Mission: All children thrive.

Position	Curriculum Coordinator
School	CPSC 724 Foster Street & 1001 North Street Durham, NC 27701
Compensation	2025-26 NC Teacher Salary Scale plus 13% NC Teachers & State Employees Retirement Medical, Dental, Vision & Supplemental Insurances Paid Time Off
Employment Status	11 Month, Full-Time
Start Date	July 1, 2026
Application Deadline: We will accept applications until we find just the right candidates! As an equal opportunity employer, we are committed to identifying and developing the skills and leadership of people from diverse backgrounds. We do not discriminate on the basis of race, color, gender, disability, age, religion, sexual orientation, or national or ethnic origin.	

Job Description

Position Overview

The Curriculum Coordinator provides instructional leadership in support of the school's Project-Based Learning (PBL) model and Multi-Tiered System of Supports (MTSS) framework. This position serves on the Leadership Team and plays a key role in shaping instructional vision, professional development, and program coherence.

The Curriculum Coordinator ensures alignment across core academic programming and signature initiatives, while supporting teachers growth and student success through data-informed decision making and collaborative leadership. This role is central to cultivating instructional excellence, fostering innovation, and sustaining a vibrant, collaborative professional culture within the school community.

Core Responsibilities

1. **Project-Based Learning (PBL) Leadership**
    a. Support the design, refinement, and implementation of high-quality, standards-aligned Project Based Learning (PBL).
    b. Ensure vertical and horizontal alignment of curriculum.

c. Partner with teachers to strengthen inquiry-based instruction and authentic assessment practices.
d. Promote integration of literacy, numeracy, and SEL within project design.

2. MTSS Oversight

a. Lead the coordination and oversight of the school's MTSS framework.
b. Support systems for data collection, progress monitoring, and intervention tracking.
c. Facilitate regular data analysis cycles with grade-level and leadership teams.
d. Collaborate with EC, interventionists, and building leaders to ensure equitable access to support.
e. Monitor trends in academic, behavioral, and attendance data to guide school-wide decisions.

3. Programmatic Oversight

a. Provide coordination and coherence for the following initiatives:
    i. Outdoor Learning
    ii. Social Emotional Learning (SEL)
    iii. Arts Integration
    iv. Joy of Learning through High Academic Standards (core content)
b. Responsibilities include:
    i. Supporting vision alignment across initiatives
    ii. Facilitating cross-program collaboration
    iii. Monitoring implementation and impact
    iv. Ensuring alignment to school mission and instructional priorities

4. Professional Development Collaboration with Administration:

a. Collaborate with Building Directors and Executive Director to design the annual Professional Development (PD) calendar.
b. Identify PD priorities aligned to instructional data and school goals.
c. Facilitate or coordinate internal and external PD opportunities.
d. Share responsibility for PD logistics, including:
    i. Scheduling and space coordination
    ii. Food and hospitality arrangements
    iii. Teacher Learning Community (TLC) organization
    iv. Communication and materials

5. Leadership Team Participation

a. Serve as an active member of the School Leadership Team.
b. Contribute to strategic planning and school improvement efforts.
c. Support alignment between instructional initiatives and operational systems.
d. Collaborate with administrators to problem-solve instructional challenges.

Qualifications

- Minimum 5 years of successful classroom teaching experience.
- Demonstrated experience with Project-Based Learning.
- Experience with MTSS frameworks and data-driven decision making.
- Strong facilitation and collaboration skills.
- Commitment to equity, inclusion, and student-centered learning.
- Master's degree preferred.

Leadership Competencies

- Systems thinker who can connect initiatives across the school.
- Skilled facilitator of adult learning.
- Data-informed instructional leader.
- Collaborative and relationship-centered.
- Organized and able to manage multiple initiatives simultaneously.

Child-Centered Goals for Children

- Each child feels honored and nurtured, and valued for their uniqueness.
- Children express understanding of, curiosity about, and respect for the richness of their diverse community.
- Children's project work and explorations demonstrate their inherent curiosity and imaginations. Children communicate their ideas related to their understanding of their world and the world around them.
- Children demonstrate their capacity for kindness, empathy, generosity, and honesty.
- Children demonstrate their ability to explore, understand, and change the world through learned content and skills in math, language arts, scientific method, social studies, critical thinking, problem solving, and community service projects.
- Children learn and express themselves through play, art, music, dance, drama, and creative writing.
- Children learn to cherish and protect the world through engagement in outdoor learning including gardening, games, imaginative play, and exploration of the natural world.

As we envision a Durham where all children have the resources they need to thrive, and as we empower children as critical thinkers who lead lives of greater justice and equity, these are our commitments to our faculty and staff:

CPSC Administration commits to:

1. Provide opportunities to practice, design and share pedagogy and curriculum that is culturally relevant to your students' lives, and is socially transformative for the student, the school, and the community.
2. Distribute leadership responsibilities and build leadership skill capacities among staff and faculty.
3. Provide opportunities for you to deepen your understanding of society, especially the inequities people of color and other marginalized groups face.
4. Evaluate, coach, and support you to increase your efficacy, with a particular urgency and emphasis on racially equitable and just practices.
5. Care for the social, emotional and physical well being and health of our faculty and staff through direct support and services.

Faculty and staff commit to:

<u>In their Relationships:</u>

1. Strive to respect and love each student as if they are a member of their own family.
2. Honor, understand, and be responsive to students' learning differences, and exhibit curiosity about students' interests, dreams, desires, and cultural practices.
3. Be caring, committed, and collaborative with students, peers, families, and community partners.
4. Create an open-door policy for their classrooms or office spaces, believing that more visitors mean a greater chance for improvement and perspective.
5. Foster and invest in relationships with families, particularly families of color, by demonstrating interest in their culture and ways of knowing (e.g., attending community events they frequent, making special efforts with families outside of school time, going to students' performances and sporting events, learning about the events they attend).

<u>In their Growth:</u>

1. Exhibit a growth mindset and be responsive to feedback from peers, management, and parents.
2. Be ethnographers of our community to understand the strengths and challenges facing our students.
3. Embrace the challenge to discuss, self-examine, and disrupt where racism, sexism, and other forms of oppression impact our students' school experience.
4. Be vulnerable, lean into discomfort and exhibit fearlessness as they prioritize the mental, emotional, and cognitive health of all students, especially students of color.

In their Pedagogy or Practice:

1. Design authentic and engaging lessons around people who have fought, outsmarted, and crippled oppressive systems, so that students can learn how to become agents of change.
2. Prioritize and center the cultures and histories of students of color as the basis of learning expeditions and projects, at least as often as white culture is centered.
3. Create inclusive multilingual spaces where all languages and dialects are valued equally, so student and families' voices are heard and included.
4. Design and include families in pedagogy that deepens students' knowledge and love of self, culture, their ancestors, and the world around them.
5. Effectively implement culturally relevant Project Based Learning curriculum design and assessments.
6. Consistently assess student progress, communicate growth to students and families, and guide supportive interventions for students who are struggling academically, socially, or emotionally.
7. Consistently implement support plans to maximize success for all students.
8. Maintain an engaging and culturally relevant classroom or work space that amplifies student learning and community involvement.

If these commitments speak to your passion and skills as an educator and leader, please apply to teach at CPSC.

Application Procedure:

1. Email your **cover letter** (please indicate the subject area(s) you are qualified to teach), **resume** and **other materials** that showcase your practice to **jobs@cpsfc.org**.
2. After review and selection, qualified applicants will be invited to participate in an interview, teach a sample lesson, and/or participate in a focus group.