

PUEBLO SCHOOL DISTRICT 60
ADMINISTRATIVE JOB DESCRIPTION

Job Title: Assistant Superintendent of Teaching and Learning Services
Prepared Date: 7/2/2018
Revised Date:
Work Year: 220 days
Department: Learning Services
Reports To: Superintendent
Salary Range: Determined on Employment
Benefits: Fringe Benefits based on PASE Negotiated Agreement
Status: FLSA Status: Exempt

SUMMARY OF FUNCTIONS:

The Assistant Superintendent of Teaching and Learning Services provides vision and leadership in the ongoing establishment of goals, planning, development, coordination, implementation, and evaluation of curriculum, instruction, assessment, and staff development to ensure that each student is provided with a rich and rigorous educational experience

QUALIFICATIONS:

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. 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.

REQUIRED:

- Colorado Principal License within 60 days from date of hire
- Master's Degree in Education related field
- Five (5) years of successful Principal experience
- Five (5) years of successful classroom teaching experience
- Experience in District Level administration
- Valid Colorado Driver License
- Employee must complete a fingerprint-based criminal background check and must be cleared by the Office of Human Resources
- Must be able to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary

PREFERRED:

- Doctorate Degree
- Previous experience in turnaround and/or school reform

KNOWLEDGE AND SKILLS:

- Written and oral communication with ability to communicate effectively in person, by email, or by phone to resolve issues related to areas of responsibility
- Knowledge of concepts and principles of pre K-12 curriculum design, development, and evaluation

- Knowledge of rules and regulations pertaining to instructional and assessment programs
- Knowledge of practical application of adult learning principles
- Knowledge of child and adolescent development
- Knowledge of the evaluation, assessment, accountability, and school improvement planning including interventions for students and schools
- Ability to lead improvement efforts toward identified instructional targets by motivating and mentoring building-level administrators and facilitating systemic change strategies, with an emphasis on progressive educational practices
- Experience in supervision of and contribution to the performance evaluations of school leaders
- Ability to be a caring and motivational team builder who motivates staff members to move toward district and school goals
- Knowledge of best practices in curriculum and instruction, program evaluation, leadership development, school improvement, budget management, and data analysis
- Skill in consensus building and conflict resolution
- Skill in managing projects, providing leadership and direction towards a common objective
- Skill in directing professional, technical, and administrative support staff
- Ability to respond quickly to changing conditions
- Ability to think strategically and develop both short and long-term plans to meet an objective
- Ability to develop and administer department goals, objectives, and procedures
- Ability to research, analyze, and evaluate new service delivery methods and techniques
- Ability to collect and interpret complex information to analyze a problem, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals
- Ability to present technical information and data in an effective manner
- Ability to establish and maintain effective working relationships with school communities, staff, board members, committee members, public officials, and the general public

ESSENTIAL JOB DUTIES AND RESPONSIBILITIES:

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. This organization believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's/department's goals. Actual duties, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

- Guide the development, revision, and implementation of K-12 vertical curriculum in all subject areas including alignment to resources, assessment recommendations, suggested teaching strategies, and classroom activities, and assures that curricula are aligned to national and state standards
- Develop and implement educational activities, both strategic and operational, including metrics to track and evaluate progress, and monitor the collection and analysis of data to

improve the instructional program

- Develop and refine tools for appropriate assessment of students, schools, and organizational performance; monitor the collection and analysis of data to improve the instructional program, and oversee the interpretation of assessment and other data to staff and community and monitor results of student learning
- Guide school leaders in the development of school curriculum, facilitate collaboration among school sites, and supervise the work of curriculum consultants and team members in order to formulate action plans and modify programs and procedures to improve district efforts
- Provide school leaders with the tools, support, and training needed to refine and articulate the overall instructional strategies for schools, including attention to different learning styles, different student cultural backgrounds, low ability readers, English language learners, and students with advanced capabilities
- Use knowledge of research designs, statistical methodologies, and Family Educational Rights and Privacy Act of 1973 (FERPA) laws related to confidentiality of student information to review and approve research applications
- Plan, implement, and evaluate the integration of technology and electronic tools in teaching, learning, management, and communications
- Prepare, complete, and maintain required documentation that is current, accurate, and complete and submit requested information in a timely manner
- Develop, oversee, and evaluate professional development program to improve learning for staff and administrators
- Develop principals to lead and manage highly-effective instructional teams and accelerate both teacher practices and student achievement
- Collaborate with Executive Directors and appropriate staff to ensure continuous improvement efforts are supported.
- Provide leadership in the allocation and management of personnel in assigned schools.
- Budget resources (funding, time, people, technology, etc.) appropriately to achieve district priorities and support and monitor local, state, and federal guidelines, rules, and procedures for the sound fiscal management of division funds
- Provide support to school leaders regarding strategic use of time, people, and money (budget process, personnel hiring, scheduling, etc.)
- Analyze school reports and performance data to provide direction and program planning.
- Provide administrative guidance and ensure compliance with Board policy and state/federal regulations and statutes.
- Attend Board of Education meetings, plan and present information to the Board as requested by the Superintendent.
- Serve as a team leader to Learning Services Leadership Team and the Superintendent's Cabinet and actively participate in district-wide planning, development, and evaluation to support school development; align resources to meet the District's goals.
- Respond directly to parent concerns and support principals to address parental concerns; respond professionally to common inquiries or complaints from all stakeholders on a variety of curriculum, instruction, and assessment topics
- Promote community understanding of Pueblo School District 60 goals, missions, and programs and serve as an ambassador and advocate for Pueblo School District 60

NON-ESSENTIAL DUTIES:

- Perform any and all other duties as assigned by the Superintendent of Schools

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 DEMANDS:

Every facilities employee must be able to pass a lift test required by the District. While performing the duties of this job, the employee is required to stand; walk; sit; use hands and fingers to handle or feel. The work requires the use of telephone and using fingers to operate computer keyboards. The employee is continually hearing and speaking to exchange information. The employee is required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl.

In an 8-hour workday, this job requires:

R – Rarely (Less than .5 hr per day)

F – Frequently (2.5 – 5.5 hrs per day)

NA – Not Applicable

O – Occasionally (.5 – 2.5 hrs per day)

C – Continually (5.5-8 hrs per day)

Physical Requirements	NA	R	O	F	C
Sitting				X	
Stationary Standing				X	
Walking (level surface)				X	
Walking (uneven surface)		X			
Crawling	X				
Crouching (bend at knees)			X		
Stooping (bend at waist)			X		
Twisting (knees/waist/neck)			X		
Turn/Pivot			X		
Climbing (stairs)		X			
Climbing (ladder)	X				
Reaching overhead			X		
Reaching extension			X		
Repetitive use arms				X	
Repetitive use wrists				X	
Repetitive use hands grasping				X	
Repetitive use hands squeezing			X		
Fine manipulation			X		
Using foot control			X		
*Pushing/Pulling Maximum weight: 50 lbs.		X			
Lifting Maximum weight: 50 lbs.			X		
Carrying Maximum weight: 50 lbs.			X		

WORKING CONDITIONS:

Employee will work primarily in a school/office environment with both natural and fluorescent lighting; fast-paced work, constant interruptions; The noise level is usually quiet in an office environment but can be noisy at times.