

DIRECTOR OF CATEGORICAL AND SPECIAL PROGRAMS**DEFINITION**

The Director of Curriculum and Special Programs will under the supervision of the Assistant Superintendent of Education Services provide assistance with the analysis, development, improvement, supervision, and monitoring of categorical, special, and child development programs; interpret and develop the District's curriculum and assist school administration in the supervision of instruction.

EXAMPLE OF DUTIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is related or a logical assignment to the job class.

- Direct, supervise, and develop the District's Child Development Program including school-age childcare, preschool, and expanded learning (currently ASES).
- Develop and coordinate District's after school enrichment program.
- Interpret and implement individual school site and District categorical programs (including but not limited to Title I, Title II, English Learner) considering the individual needs of student subgroups based on school and District data.
- Apply research and data to improve the content, sequence, and outcomes of the teaching learning process.
- Develop and monitor the District's Multi-Tiered System of Supports (MTSS).
- Develop and monitor state and federal budgets related to categorical and special programs including the completion of the Consolidated Application.
- Coordinate the use of federal and state funding to assist schools in planning and implementing innovative programs to meet the diverse needs of students.
- Support parent advisory groups such as the District English Learner Advisory Committee, and School Site Councils.
- Solicit feedback from appropriate stakeholders for curriculum planning purposes.
- Collaborate with all directors, staff, and site administrators in the development of integrated curriculum and supports its implementation at schools.
- Plan and coordinate district-wide grade staff development aligned with categorical and special programs.
- Communicate verbally and in writing with parents, community, and schools regarding the District curriculum program and staff development programs.

- Assist in the development, implementation, and evaluation of staff development efforts for certificated, classified, and management.
- Coordinate initial screening for categorial and special programs grants. Distribute grant applications to appropriate District and site staff. Prepare final grant proposal for Cabinet and Board approval.
- Represent District at county-wide meetings related to categorial, child development and other special programs.
- Attend in-service activities.
- Recommend solutions to a wide variety of complex issues for the purpose of addressing the curriculum and education needs of the district.
- Compile data from a variety of sources for the purpose of analyzing issues, evaluating district curriculum and/or services, developing programs and/or services and developing professional development opportunities to foster the alignment of district-wide curriculum.
- Collaborate with a wide variety of internal and external groups (e.g., administrators, District Office staff, principals, school boards, community organizations, regulatory agencies, elementary school districts, feeder high school district, community colleges etc.) for the purpose of implementing program components; creating long and short term plans; and addressing organizational objectives (e.g., Linked Learning, Pathways, and Academic Focus Schools, etc.).
- Other duties as assigned.

QUALIFICATIONS GUIDE

Minimum Qualifications:

- Possess a valid California Administrative Credential.
- Possess a valid California Clear Teaching Credential with appropriate English Learner Authorization.
- Five years' experience as an Elementary School Administrator or other equivalent educational administration experience.
- Meets District standards for physical and mental health.

Desirable Qualifications:

- Master's Degree or higher and advanced study in the field of education, including the areas of administration, supervision, and curriculum development from an institute of higher education accredited by one of the six regional accreditation associations as recognized by the Council on Postsecondary Education.
- Teaching experience at primary (TK-3) and upper elementary (4-6) levels.
- Knowledge of and commitment to current research-based management and instructional techniques and strategies.

- Knowledge of elementary curriculum and instructional strategies, including highly developed competencies in English Language Development, and at least one content area.
- Knowledge of evaluation procedures related to student achievement, school and district programs, and personnel.
- Ability to represent the District with responsible, mature judgment, tact, and decisiveness.
- Ability to assist in effecting positive change in staff and programs.

Physical Qualifications:

- Good condition, ability to pass required District physical.

ESSENTIAL JOB FUNCTIONS

- Organization is required to schedule a significant number of activities, meetings, and/or events and routinely gather, collate, and/or classify data.
- Visual ability to read handwritten or typed documents, and the display screen of various office equipment and machines
- Specify ability-based competencies required to satisfactorily perform the functions of the job include:
 - Adapting to changing work priorities;
 - Communicating with diverse groups and individuals;
 - Clearly and simply communicating complex data;
 - Meeting deadlines and schedule; setting priorities;
 - Working as part of a team.
- Able to conduct verbal conversation
- Able to hear normal range verbal conversation (approximately 60 decibels)
- Able to sit, stand, stoop, and kneel, bend, and walk
- Able to climb slopes, stairs, steps, ramps, and ladders
- Able to lift up to 25 pounds
- Able to carry up to 25 pounds
- Able to operate office machines and equipment in a safe and effective manner
- Able to demonstrate manual dexterity necessary to operate calculator, typewriter, and/or computer keyboard at the required speed and accuracy

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.