

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

**POSITION DESCRIPTION**

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| <b>TITLE:</b>      | Director, Student Programs and Professional Learning | <b>REPORTS TO:</b>     | Assistant Superintendent, Instructional Support Services Division |
| <b>DEPARTMENT:</b> | Instructional Support Services Division              | <b>CLASSIFICATION:</b> | Certificated Management   |
| <b>FLSA:</b>       | Exempt   | <b>SALARY GRADE:</b>   | 036<br>AASD   |
| <b>ISSUED:</b>     | May 11, 2010   |                        |   |

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**BASIC FUNCTION:**

Direct, plan, organize and control all functions of the Student Programs and Professional Learning Department.

**REPRESENTATIVE DUTIES:**

**E** = Essential Functions

Provide overall leadership to assigned student instructional programs, including, but not limited to: Off-Campus Integrated Learning Experience (OCILE); Summer School, Intersession, and Extended-Day Programs; Striving Readers; and the San Diego Gas and Electric energy conservation grant. **E**

Provide direct supervision to directors and managers of assigned instructional programs; evaluate all direct reports. **E**

Direct the development and provide oversight of all teacher training initiatives in core content areas. **E**

Oversee Discover, the cost-recovery based professional development program that provides district teachers with opportunities for salary advancement credit. **E**

Supervise, coach, mentor, and evaluate content area resource teachers on their demonstration of professional development and delivery, coaching, and mentoring skills. **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**

Work in collaboration with the Area K-12 Superintendents in deploying and delivering needed teacher professional development to effectively implement the curriculum. **E**

Ensure that all teacher professional development coordinated by the Student Programs and Professional Learning Department is evaluated for effectiveness. **E**

Establish, direct, and participate in committees for program planning, implementation, and monitoring; schedule meetings and supervise activities for the department. **E**

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

Assist the Assistant Superintendent, Instructional Support Services with special studies, projects, investigations, and with the planning and recommendation of policies and goals for the district and within

the division. *E*

Develop, allocate, and monitor budgets for assigned programs, facilities, equipment, and inventories. *E*

Perform related duties as assigned.

**EDUCATION AND EXPERIENCE:**

A combination of education, training, or experience equivalent to a master’s degree in educational leadership or related field and three years of experience in teaching or administrative assignments.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California driver’s license.

Valid teaching credential.

Administrative credential preferred.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

District curriculum, assessment, and instructional specifications.

State-of-the-art instructional theories, techniques and methodologies.

Current literature, trends, and development in the field of curriculum, assessment, instruction, staff development and organizational development.

Applicable provisions of federal, state, and district laws, rules and regulations.

Principles of supervision, organization, and administration.

Strategies for assessing system-wide staff development needs.

Collaborative team-building strategies.

Effective adult learner professional development approaches.

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.

Strategies for closing the student achievement gap.

**ABILITY TO:**

Demonstrate knowledge about human learning and development, and model this understanding in all activities.

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 goals and priorities.

Set high-level goals, develop long-range plans, problem-solve 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 working relationships and work collaboratively with other administrative leaders in carrying out the work of the district.

Train and evaluate the performance of assigned staff.

Interpret, apply and explain rules, regulations, policies and procedures.

Operate a computer and standard office equipment.

Prepare comprehensive narrative and statistical reports.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Indoor, office environment.

**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.

Issued: 5.11.10

Job Code 1168

JB