

Central School District 13J

Director of Curriculum and Instruction (2281)

JOB POSTING

Job Details

Posting ID

2281

Title

Director of Curriculum and Instruction

Description

DIRECTOR OF CURRICULUM AND INSTRUCTION

Purpose Statement:

The Director of Curriculum and Instruction provides leadership for the development and implementation of K-12 curriculum and instructional strategies, ensuring alignment with the district's equity-focused vision. This role supports student learning, special education, and 504 services, and advises the Superintendent's Cabinet. The Director helps to oversee curriculum, data systems, professional development, and program evaluation—promoting excellence and rigor, especially for students furthest from educational justice.

This job reports to Executive Director of Teaching and Learning

Performance Responsibilities and Essential Functions

- Sustain and advance a commitment to District values, vision, and goals.
- May be assigned to supervise: building principals, district-level administrators, licensed staff, classified staff, and confidential/supervisory staff.
- Promote a coherent system of continuous learning and collaboration, use of qualitative and quantitative data to inform decisions and design choices in conjunction with all student programs and teaching and learning efforts.
- Provide direction and aligning curriculum, instruction, and assessment with federal and state standards.
- Collaborates with district teachers, principals and departments to plan district-wide professional development priorities
- Assists in planning, developing and supervising specialized instructional programs to ensure compliance with applicable policies, guidelines, rules, and regulations of the School Board, Superintendent, Oregon Board of Education and state and federal regulations.
- Facilitate district-level committees, workgroups and administrative collaboration
- Plan the development of district-wide assessment systems and oversee the management of assessments
- Co-create innovative programs with staff, students, families and the community.
- Collaborate with Technology Services in the use of technology tools to support Teaching & Learning priorities
- Collaborate with district level Directors to seamlessly integrate learning initiatives for all special populations, including but not limited to District Improvement Plan, Building-based Improvement Plans.
- Assists in evaluating the effectiveness of programs and services through specified procedures and consultation with personnel to make recommendations to school and central administrators for program or services improvement.
- Assists and consults on student IEP development and placement determinations to support the least restrictive environment.
- Oversee the development, preparation and submission of reports required by law or requested by federal, state and local governmental bodies
- Assists in monitoring the IEP and 504 processes to assure compliance with federal, state, and District rules; uses information gathered to inform professional development needs.
- Establish professional and ongoing contacts with staff.
- Attend school board meetings and board retreats as directed by the Superintendent.
- Implement and comply with federal and state laws, District policies and the Code of Professional Conduct.
- May serve as an interim secondary or elementary building principal if the need arises.
- Maintain consistent attendance and conform to regular work hours specified under contract.

Leadership Abilities, Knowledge and Skills

- Knowledge and strong experience in working with diverse populations, including emerging bilinguals, students in alternative settings, students experiencing disabilities and highly capable students.
- Demonstrated ability to build a positive culture and develop and maintain collaborative working relationships with employees and the community.
- Knowledge of, and passion for, social justice and the desire to create a welcoming and inclusive work and learning environment.
- Demonstrated ability to understand simple and complex situations through the lens of racial and educational equity
- Knowledge of current teaching strategies and how to implement into systems, schools and classrooms
- Knowledge in reviewing and interpreting highly technical information, writing technical materials, and/or speaking effectively to implement impactful actions; and analyze situations to define issues and draw conclusions
- Specific knowledge required of the following to satisfactorily perform the functions of the job includes Special Education, 504, RTI, PBIS, MTSS, SEL, culturally responsive instruction; evidence-based academic, behavior, social and emotional intervention strategies; and whole child programming.
- Ability to provide an on-going system of staff development to facilitate effective teaching practices and support the improvement of instruction for all students
- Reputation as an advocate for all students
- Understanding of how to provide recommendations at different levels
- Ability to facilitate collaboration and conversations that articulate values, purpose and sustain action
- Ability to support schools and teachers in understanding the power of student choice, project-based learning and differentiation through the lens of gradual release of responsibility
- Ability to develop programs that support teacher/ student creativity in developing 21st - century skills
- Understanding and skilled use of communication tools
- Commitment to learning with staff and students
- Skills in program supervision, development, budgeting and evaluation
- Positive and confidential interactions with students, staff, parents and principals

Other Functions

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.
- Facilitates and supports program planning and budget development, including blending and braiding funding to leverage all assets to deliver outcomes within grant guidelines

Minimum Qualifications

- Oregon Professional Administrative license or equivalent, allowing for the supervision of building level administrators.
- Minimum of three (3) years of experience successfully leading an elementary or secondary building as a principal or has helped lead a district as a Director of Special Education or Director of Curriculum/Instruction.
- Minimum of three (3) years of experience as a K-12 classroom teacher.
- Job related experience in leading the implementation of curriculum.
- Experience in curriculum implementation and special education programming
- Experience serving people from diverse cultural, racial, ethnic, gender, sexual orientation, ability, and socioeconomic backgrounds.

Preferred Qualifications

- Multilingual Spanish/English
- Building administrative experience (Principal or Assistant Principal) at both the elementary and secondary levels.
- District office administrative experience.
- Experience as a special education teacher or administrator.

Required Skills and Ability

- Skills in developing a diverse and inclusive environment.
- Skills in instructional leadership.
- Skills and ability to systemically focus and align various programs, strategies, and resources.
- Skills and ability to effectively communicate with a variety of constituencies.
- Skills at designing and leading adults in learning experiences and conflict resolution.
- Skills in effective decision making, problem solving and group facilitation.
- Knowledge of inclusionary best practices, including but not limited to universally designed leadership.
- Knowledge of relevant and effective culturally relevant and responsive curriculum, instruction, social emotional learning, assessment, and programs.
- Knowledge of federal and state rules and regulations about curriculum and standards, categorical programs, and special education.
- Knowledge and skills in fiscal management and program compliance.
- Knowledge and skills in hiring, supervising and evaluating staff.
- Ability to work with a diverse group of people under a variety of circumstances.
- Ability to adapt to changing work priorities.
- Ability to lead system-wide equity initiatives and facilitate discourse on race, class, and institutional bias
- Ability to communicate effectively, both written and verbal, with diverse people, including those in racially, ethnically, and socioeconomically diverse communities.
- Ability to promote and foster a culture of continuous improvement and quality performance through feedback and ongoing support.

Education

- Master's degree or higher in education

Clearances

ODE Fingerprint/Background Clearance

Physical Demands

The physical demands described here 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.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; stand; sit; use hands for fine manipulation, handle or feel and reach with hands and arms. The employee is occasionally required to stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 25 pounds and occasionally up to 100 pounds. The employee may occasionally climb stairs or ladders. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is a standard office setting working with standard office equipment: computer, phone, etc. Hearing and seeing is an essential physical requirement. Sitting is required for approximately 95% of the job. Standing and walking as required to present and attend meetings and speak. The noise level in the work environment is usually low. The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions. Employee may be exposed to bloodborne pathogens.

Shift Type

Full Time

Salary Range

\$128,622.07 to \$140,993.87

<i>Salary Code</i>	Annual	<i>Job Category</i>	Administrator
<i>External Job Application</i>	Administration	<i>Internal Job Application</i>	Internal Application
<i>Location</i>	DISTRICT OFFICE	<i>Posting Status</i>	Active
<i>Minimum Qualifications Screening</i>		<i>Job Class Code</i>	ADMIN ALL YR

Job Application Timeframes

<i>Internal Start Date</i>	08/13/2025	<i>General Start Date</i>	08/13/2025
<i>Internal End Date</i>		<i>General End Date</i>	

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Default	1		

Alternate Job Contact

<i>Name</i>	Brian Flannery	<i>Title</i>	Executive Director of Human Resources
<i>Location</i>	DISTRICT OFFICE	<i>Phone</i>	503-838-0030
<i>Email</i>			

References

<i>Automatically Send Reference Check</i>	Yes	<i>Reference Check Form</i>	Admin Survey
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