CITY SCHOOL DISTRICT - ROCHESTER, NEW YORK

JOB POSITION DESCRIPTION

Executive Director of Equity, Inclusion, and Curriculum Program Audit

Position Title (12 Month)  November 2020

Central Office

Location

Chief Academic Officer

Reports To

ABOUT RCSD: The Rochester City School District (RCSD), located in vibrant Monroe County on the beautiful shores of Lake Ontario serves over 26,000 students, of whom more than 85% are students of color, in 46 schools and 10 alternative programs. The RCSD Board of Education and Superintendent, Dr. Lesli Myers-Small believe that each student has recognizable and untapped potential that we all strive to discover and fulfill. In a partnership of family, school and community, our mission is to provide all students equitable access to a high quality education and graduate students who are prepared to become productive members of society. The Rochester City School District’s vision is to provide a high quality education that fosters the development of the individual talents and abilities of our students in a nurturing environment of equity. Students are our first priority and will drive each decision. Our work is centered in respect, trust, integrity and accountability.

PRIMARY FUNCTION: Is responsible for the development, integration, and implementation of strategies that will enable teachers and students to effectively meet and exceed academic benchmarks. Will also support the education and coaching of instructional staff topics related to culturally responsive instruction. Will maintain an inquiry stance and regularly audit curriculum and instructional materials, resources, and practices that may be limiting student access to curriculum, making recommendations for policy and practice change.

PRIMARY DUTIES:
Under the direction of the Chief Academic Officer, the Executive Director of Equity, Inclusion, and Curriculum Program Audit will:

- Plans, directs, coordinates, assists and is the internal consultant to the teaching and learning team, executive cabinet, directors, and principals regarding equity, social justice and diversity differences, and relationships concerning staff, students, and families.
- Provides coordination, consultation, guidance, support, and assistance to schools, departments, and teams in working with external stakeholders in all areas of equity and inclusion.
- Partners with the Office of Professional Learning (OPL) to ensure proper and sufficient supports for staff are in place to manage the culturally responsive curriculum audit, development, implementation, and management.
- Implements cycles on continuous review of identified and selected instructional materials to ensure alignment to the District's equity and instructional plan.
- Serves on all curricular adoptions process as the key individual leading the review of resources for elements of diversity, equity, and inclusion.
- Provides recommendations for modifications and upgrades to support the implementation of culturally relevant content across all grade levels and content areas.
- Establishes a data collection system, review, and analysis that provides for continuous assessment of program effectiveness and changing needs with an eye toward continuous improvement.
Annualy, conducts a comprehensive assessment review of all curricular resources to determine their level of effectiveness and contribution to the department's mission and identify problem areas, areas of high success, and need of change.

Prepares structured presentations to relevant stakeholders to share the program evaluation results.

Serves as a liaison to collaborate with partner organizations focused on equity, social justice, and curriculum and instruction (e.g., universities, colleges, non-profit education organizations) to leverage relevant curricular and instructional resources.

In partnership with the Executive Director of Equity, Inclusion, and Social Emotional Support, will work to enlist supports in building momentum for equity work.

Researches topics required to maintain the integrity of the equity work (e.g. relevant policies, new federal and state statutes, financial resources, etc.) for the purpose of developing new programs/services, ensuring compliance with regulatory requirements, securing general information and responding to requests.

Develops and makes available research briefs focused on educational equity to make visible instructional practices and methodologies that support historically underrepresented student groups.

Other duties as assigned.

EDUCATION, EXPERIENCE, AND CERTIFICATION:

- Master’s degree in education, education administration, or closely related field.
- Five years of successful supervisory or administrative experience in a PreK-12 public education setting is recommended.
- NYS Certification as a School District Leader (SDL/SDA).
- Teacher certification in relevant content area.
- Flexible, resourceful, and thrives in a dynamic environment with experience designing culturally responsive curriculum, providing professional learning, and coaching techniques in supporting educators.
- Ability to demonstrate follow-up and have excellent detail-oriented skills in meeting deadlines and established goals.
- Excellent verbal and written communication skills are essential and must be able to articulate the connection between culturally responsive curriculum, pedagogy, and instruction.
- Knowledgeable in current and evolving research grounded in culturally responsive curriculum and instruction, coaching for equity, and understanding the complexities of educational equity.
- Demonstrated skill and experience with utilizing culturally responsive curriculum and instruction and effective pedagogical approaches.
- Demonstrated success leading adults through developing and implementing culturally responsive curriculum, instruction, and pedagogical practices geared toward underrepresented youth.
- Strong interpersonal and leadership skills that ensure productive interaction and effective team building.