



# Poudre School District

HUMAN RESOURCES DEPARTMENT

## JOB DESCRIPTION

Job Title: **Director of Curriculum, Instruction & Assessment** FLSA Status: **Exempt**  
Job Family: **Certified Administrative** Pay Range: **F**  
Prepared/Revised Date: **January 1, 2018** Job Code: **10409**  
Days: **260**

**SUMMARY:** Direct curriculum development, implementation, and assessment. Work with the Superintendent Team, Leadership Team, Principals and Curriculum Coordinators to further develop, refine and communicate the vision and district model for pre K-12 curriculum, instruction and assessment. Implement the District's comprehensive assessment program. Develop and select appropriate assessment instruments to meet a variety of school and classroom needs. Report and communicate assessment results to staff, community, state and federal government. Establish and communicate procedures, processes and policies for Curriculum, Instruction and Assessment department and Poudre School District.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

| Description of Job Tasks  |
|---|
| 1. Research and implement current instruction practices to support curriculum.  |
| 2. Create and administer district assessments as required by law and communicate information to schools, parents and state.   |
| 3. Supervise and evaluate licensed and classified staff.  |
| 4. Work collaboratively with Assistant Superintendents of School Services, Student Achievement, Data & Assessment and Professional Development departments in addressing district curriculum needs.   |
| 5. Oversee facilitation of all textbook adoption processes.   |
| 6. Work with staff, parents and community groups to solve curriculum issues, needs and build knowledge base.  |
| 7. Work collaboratively with district level school improvement team to facilitate district and school level improvement process.  |
| 8. Administer post-secondary options through ongoing work with counselors, parents, students and colleges and/or universities.  |
| 9. Work with site administrators and site accreditation teams.  |
| 10. Organize and facilitate the district accreditation report review process.   |
| 11. Review report results and make recommendations to site teams and administrators   |
| 12. Oversee curriculum department budget.   |
| 13. Additional responsibilities include serving as the co-chair for the District Accountability Committee, act as Colorado State University program liaison, and assist in the overseeing and implementing accreditation contract between the District and State. |
| 14. Perform other duties as assigned.   |



**EDUCATION AND RELATED WORK EXPERIENCE:**

- Master’s degree in Educational Administration or Curriculum Development required, Ed.D. or Ph.D. preferred.
- A minimum of five years of building administration required.
- Equivalent combination of education and experience acceptable.

**LICENSES, REGISTRATIONS or CERTIFICATIONS:**

- Criminal background check required for hire.
- Colorado Principal or Administrator’s License.
- Valid Colorado driver’s license.

**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

- Ability to communicate with staff, parents and community.
- Critical thinking and problem-solving skills.
- Strong written and oral communicate skills
- Ability to set high standards and achieve them.
- Knowledge of current PSD vision and strategic goals.
- A belief that all students are capable of learning.
- Human relation skills.
- Knowledge of No Child Left Behind federal regulations/mandates.
- Commitment to providing personal and professional excellence.
- Ability to effectively train district staff, administrators and teachers.
- Ability to manage multiple priorities.
- Ability to be a part of/work with a team.
- Ability to maintain honesty and integrity in all aspects of the job.
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence.
- Ability to promote and follow Board of Education policies, Superintendent policies and building and department procedures.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.

**MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**

- Personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Word, Excel, PowerPoint, Outlook, and/or other department software packages.

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

|                        | POSITION TITLE   | # of EMPLOYEES |
|------------------------|--|----------------|
| <b>Reports to:</b>     | Assistant Superintendent of Student Achievement  |                |
| <b>Direct reports:</b> | Assessment Coordinator, Curriculum Facilitators, Assessment Data Analyst, Department Secretaries, Textbook Program Manager, Hands-On Science Technicians | 21             |



**PHYSICAL REQUIREMENTS & WORKING CONDITIONS:** *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 ACTIVITIES:                | Amount of Time |           |            |          |
|-------------------------------------|----------------|-----------|------------|----------|
|                                     | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Stand                               |                |           |            | X        |
| Walk                                |                |           |            | X        |
| Sit                                 |                |           | X          |          |
| Use hands to finger, handle or feed |                |           |            | X        |
| Reach with hands and arms           |                |           | X          |          |
| Climb or balance                    |                | X         |            |          |
| Stoop, kneel, crouch, or crawl      |                | X         |            |          |
| Talk                                |                |           |            | X        |
| Hear                                |                |           |            | X        |
| Taste                               | X              |           |            |          |
| Smell                               | X              |           |            |          |

| WEIGHT and FORCE DEMANDS: | Amount of Time |           |            |          |
|---------------------------|----------------|-----------|------------|----------|
|                           | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Up to 10 pounds           |                | X         |            |          |
| Up to 25 pounds           | X              |           |            |          |
| Up to 50 pounds           | X              |           |            |          |
| Up to 100 pounds          | X              |           |            |          |
| More than 100 pounds      | X              |           |            |          |

| MENTAL FUNCTIONS:    | Amount of Time |           |            |          |
|----------------------|----------------|-----------|------------|----------|
|                      | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Compare              |                |           |            | X        |
| Analyze              |                |           |            | X        |
| Communicate          |                |           |            | X        |
| Copy                 |                | X         |            |          |
| Coordinate           |                |           |            | X        |
| Instruct             |                |           |            | X        |
| Compute              |                | X         |            |          |
| Synthesize           |                |           |            | X        |
| Evaluate             |                |           |            | X        |
| Interpersonal Skills |                |           |            | X        |
| Compile              |                |           | X          |          |
| Negotiate            |                |           | X          |          |

| WORK ENVIRONMENT:                     | Amount of Time |           |            |          |
|---------------------------------------|----------------|-----------|------------|----------|
|                                       | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Wet or humid conditions (non-weather) | X              |           |            |          |
| Work near moving mechanical parts     | X              |           |            |          |
| Work in high, precarious places       | X              |           |            |          |
| Fumes or airborne particles           | X              |           |            |          |
| Toxic or caustic chemicals            | X              |           |            |          |
| Outdoor weather conditions            | X              |           |            |          |
| Extreme cold (non-weather)            | X              |           |            |          |
| Extreme heat (non-weather)            | X              |           |            |          |
| Risk of electrical shock              | X              |           |            |          |
| Work with explosives                  | X              |           |            |          |



| WORK ENVIRONMENT: | Amount of Time |           |            |          |
|-------------------|----------------|-----------|------------|----------|
|                   | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Risk of radiation | X              |           |            |          |
| Vibration         | X              |           |            |          |

| VISION DEMANDS:   | Required |
|---|----------|
| No special vision requirements.                           |          |
| Close vision (clear vision at 20 inches or less)          | X        |
| Distance vision (clear vision at 20 feet or more)         | X        |
| Color vision (ability to identify and distinguish colors) |          |
| Peripheral vision   |          |
| Depth perception  | X        |
| Ability to adjust focus                                   | X        |

| NOISE LEVEL: | Exposure Level |
|--------------|----------------|
| Very quiet   |                |
| Quiet        |                |
| Moderate     | X              |
| Loud         |                |
| Very Loud    |                |