

**Chittenden Central Supervisory Union  
Job Description**

<b>JOB TITLE:</b>	Curriculum Content Leader
<b>FLSA STATUS:</b>	Exempt
<b>UPDATED:</b>	1/19/11

**POSITION OBJECTIVES:** To provide standards-based content area expertise in the implementation and review of the Learning Community's curriculum implementation and instructional and assessment practices in order to facilitate teaching and learning that aligns with current research, 21<sup>st</sup> century learning needs, the transformational design of Essex High School, and the K-12 learning continuum. These leaders assist the Learning Community Leader (LCL) and the learning community (LC) in ensuring horizontal connections and vertical alignment by building pathway courses in their content as well as within, between, and among LC's that integrate agreed upon pathway themes with grade-level and content-area standards.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

- Play a key role within the assigned LCs in the development and implementation of the assigned 9-12 curriculum in alignment with K-12 continuum; plan and map standards-based curriculum; work collaboratively with the LCL to establish LC curriculum pathways; design courses that serve the high school's vision and mission, LC direction, and are in alignment with the K-12 standards-based continuum and Career and College Readiness Standards; effectively communicate, promote, and engage others in best practices related to course curriculum design and delivery; and assist with the design of classroom and lab space to facilitate instruction.
- Work in collaboration with other educators, staff, and administration to analyze student achievement data along a middle school to grade 12 continuum, and use the data to inform instructional practices and to drive decision-making related to curriculum adjustments and delivery in alignment with the findings and the K-12 continuum.
- Provide necessary collegial and embedded coaching support to teachers (including substitutes when necessary) who teach in the assigned content area in various aspects of Universal Classroom (e.g., backwards design, differentiated instruction, supported learning environments, formative assessment, standards-based reporting, data driven decision making, student engagement, and other instructional and classroom management practices). Perform periodic classroom peer-to-peer formative observations to engage teachers in discussion that informs best practices in Universal Classroom using the CCSU Focused Walk.
- Collaborate with the LCL and Learning Specialists to ensure the effective integration of support systems into the classroom settings by framing effective differentiation and formative assessment strategies for course design and delivery within the content area, including the promotion of content and materials that allow equitable access to rigorous learning.
- Collaborate with other educators, including other CCL's, to support and promote research-based best practices within, between, and among content areas, to integrate technology into the curriculum, and to align classroom instruction vertically and horizontally to ensure there are no gaps in standards-based skills, content, or students' access to multiple pathways.
- Assist with the facilitation of LC meeting discussions related curriculum updates and directions that are aligned with the K-12 continuum and best secondary teaching practices.
- Assist the EHS administrative team and LCL with a variety of administrative duties (e.g, recruitment of new teachers within the assigned content area; meeting facilitation; budget development; serving on the school safety team; developing and updating course descriptions for the Program of Studies, etc.)

**SUPERVISION RECEIVED:** Curriculum Content Leaders (CCL) are selected by the EHS Design Team in collaboration with Executive Director of Curriculum, Instruction and Assessment (EDCIA). CC Leaders report to the assigned EHS Administrator, and receive direction from the assigned EHS Administrator, LCL, and the EDCIA.

**SUPERVISORY RESPONSIBILITIES:** Trains and provides curricular direction to teachers within the content area; plays key advisory role in hiring decisions, and in the supervision of content planning and delivery.

**QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Valid Level II Vermont Professional Educator's License within the content area required. Master's degree within the content area preferred plus five years of relevant teaching experience within the content area preferred.
- Participates in curriculum development by serving as a member of the CCSU K-12 vertical team. Understands the alignment among K-12 standards-based curriculum development, course curriculum design, and multiple pathways for student learning.
- Demonstrated knowledge of standards-based education, including Guaranteed and Viable Curriculum
- Demonstrated knowledge of best practice in research-based, 21<sup>st</sup> Century Pedagogy
- Demonstrated knowledge of the K-12 content-based learning continuum
- Demonstrated success in managing complex classroom (e.g., successfully coordinating multiple adult supports, multiple learning goals, and diverse learning profiles within the classroom)
- Demonstrated understanding of contemporary, research-based dynamics of the classroom and can identify, apply, model, consult, and coach effective differentiated instruction and formative assessment strategies within a community of practice.
- Demonstrated skill set for facilitation, effective communication, collaboration, and engagement strategies that build understanding and a community of purpose within the content area.
- Holds and communicates high expectations for ALL students and is committed to ensuring ALL students learn and succeed regardless of socioeconomic or special education status; able to lead discussions about what this means, and alter practices within the content area towards this end.
- Takes responsibility for student achievement and demonstrates commitment to continually work to improve content related practices and align these practices with LC/school/district directions.
- Language Skills. Ability to read, analyze, and interpret common and scientific journals, reports, essays and other documents related to educational best practices. Ability to respond to common inquiries or complaints from students, faculty, parents and other members of the community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or school boards. Ability to effectively engage others in learning and professional growth.
- Reasoning Ability/Mental Requirements. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.
- Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work collaboratively and effectively with peers, subordinates, supervisors, parents, and outside agencies.

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.