

SAN DIEGO UNIFIED SCHOOL DISTRICT

POSITION DESCRIPTION

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

BASIC FUNCTION:

Administer, organize, develop, and assess the professional staff development needs of teachers and other instructional staff in the district, with a focus on developing the proficiencies in staff to meet major district initiatives and high performance in one's job function.

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 teacher and instructional staff professional development in the district 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***

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

Work with all administrators and staff in developing quality and aligned professional development programs for instructional staff that meet the staff development specifications; work with supervisors to instill within each employee a commitment and accessibility to lifelong learning. ***E***

Supervise, coach, mentor, and evaluate the Curriculum, Assessment, and Instruction (CAI) Deployment and Delivery Coaching Team on their demonstration of professional development and delivery, coaching, and mentoring skills; supervise members in the design of implementation of quality staff development endeavors aligned to curriculum design efforts to move the curriculum to delivery. ***E***

Supervise other district professional development programs tied to effective delivery of the curriculum (e.g., Striving Readers). ***E***

Coordinate an induction program for all new instructional employees into the district including a three-year induction program for teachers; provide oversight of the mentoring program for beginning teachers and other similar programs. ***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*

Implement 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 CAI Development Team and their development of transportable staff development offerings and modules to ensure alignment with the curriculum, assessment, and instructional specifications in the district. *E*

Design and deliver quality professional development endeavors that are focused, 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 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*

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

Coordinate any outside-the-district professional development to increase the likelihood that any programs/events attended are aligned to the direction and focus of the district leadership. *E*

Work in collaboration with the Program Director of Curriculum, Assessment, and Instructional Design in deploying and delivering the coaching needed to implement the curriculum. *E*

Work in collaboration with the Director of Professional Development for Administrators and Integrated Teams in joint professional development efforts and the implementation of the Integrated Team concept. *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.
Strategies for 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.
Staff development evaluation and processes for selecting staff development activities that have a high probability of success.
Calibration of curriculum content, contexts, and cognitions.
Various types of cognition models.
Formative and summative assessments and their purpose.
Mastery learning and its components 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.

ABILITY TO:

Demonstrate knowledge about human learning and development, and model this understanding in all activities.
Demonstrate a variety of coaching and mentoring approaches.
Build all staff development efforts around the NSDCS, or context, process, and content.
Establish a framework for integrating innovations and relating those innovations to the purpose of the organization.
Focus on applying creativity to real problems through hands-on-idea model practicing, learning, and reinforcing the skills being taught.
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 and work collaboratively with other administrative leaders in carrying out the work of the district.
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.