

POSITION DESCRIPTION
NORTHFIELD PUBLIC SCHOOLS

December 2014

SECTION I: GENERAL INFORMATION

Position Title: Director of Teaching and Learning	Department: Teaching and Learning
Immediate Supervisor's Position Title: Superintendent	FLSA Status: Exempt
Band/Grade/Subgrade: F-10-1	Bargaining Unit: Non-Union Administrators - Cabinet
Job Summary: Under the direction of the Superintendent, the Director of Teaching and Learning is responsible for aligning the District's curriculum with Minnesota academic standards, facilitating the curriculum review process, leading the District's staff development program, and administering the District's Response to Intervention program.	

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

Duty/Responsibility No:	1	Statement of duty/responsibility:
Percent of Time:	20%	Plans and directs the District's curriculum review process to ensure high quality teaching strategies and alignment to Minnesota standards.
Tasks involved in fulfilling above duty/responsibility: <ul style="list-style-type: none"> • Schedules curriculum review process • Organizes curriculum review teams • Facilitates curriculum review process • Designates resources to support necessary curriculum writing by licensed teachers • Reviews and approves work of curriculum review teams to ensure high quality curricula and alignment to District expectations and State standards. • Supports teachers during the implementation process of new curriculum 		

Duty/Responsibility No:	2	Statement of duty/responsibility:
Percent of Time:	10%	Plans and directs the acquisition of instructional resources to support District curriculum.
Tasks involved in fulfilling above duty/responsibility: <ul style="list-style-type: none"> • Facilitates, as part of the curriculum review process, the selection of instructional materials • Researches and recommends purchasing of instructional materials • Facilitates and/or delegates the inventory process of District instructional materials • Serves as a member of the District capital committee 		

Duty/Responsibility No:	3	Statement of duty/responsibility: Plans and directs the District's professional development programs for licensed teaching staff.
Percent of Time:	15%	
Tasks involved in fulfilling above duty/responsibility:		
<ul style="list-style-type: none"> • Researches, selects, and facilitates appropriate professional training for buildings, departments, and/or grade levels to successfully implement curriculum content • Researches, selects, and facilitates appropriate professional training for buildings, departments, and/or grade levels to enhance pedagogical practice • Researches, selects, and facilitates appropriate professional training for buildings, departments, and/or grade levels on topics deemed to improve the quality of teaching and learning in the District • Facilitates the District Staff Development Committee to inform the selection of appropriate professional training as listed above. 		

Duty/Responsibility No:	4	Statement of duty/responsibility: Coordinates the District's Response to Intervention activities
Percent of Time:	15%	
Tasks involved in fulfilling above duty/responsibility:		
<ul style="list-style-type: none"> • Supervises the District's RtI Intervention Coaches and facilitates their work across the District 		

Duty/Responsibility No:	5	Statement of duty/responsibility: Facilitates community involvement in District goals during the Continuous improvement process
Percent of Time:	10%	
Tasks involved in fulfilling above duty/responsibility:		
<ul style="list-style-type: none"> • Chairs District Educational Program Assessment Committee (DEPAC) • Communicates DEPAC goals to Principals for consideration as part of their School Improvement Plan 		

Duty/Responsibility No:	6	Statement of duty/responsibility: Facilitates and supports the continuous improvement of Professional Learning Communities
Percent of Time:	10%	
Tasks involved in fulfilling above duty/responsibility:		
<ul style="list-style-type: none"> • Supports Professional Learning Communities by developing materials to identify essential learnings and create formative assessments to determine student progress towards established benchmarks • Provides framework to Professional Learning Communities to track their annual progress • Supports Professional Learning Communities by providing appropriate professional development • Supports Professional Learning Communities through supervision of the District's Response to Intervention implementation 		

Duty/Responsibility No:	7	Statement of duty/responsibility: Supervises and leads the District's Title I, II, III, American Indian, and English Learners programs
Percent of Time:	10%	
Tasks involved in fulfilling above duty/responsibility:		
<ul style="list-style-type: none"> • Responsible for Federal title (I, II, and III) applications, implementation, analysis, and oversight • Responsible for English Learners programming, budgeting, and oversight • Responsible for American Indian education committee • Works with building principals to ensure effective and efficient delivery of these programs at the site level 		

Duty/Responsibility No:	8	Statement of duty/responsibility: Supports building principals in the evaluation process of teaching staff
Percent of Time:	5%	
Tasks involved in fulfilling above duty/responsibility:		
<ul style="list-style-type: none"> • Serves as consultant for principals during the evaluation process • Conducts teaching staff evaluations as directed by the Superintendent • Participates as a member of Performance Improvement Plan teams • In conjunction with the Human Resources department, reviews best practices in teaching evaluation and procedures 		

Duty/Responsibility No:	9	Statement of duty/responsibility: Performs other comparable duties of a like or similar nature as apparent or assigned
Percent of Time:	5%	
Tasks involved in fulfilling above duty/responsibility:		
<ul style="list-style-type: none"> • Remains current with research and best practices curriculum, staff development, and evaluation through professional readings, trainings, workshop attendance, etc. • Serves on District committees and work groups, as requested 		

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:			
REQUIRED EDUCATION/TRAINING (choose one)		DEGREE INFORMATION: Type of degree: (B.A., M.A., etc.)	
	less than high school diploma	M.A. or M.S. required.	
	High school diploma or GED.	Major field of study or degree emphasis: K-12 teaching license, graduate studies in Curriculum and Instruction and/or Educational Leadership	
	1 year college		2 years college
	3 years college		4 years college
	1st year graduate level		Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:
x	2nd year graduate level		

Doctorate level	<ul style="list-style-type: none"> • Working knowledge of best practices in curriculum and instruction • Working knowledge of Minnesota Academic Standards and associated assessments • Working knowledge of Response to Intervention strategies • Working knowledge of best practices in using technology to transform teaching and learning
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Required Work Experience in Addition to Formal Education/Training:
 Previous K-12 administrative experience as a Principal, Director of Curriculum and Instruction, Assistant Superintendent, or comparable position

Required Supervisory Experience:
 Previous K-12 administrative experience as a Principal, Director of Curriculum and Instruction, Assistant Superintendent, or comparable position

LICENSE/ CERTIFICATION	Identify licenses/certification required upon hiring: K-12 Teaching License K-12 Administrative License (Principal and/or Superintendent)
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ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	Skilled in: <ul style="list-style-type: none"> • Listening and communication skills • Group facilitation and coaching • Prioritization of multiple tasks • Collaborative skills to complete complex projects with teams with diverse opinions
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RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS

Titles of Positions Directly Supervised	# of Employees
Teaching and Learning Administrative Assistant	1
District Assessment Coordinator	1
Accelerate Northfield Coordinator	1
RtI Intervention Coaches	6
TOTAL	9

INDIRECT SUPERVISION:

Number of employees indirectly supervised:	Total:
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HAZARDOUS WORKING CONDITIONS: <i>The essential duties of the work are performed under various physical hazards or environmental conditions noted.</i>	NA
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PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Employee is required to:	Never	1-33% Occasionally	34-66% Frequently	66-100% Continuously

Stand		X		
Walk		X		
Sit			X	
Use hands dexterously (use fingers to handle, feel)				X
Reach with hands and arms				X
Climb or balance	X			
Stoop/kneel/crouch or crawl		X		
Talk or hear				X
Taste or smell		X		
Physical (Lift & carry): up to 10 pounds		x		
up to 25 pounds	X			
up to 50 pounds	X			
up to 75 pounds	X			
up to 100 pounds	X			
more than 100 pounds	X			

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities

Physical requirements associated with the position can be best summarized as follows:

Sedentary Work:

Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body.

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.

Signature – Department Head

Date

Signature – Human Resources

Date

Classification History:

