school district administrators, parents and educators regarding curriculum requirements, educational reform, school improvement efforts and providing English Language Learners and special education for students with disabilities for the purpose of identifying the relevant issues and recommending or implementing a plan of action that will efficiently resolve the issue.
- Plan and implement standards, assessments and accountability for English Language Learner Programs; follow program requirements and provide guidance; and collect/research/study data, reporting and monitoring of the programs' and students' assessments.
- Researches a variety of information (e.g. current practices, instructional materials, methods, curriculum guidelines, student information systems, etc.) for the purpose of developing new programs and/or master plans. Coordinates and supervised the annual revision of the Course of Study for grades 7-12.
- Designs and directs a wide variety of professional development services for certificated and classified personnel, develop instructional programs, promotional materials, and enrollment and tracking methodologies for the purpose of implementing professional development program activities that address training needs of the District.
- Administers instructional professional development programs for the purpose of improving teacher quality.
- Researches a variety of topics (e.g. courses, materials, training, consultants, etc.) for the purpose of developing new programs that meet staff training needs.
- Manages categorical program and/or departmental responsibilities for the purpose of achieving outcomes in relation to organizational objectives and supporting English Language Learners, and ensuring conformance with legal, financial, and district requirements.

- Develops long and short range plans/programs (e.g. Needs Assessments, District Plan, LEA Plan, School Plans for Professional Development, BTSA, etc.) for the purpose of ensuring that district objectives are realized.
- Develops long and short range plans/programs and/or budgets (e.g. instructional materials, bilingual programs, program improvements, etc.) for the purpose of ensuring that instructional resources are effectively utilized, expenditures are within budget and district educational objectives are achieved.
- Monitors professional development (e.g. consultants, course outcomes, training staff, etc.) for the purpose of ensuring that performance outcomes are achieved within budget, department and district objectives.
- Monitors fund balances of assigned programs and related financial activity (e.g. department, Title II, Grants, etc.) for the purpose of ensuring that expenses are within budget limits and/or fiscal practices are followed.
- Prepares a wide variety of often complex materials (e.g. plans, budgets, funding requests, reports, analyses, recommendations, procedures, etc.) for the purpose of documenting activities and issues, meeting compliance requirements, providing audit references, making presentations, and/or providing supporting materials for requested actions.
- Compile data from a wide variety of sources (e.g. staff, public agencies, government reports, trade periodicals, etc.) for the purpose of analyzing issues, ensuring compliance with mandated requirements, and monitoring program components.
- Anticipates significant educational changes, trends, regulations related to school improvement, educational reform and special services for the purpose of communicating curriculum, instruction and assessment changes to district administration and Board of Trustees.
- Develops proposals, new programs and grants for the purpose of meeting district and state educational objectives.
- Facilitates communication and coordination among instructional staff (e.g. districtwide in-service, courses for teachers, curriculum related questions/concerns, etc.) for the purpose of meeting curriculum guidelines and ensuring that state mandates are achieved.
- Manages curriculum content for the purpose of conveying information and/or recommendations regarding district curriculum.
- Presents information on a variety of topics (e.g. current practices, methods, curriculum guidelines, board objectives, etc.) for the purpose of conveying information and/or recommendations regarding district curriculum.
- Perform personnel functions (e.g. interviewing, evaluating, training, supervising, etc.) for the purpose of maintain adequate staffing, enhancing productivity of personnel and achieving objectives within budget.
- Attends meetings as assigned (e.g. Board meetings, trainings, hearings, etc.) for the purpose of conveying and/or gathering information regarding the district's education objectives.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring an efficient and effective work environment.

### **Job Requirements: Minimum Qualifications**

#### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: leadership; developing effective working relationships; operating standard office equipment including utilizing pertinent software applications; planning and managing projects and programs; overseeing program activities; preparing and maintaining accurate records; and conveying policies and procedures.

KNOWLEDGE is required to compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes: age appropriate activities; adult learning theory, curriculum and instructional materials, concepts of grammar and punctuation; program assessment and reporting methodologies, employer-employee relations; contract administration; pertinent federal, state and local laws, codes and regulations; applicable sections of California Education Code and other applicable codes, laws, rules, and regulations related to assigned activities; programs and issues that affect district schools; public education systems and county and community resources and agencies; programs and issues that affect district schools; effective staff development programs; standard business practices; basic budgeting; and contract administration and communications systems.

ABILITY is required to organize a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstance; analyze data utilizing a variety of complex processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of types of job-related equipment. In working with others, independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is moderate. Specific abilities required to satisfactorily perform the functions of the job include; adapting to changing working priorities; communicating with divers groups; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; and working with detailed information/data.

### **Responsibility**

Responsibilities include: working independently under broad organizational guidelines to achieve unit objectives; managing a department; and supervising the use of funds. Utilization of significant resources from other work units is routinely required to perform the job's functions. There is continual opportunity to significantly impact the Organization's services.

**Working Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; some stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 50% sitting, 25% walking, and 25% standing. The job is performed under a generally hazard free environment.

**Physical Requirements**

Hearing and speaking to exchange information and make presentations; seeing to perform assigned duties; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects.

**Education and Experience**

A master’s degree in educational leadership or related field is required. A minimum of three years of progressive experience in educational administration and/or experience in educational settings. Experience and knowledge in instructional programs is desirable.

**Required Testing**

None Specified

**Certificates Required**

California Teaching Credential  
California Administrative Services Credential  
Valid Drivers Licenses

**Continuing Educ./Training**

None Specified

**Clearances**

Pre-placement Physical Exam; TB Clearance; and  
Criminal Justice Fingerprint/Background Clearance

*Sweetwater Union High School District programs and activities shall be free from discrimination based on age, gender, gender identity or expression, or genetic information, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation; the perception of one or more of such characteristics; or association with a person group with one or more of these actual or perceived characteristics.” SUHSD Board Policy 0410*

*Management Job Description  
Adopted by BOT 5.26.15*

*Salary Range 1*