



Township High School District 113
Assistant Superintendent of Curriculum, Instruction, and Assessment
Candidate Profile

Based on the feedback from the staff survey in 2024, the Assistant Superintendent of Curriculum, Instruction and Assessment should possess a blend of deep professional knowledge and highly developed interpersonal skills. Here's a detailed description of these qualities:

1. **Deep Understanding of Curriculum Development:** Proficiency in designing and implementing a diverse and inclusive curriculum that aligns with contemporary educational standards and innovations. This includes a robust knowledge of STEAM subjects, post-secondary pathway legislation and programming, dual language programs, and individualized learning approaches.
2. **Leadership in Professional Development:** Ability to align staff development programs with educational goals to ensure that curriculum remains rigorous, relevant, and engaging. The leader should cultivate partnerships with high-quality professional development providers and oversee a rich in-house program that features a variety of external experts and internal leaders.
3. **Trust and Inclusivity:** Demonstrates trustworthiness and inclusivity, involving staff in significant decisions and valuing input from diverse sources. Should actively support and advocate for the needs of all students, respecting and incorporating various backgrounds, identities, and abilities.
4. **Effective Communication and Relationship Building:** Maintains high-quality interactions with teachers and students, fostering an environment where staff feels empowered and motivated. The leader should be approachable, ready to ask questions, genuinely listen to answers, and be reflective and responsive to the needs of others.
5. **Data-Driven Decision Making:** Adept at analyzing both aggregate and disaggregated data to guide and refine educational strategies and decisions. This includes monitoring performance and providing timely, accurate, and constructive feedback.
6. **Adaptability and Flexibility:** Capable of adapting leadership styles to meet the evolving needs of the school environment and respond effectively to unforeseen challenges.
7. **Commitment to Social and Emotional Learning:** Supports initiatives that enhance students' social and emotional learning, helping them develop self-management skills and understand the consequences of actions, including substance abuse.
8. **Legislative and Policy Knowledge:** Well-versed in relevant educational legislation, including career pathway initiatives and standards such as the Seal of Biliteracy and English Language programming. Should ensure compliance with performance evaluation reform acts and other regulatory guidelines.
9. **Visionary and Reflective Practitioner:** Longs to be seen not just as an administrator but as a reflective practitioner and instructional leader who is genuinely engaged in the

core activities of teaching and learning. Strives to be a respected figure who can directly impact and improve teaching practices.

This profile highlights the essential balance between administrative acumen and the personal touch needed to lead effectively in a complex educational landscape. The ideal candidate will not only manage the details of curriculum and instruction but will also be a visible, proactive participant in the daily educational experiences of both staff and students.