



## ASSISTANT SUPERINTENDENT OF TEACHING, LEARNING & ASSESSMENT

### **Purpose Statement**

The job of Assistant Superintendent of Teaching, Learning and Assessment was established for the purpose/s of directing the delivery of programs (curriculum, instruction, professional development, ESL, Assessment and Instructional Technology) and related services; ensuring that program components maximize the educational experience of every student; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing and maintaining assigned services in compliance with established guidelines; and serving as a member of the cabinet level leadership team.

This job reports to the Director of Schools.

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### **Essential Functions**

- Collaborates with internal and external personnel (e.g. administrators, board members, teachers, assigned staff, vendors, auditors, public agencies, regulatory agencies, community members, etc.) for the purpose of implementing and/or maintaining services and programs.
- Compiles data from a variety of sources for the purpose of evaluating assigned district programs and/or related services, developing programs and/or services, making decisions for program enhancement and complying with financial, legal and administrative requirements.
- Coordinates program components, support needs and materials for the purpose of delivering services that enhance student learning, conforms to established guidelines, and ensures district objectives are achieved.
- Develops and manages budgets, expenditures and related financial activities for the purpose of ensuring that allocations are accurate, revenues are recorded, expenses are within budget limits and/or fiscal practices are followed.
- Evaluates policies, procedures and current practices that are related to assigned program components for the purpose of ensuring that programs and services meet student and teacher needs while meeting district and state objectives and guidelines.
- Facilitates meetings, workshops, seminars, etc. (e.g. instructional programs, curriculum initiatives, personnel actions, financial procedures, regulatory requirements, actions involving outside agencies, inter-district needs, etc.) for the purpose of identifying issues, developing recommendations, supporting other staff, and serving as a district representative.
- Oversees assigned program and/or departmental activities (e.g. curriculum development and alignment, instructional strategy development, professional development offerings, implementation and training related to instructional technology, etc.) for the purpose of achieving outcomes in relation to organizational, district and state objectives and ensuring compliance to legal requirements.
- Oversees the development of curriculum content, including formative assessments and scope and sequence guides, for the purpose of enhancing student achievement and conforming to district and state curriculum and/or instructional objectives.
- Performs personnel functions (e.g. interviewing, hiring, evaluating, training, supervising, promoting, demoting, counseling, recommendations, etc.) for the purpose of enhancing student achievement, maintaining adequate staffing, enhancing productivity of personnel and achieving program and district objectives within budget.



- Prepares a wide variety of written materials in both manual and electronic formats (e.g. presentations, reports, assessment results, correspondence, internal audits, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Presents information on a variety of topics (e.g. policy and/or procedure, instructional strategies, professional development design, student achievement testing, curriculum guidelines, etc.) for the purpose of conveying information and/or recommendations regarding district curriculum.
- Responds to issues and inquiries from internal and external parties (e.g. e.g. district administrators, board members, parents, students, teachers and outside agencies) for the purpose of identifying the relevant issues and recommending or implementing plans of action that will efficiently resolve issues.
- Researches a variety of topics (e.g. instructional methods, textbooks and instructional materials, emerging instructional technologies, current practices and methods, curriculum guidelines, legal regulations, etc.) for the purpose of developing new and/or revising existing programs and strategic plans.
- Prepares grant applications for submittal (e.g. through researching, identifying available grants from federal, state, and private sources and local matching funding, writing, editing) for the purpose of to support existing and planned program activities.
- Serves as an information resource to other staffs on state and federal funding programs for the purpose of developing and responding to grant opportunities.

## **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

## **Job Requirements: Minimum Qualifications**

### **Skills, Knowledge and Abilities**

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including using a variety of software applications; planning and managing projects; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: assessment tools; pertinent laws, codes, policies, and/or regulations; personnel processes; curriculum adoption process; program planning and development; concepts of grammar and punctuation; principles of best instructional practices; curriculum design; and adult learning styles and the change process.

ABILITY is required to schedule a number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups and individuals; decision making; leadership; vision; problem solving; meeting deadlines and schedules; setting priorities; working as part of a team; and working with detailed information/data.



# Williamson County Schools

RIGOR • RELEVANCE • RELATIONSHIPS • RELENTLESSNESS

## Responsibility

Responsibilities include: working independently under broad organizational policies to achieve organizational objectives; managing multiple departments; and supervising the use of funds for multiple departments. Utilization of significant resources from other work units is sometimes required to perform the job's functions.

## Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 70% sitting, 15% walking, and 15% standing. The job is performed under minimal temperature variations.

- EXPERIENCE:** Job related experience within specialized field with increasing levels of responsibility is required.
- EDUCATION:** Master's Degree in job-related area
- EQUIVALENCY:** Minimum of 5 years' experience as a Principal



### **REQUIRED TESTING:**

**CERTIFICATES & LICENSES:**  
Administrators Certification

**FLSA STATUS:**  
Exempt

### **CONTINUING EDUCATION / TRAINING:**

**CLEARANCES:**  
Criminal Justice Fingerprint/Background Clearance

**SALARY GRADE:**  
Professional