

**Job Title:** Director of Elementary Academics

**Wage/Hour Status:** Exempt

**Reports To:** Associate Superintendent

**Date Revised:** January 2024

**Dept./School:** Instruction and Innovation

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**[APPLICATION LINK](#)**

**Primary Purpose:**

Evaluate and provide leadership for the overall elementary instructional program of the district. Responsible for the effective and efficient operation of the Elementary Curriculum and Instruction Department including curriculum development, and compliance with state and national testing requirements under the supervision of the Associate Superintendent and in close collaboration with Instruction and Innovation Departments.

Primary responsibility for implementing the goals of the District Strategic Plan.

**Qualifications:**

**Education/Certification:**

Master's degree in educational administration or Curriculum and Instruction Valid  
Texas administrative certification preferred.  
Successful completion of Texas Reading Academies or Science of Teaching Reading.

Primary responsibility for implementation of the goals in the District Strategic Plans.

**Special Knowledge/Skills:**

Knowledge of curriculum and instruction  
Ability to evaluate instructional programs and teaching effectiveness.  
Ability to manage budget and personnel.  
Ability to coordinate district functions.  
Ability to implement policy and procedures.  
Ability to interpret data.  
Strong communication, public relations, and interpersonal skills.

**Experience:**

Three years successful experience as a classroom teacher required.  
Three years successful experience as a campus administrator (preferred) Three  
years Central Administration (preferred)

## **Major Responsibilities and Duties:**

### **Curriculum Program Strategic**

#### **Vision:**

1. Develop and articulate a visionary elementary curriculum program that aligns with district goals and standards, ensuring a seamless and developmental learning experience for all elementary students.
2. Collaborate with stakeholders to create a curriculum framework that integrates cutting-edge pedagogy, 21<sup>st</sup>- century skills, and a strong emphasis on foundational subjects including Science of Teaching Reading.

#### **Research-Based Practices:**

3. Implement and champion research-based curriculum design and pedagogical approaches specifically tailored to elementary education, fostering a culture of continuous improvement and innovation.
4. Stay abreast of emerging trends and best practices in elementary education, infusing the curriculum with evidence-based strategies that enhance student learning outcomes.

#### **Collaboration:**

5. Foster collaborative partnerships with elementary educators, administrators, and community stakeholders to enhance the elementary curriculum, ensuring it is responsive to the unique needs of diverse elementary students.
6. Facilitate forums for collaboration, encouraging the sharing of insights and best practices among elementary educators to elevate the overall quality of elementary education.

### **Instructional Framework Leadership**

#### **Development:**

7. Lead a team of elementary specialists in providing high-quality instructional coaching, emphasizing professional growth, and leadership development tailored to the specific needs of elementary educators.

#### **Data-Informed Decision-Making:**

8. Promote the use of data to inform instructional decisions at the elementary level, ensuring elementary educators have the tools and support needed to analyze and act upon student performance data effectively.
9. Implement data-driven professional development initiatives to enhance elementary teachers' capacity for using data to drive instructional improvements.

#### **Differentiated Instruction:**

10. Advocating for and support the implementation of differentiated instructional strategies at the elementary level, ensuring inclusivity and equity in the elementary classroom.
11. Collaborate with elementary educators to identify and implement strategies that address diverse learning needs, fostering an environment where every elementary student can thrive.

**Innovative Teaching Programs Advanced  
Academics Excellence:**

12. Develop and oversee advanced academics programs specifically tailored to challenge and inspire elementary students, creating a culture of academic excellence from the early stages of education.
13. Ensure alignment of advanced academics initiatives with elementary curriculum goals and provide support for elementary educators to differentiate instruction for high-achieving students.

**Innovative Teaching Models:**

14. Explore, implement, and evaluate innovative teaching modules and technologies that enhance student engagement, creativity, and critical thinking at the elementary level.
15. Provide guidance and resources to elementary educators to integrate innovative teaching methods into their classrooms, preparing young students for rapidly evolving educational landscape.

**Assessment and Accountability**

**Comprehensive Assessment Strategies:**

16. Develop and implement comprehensive assessment strategies specifically tailored for the elementary level, emphasizing a balanced approach to measure the growth and achievement of young learners.
17. Collaborate with elementary educators to design age-appropriate formative and summative assessments that align with curriculum goals.

**Accountability Standards:**

18. Ensure alignment with state and federal accountability standards, providing guidance to elementary school leaders and teachers on effective strategies to meet and exceed performance expectations.
19. Collaborate with elementary educators to establish clear expectations for student achievement and support the development of accountability measures that are realistic and developmentally appropriate.

**Continuous Improvement:**

20. Lead a culture of continuous improvement at the elementary level, analyzing assessment data, identifying trends, and implanting targeted interventions to enhance overall student learning outcomes.
21. Collaborate with elementary educators to continuously refine and enhance instructional practices, ensuring a dynamic and responsive learning environment for young students.

**Team Leadership and Expectations High**

**Expectations:**

22. Set and communicate high expectations for all members of the elementary academic team, fostering a culture of excellence, collaboration, and professional growth.
23. Support elementary educators in establishing ambitious goals for student achievement and create a culture where every educator is committed to the success of every elementary student.

**Team Development:**

24. Provide guidance, mentorship, and professional development opportunities specifically tailored to the unique needs of elementary specialist.

25. Cultivate a team within the elementary academic department that is dedicated to the best practices in instructional coaching, curriculum development, and academic support for elementary educators.

**Stakeholder Engagement:**

26. Actively engage with and build strong relationship with elementary school leaders, teachers, parents, and community members to ensure alignment with district goals and garner support for elementary academic initiatives.
27. Collaborate with elementary school leaders to create a shared vision for elementary education within the district, promoting a sense of unity and purpose.

**Stakeholder Engagement:**

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**Professional Development Leadership**

**Strategic Alignment:**

30. Develop and implement a strategic vision for professional development at the elementary level that aligns seamlessly with the elementary curriculum, instructional framework, and district goals.
31. Ensure that professional development opportunities are specifically designed to meet the needs of elementary educators and enhance their capacity to deliver high-quality instruction.

**Research-Informed PD:**

32. Stay abreast of the latest research in elementary education and instructional practices, infusing evidence-based strategies into professional development initiatives to enhance teaching effectiveness and student learning outcomes.
33. Collaborate with elementary educators and specialists to identify areas for professional development that are most relevant to the unique needs of elementary education.

**Cross-Department Collaboration:**

34. Collaborate with other instructional and innovation departments to create interdisciplinary professional development opportunities, fostering a culture of collaboration and shared expertise that spans elementary, middle, and high school levels.
35. Facilitate cross-departmental partnerships that promote a seamless transition for students as they progress from elementary school to middle school.

**Policy, Reports and Law:**

36. Takes action to ensure that the district complies with all rules, laws and Board policies related to curriculum and instruction.
37. Administer the curriculum and instruction budget and ensure that programs are cost effective, and funds are managed prudently.

**Supervisory Responsibilities**

Supervisory and evaluate the performance of instructional supervisors and support staff in the elementary academic department.

**Mental Demands/Physical Demands/Environmental Factors:**

**Equipment Used:** Standard office equipment including personal computer and peripherals.

**Posture:** Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting.

**Motion:** Repetitive hand motions, frequent keyboarding, and use of mouse; occasional reaching. **Lifting:** Occasional light lifting and carrying (less than 20 pounds)

**Environment:** Frequent districtwide travel; occasional statewide travel.

**Mental Demands:** Work with frequent interruptions; maintain emotional control under stress.

<p><b>Note:</b> This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify, or delete any aspect of this job (or the position itself) at any time as it deems advisable.</p>
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**Acknowledgment**

I have received a copy of this job description. I have read and understand the foregoing statements described in the primary purpose, major responsibilities, and working conditions for this position as outlined above.

Employee Signature

Date

Printed Name