

SAN DIEGO UNIFIED SCHOOL DISTRICT

POSITION DESCRIPTION

TITLE:	Director, Professional Development for Administrator Support and Integrated Teams	REPORTS TO:	Deputy Superintendent
DEPARTMENT:	Professional Development for Administrator Support and Integrated Teams	CLASSIFICATION:	Certificated Management
FLSA:	Exempt	SALARY GRADE:	036 AASD
ISSUED:	June 23, 2009		

BASIC FUNCTION:

Administer, organize, develop, and assess the professional staff development needs of district administrators with a focus on developing the proficiencies in staff to meet major district initiatives and high performance in one's job function; coordinates the Integrated Team approach of district personnel supporting the Chief School Improvement Officers, School Improvement Officers, school-based administrators and staff.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

E = Essential functions

Provide oversight of all professional development for district administrators to ensure that all staff development is evaluated for effectiveness and resources are utilized appropriately; follow the organizational format for all professional development programs including the planning, scheduling, participation, and locations. *E*

Establish, provide and communicate ongoing professional development opportunities for instructional staff to obtain the knowledge, skills, and competencies needed to meet the district's purpose, strategic intent, system goals, core values and current initiatives which focus on and are aligned with district initiatives. *E*

Establish an on-going professional plan for district administrators focused on and aligned to district initiatives; provide opportunities for all levels of administrative employees to obtain the knowledge, skills, and competencies needed to meet the district's purpose, strategic intent, system goals, core values and current initiatives. *E*

Provide critical links within the district's employee/customer/supply chain to develop a coherent view of the district's purpose and core values. *E*

Develop all levels of administrators in the skills, knowledge, and competencies needed to be successful in their current jobs and capable of adapting to future job requirements, and provide career paths for future positions in the district. *E*

Coordinate and provide oversight of an induction program for all new administrators into the district including a three-year induction program for administrators, and a training program for potential administrators. *E*

Work with supervisors throughout the system to instill within each employee a commitment and accessibility to lifelong learning. *E*

Plan, develop and use assessment strategies to determine staff training needs for effective curriculum and function implementation. *E*

Present recommended staff development activities to the Executive Director for Curriculum, and Instruction, Professional Development, and Special Programs and reports annual progress of the district's Professional Development Plan. *E*

Design and deliver focused quality professional development endeavors aligned to district initiatives, and designed in a way that ensures a high probability of success for all administrators in the district, including senior officers. *E*

Implement administrative staff development endeavors that mirror the expectations of a mastery learning approach, including diagnostic assessments to determine entry level skills, initial acquisition of the content, and differentiation of approach to obtain the content/skills. *E*

Provide oversight of the development of transportable staff development offerings and modules to ensure that model alignment to the curriculum, assessment, and instructional specifications in the district. *E*

Use an administrative staff development delivery approach that builds in-house expertise throughout the district to impact district initiatives; use a 'trainer of trainers' model. *E*

Work in collaboration with the Program Director of Curriculum Design and the Director of Professional Development for Instructional Support in deploying and delivering the coaching needed to implement the curriculum. *E*

Work collaboratively with all division leaders and Chief School Improvement Officers in establishing the Integrated Team approach, administer the approach and set up processes to determine its effectiveness. *E*

Establish, direct, and participate in committees for program planning, implementation, and monitoring; schedule meetings and supervise activities for the Curriculum, Instruction, Professional Development, and Special Programs Support Service Division. *E*

Plan and recommend programs, objectives, and procedures for the department. *E*

Assist the Executive Director for Curriculum, Instruction, Professional Development, and Special Programs Support Service Division with special studies, projects, investigations, and planning and recommending policies and goals for the district within the division. *E*

Recommend the proposed staff development needs in the annual budget-building process. *E*

Perform related duties as assigned.

EDUCATION AND EXPERIENCE:

A combination of education, training, or experience equivalent to a master's degree in education and three years of experience in teaching or administrative assignments.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.
Valid Teaching Credential.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

District curriculum, assessment, and instructional specifications.
State-of-the-art theories, techniques and methodologies of instruction and district operations.
Current literature, trends, and development in the field of curriculum, assessment, instruction, staff development and organizational development.
Principles of supervision, organization, and administration.
Strategies for assessing system-wide staff development needs, visioning processes, and bringing about effective change and continuous improvement in large urban school systems.
Collaborative and team building strategies.
Effective adult learner professional development approaches and the National Staff Development Council Standards.
Various types of cognition models, formative and summative assessments, and their purposes.

Mastery learning and its components and use; teaching to mastery including the use of mass and distributed practice and the required instructional proficiencies.
Powerful instructional practices (e.g., Hunter, Marzano, and Resnick).
Strategies for closing the achievement gap of students.
District organization, operations, policies, and objectives.

Budget preparation and control.
Oral and written communication skills.
Principles and practices of administration, supervision, and training with a focus on reflective practice.
Applicable laws, codes, regulations, policies, and procedures.
Interpersonal skills using tact, patience, and courtesy.
Operation of a computer and assigned software.

ABILITY TO:

Demonstrate knowledge about human learning and development, and model this understanding in all activities.
Demonstrate a variety of coaching and mentoring approaches and ability to identify a staff member's motivational type and self-analytical ability to help determine effective coaching approaches.
Establish a framework for integrating innovations and relating those innovations to the purpose of the organization.
Use a variety of professional development approaches to accomplish the goals of improving quality services. Focus on applying creativity to real problems through hands-on-idea model practicing, learning, and reinforcing the skills being taught.
Facilitate the development and implementation of management planning that maximizes productivity for everyone and optimizes the student learning environment.
Align all learning development opportunities to district goal priorities.
Provide effective staff development around a major change effort in the restructuring of the district's approach to curriculum design.
Set high-level goals, develop long-range plans, and accept personal accountability for moving in the direction of the goals.
Coach and mentor staff using a reflective approach for dialogue to reach collaborative learning.
Establish and maintain effective working relationships with staff.
Problem solve, using extensive data when available to determine solutions.
Train and evaluate the performance of assigned staff.
Review existing and pending legislation related to procedural guidelines and recommend origination, modification, or support of legislative measures.
Maintain current knowledge of applicable provisions of federal, state and district laws, rules and regulations.
Interpret, apply and explain rules, regulations, policies, and procedures.
Operate a computer and assigned office equipment.
Prepare comprehensive narrative and statistical reports.
Direct the maintenance of a variety of reports and files related to assigned activities.

WORKING CONDITIONS:

ENVIRONMENT: Indoor, office setting.

PHYSICAL ABILITIES:

Dexterity of hands and fingers to operate a computer keyboard; sitting or standing for extended periods of time; hearing and speaking to exchange information and make presentations; seeing to read and write reports; lifting light objects.