

2132 ASSISTANT SUPERINTENDENT (JOB DESCRIPTION)

JOB OBJECTIVES:

The primary objectives are to achieve continuous, measurable improvement in curriculum, instructional practices, teacher development, and student performance throughout the school district.

DEFINITION:

Under general direction from the superintendent, the assistant superintendent of schools is responsible for curriculum development and instructional practices in Region One, for managing the personnel function for professional staff in the Region, including recruiting, professional development, supervision and evaluation, for managing district-wide testing programs, and for supporting the superintendent in other matters as assigned. The assistant superintendent will assist, supervise, and monitor the implementation of school improvement plans as well as develop accountability standards utilizing student data to measure progress.

REPORTING RELATIONSHIPS:

The assistant superintendent reports to the superintendent of Region One schools. Individuals reporting to the assistant superintendent will be clerical support staff, program support specialists, regional academic program coordinators, and principals as they relate to matters of curriculum and instruction, supervision, school improvement, and grants. The assistant superintendent is expected to participate in the development of Regional Initiatives and teacher Professional Development Plans and Region One Educator Evaluation and Development, around which a performance review will take place.

RESPONSIBILITIES:

1. Recommends, develops, implements, and coordinates curriculum and instructional “best practices”, communicates specific goals and specific objectives for these programs and manages the evaluation of program effectiveness.
2. Manages and assists with the professional staff personnel function throughout the Region, including recruitment, assignment, supervision and evaluation, personnel record keeping, and the development of appropriate personnel policies.
3. Coordinates and supervises the development and implementation of the Region One School District’s curriculum in cooperation with the superintendent and the principals.
4. Develops with the Region One School District Professional Development/Teacher Evaluation Committee, manages, and evaluates the professional development programs in the Region. Develops a cohesive, ongoing professional development plan that reflects adult learning principles, fosters improvement in classroom practices and ultimately student learning outcomes. Post-implementation professional learning experiences will be evaluated by participants and administration

- for identification of ongoing professional development needs for continuous improvement.
5. Assists in the supervision of teaching and learning in the Region, including observations of instruction, evaluations, determination of proficiency needs, and assessment of instructional enhancement requirements.
 6. Establish accountability standards for school improvement.
 7. Assists in the supervision of principals as directed by the superintendent.
 8. Plans, organizes, and directs all region-wide research and testing programs for measuring the effectiveness of the educational programs in the Region and assists in the evaluation of these programs and in the development of program improvements and school-wide improvements.
 9. Compiles operation statistics region-wide and gathers other such data as may be required to improve student achievement.
 10. TEAM—District Coordination for beginning teachers.
 11. Attends meetings at the discretion of the superintendent. Provides monthly reports on district initiatives, instructional practices, student achievement, and curriculum development. Maintains liaison with social, professional, civic, volunteer and other community agencies and groups having an interest in the schools.
 12. Assists as directed in assigned administrative functions.

MINIMUM QUALIFICATIONS:

1. Experience in curriculum development, implementation and evaluation, as well as experience in instructional leadership. Appropriate Connecticut administrative certification. (092 or 093)
2. Knowledge of state and federal reporting requirements.
3. Experience in supervision, evaluation, professional development, and adult learning theory.
4. Record of success in making positive educational changes within a school district and/or educational unit with a sound understanding of change theory.
5. Knowledge of labor practices related to contract issues.
6. Ability to write, research, analyze data, and report results.
7. Ability to inspire, motivate, foster, and manage school improvement utilizing student achievement data.
8. Effective oral and written communications.

TERMS OF EMPLOYMENT:

1. Work year – 260 days.
2. Salary to be established by the Region One Board of Education.

Approved by the Salisbury Board of Education: March 2, 2015
Reviewed by the Salisbury Board of Education: June 24, 2019