

JOB DESCRIPTION

TITLE CHIEF INSTRUCTIONAL OFFICER

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education/ Experience	Master's Degree or equivalent; three to five years upper level management experience; or equivalent combination of education and experience.
Language Skills	Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or styles. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or school boards.
Mathematical Skills	Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.
Certificate/License	N/A
Reasoning Ability	Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, etc.) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.
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 required to sit, talk and hear; stand and walk; use hands to finger, handle, or feel; reach with hands and arms. The employee occasionally lifts and/or moves up to 15 pounds. Specific vision ability required by this job includes close vision, distance vision, and the ability to adjust focus. The employee shall remain free of any alcohol or non-prescribed controlled substance in the workplace throughout his/her employment by the District.

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 noise level in the work environment is usually quiet.

REPORTS TO Superintendent of Schools

GENERAL RESPONSIBILITIES

1. Responsible for adopting, implementing, monitoring and evaluating all Pre-K-12 instructional programs, focusing on state standards and in accordance with state law.
2. Works collaboratively with principals and teachers to build a research based framework that utilizes data to drive teaching and learning, strengthening the instructional effectiveness of all schools.

SPECIFIC RESPONSIBILITIES

1. Provides general supervision to all the functions of Elementary and Secondary Supervisors, Subject Area Coordinators, Research and Evaluation, State and Federal Grants, Instructional Data Management, Instructional Technology, Services for Exceptional Students, Bilingual and ESL Education, and Career Education.
2. Works to accomplish the academic goals of the Superintendent as set forth by the Board of Education.
3. Develops, communicates, and monitors a comprehensive, system-wide instructional plan.
4. Utilizes consolidated planning to maximize all available resources to impact student achievement and development.
5. Insures appropriate and equitable training and resources for all school sites.
6. Focuses on frequent, consistent, formative assessments to inform instruction and provide immediate intervention.
7. Supervises research and writing of grants that target identified student need.
8. Initiates, coordinates and evaluates professional development opportunities on the basis of student outcomes.
9. Evaluates curriculum and instructional delivery models based on the most recent comprehensive research and student success.
10. Works with the Learning Support Services team to develop curriculum and pacing guides that facilitate mastery of state standards.

11. Promotes a school site delivery model for subject area coordinators.
12. Supervises the development of new courses as determined by student need or state or federal mandate.
13. Supervises and coordinates District textbook adoption.
14. Coordinates the effective use of technology as an instructional and learning tool.
15. Assists Principals with school improvement planning.
16. Prepares written documentation for all state and federally mandated instructional programs.
17. Serves as a member of the Superintendent's Cabinet to assist and support the Superintendent in accomplishing goals set forth to him by the Board of Education.
18. Assumes any other duties as may from time to time be delegated by the Superintendent and the Superintendent may make any adjustment in the scope of the responsibilities as outlined above which will be in the best interest of the District.