

**DeKalb County School District
Position Specification**

Title: **Director, Professional Learning**

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| DIVISION: Office of Continuous Improvement/Accountability | GRADE/SCHEDULE: 132 |
| DEPARTMENT: Professional Learning | WORKDAYS: 246 |
| REPORTS TO: Associate Superintendent | FLSA STATUS: Exempt |
| RETIREMENT: Teachers Retirement System | APPROVED (HR): October 1, 2019 |

GENERAL STATEMENT OF JOB

Under limited supervision, directs, develops, coordinates, implements, and monitors programs, policies, and procedures relative to the provision of professional learning opportunities for all employees of the DeKalb County School District (DCSD).

SPECIFIC DUTIES AND RESPONSIBILITIES

Essential Functions:

The following duties are representative of this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

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| <ul style="list-style-type: none"> • Develops and supervises the planning, development, delivery, and evaluation of programs, and course segments and implements procedures attendant to the school system’s comprehensive menu of professional learning opportunities for school system personnel |
| <ul style="list-style-type: none"> • Collaborates with other administrators within and external to the school system relative to identify effective and appropriate work-specific professional learning opportunities that are designed to enhance the effectiveness of all personnel; coordinates the initiatives of the department with the overall needs and goals of the school system |
| <ul style="list-style-type: none"> • Coordinates with district personnel and external agencies in planning professional learning activities |
| <ul style="list-style-type: none"> • Directs budget planning, management of internal and external customers, and facilitation of district, state, and federal policies, procedures, and guidelines |
| <ul style="list-style-type: none"> • Collaborates, participates, and facilitates planning meetings with department, district, school-based personnel, and external stakeholders in support of professional learning initiatives/programs |
| <ul style="list-style-type: none"> • Facilitates and implements training for teachers and administrators in support of great teachers and leaders |
| <ul style="list-style-type: none"> • Coordinates planning, implementation, and evaluation of professional learning activities |
| <ul style="list-style-type: none"> • Directs, organizes, implements, and administers special projects, as directed |
| <ul style="list-style-type: none"> • Ensures the utilization of technology in the teaching and learning process along with professional learning |
| <ul style="list-style-type: none"> • Assists with the development of annual budgets; monitors local spending; reviews and approves requisitions; reports expenditures |
| <ul style="list-style-type: none"> • Facilitates district-wide implementation and monitoring of summer professional learning programs for district and school-based staff |
| <ul style="list-style-type: none"> • Performs other duties as assigned |

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MINIMUM QUALIFICATIONS

- Master's degree in Education, Education Administration, Training and Development, or closely related field from a Georgia Professional Standards Commission approved accredited college or university required.
- Minimum five (5) years of previous work experience with demonstrated successful advancement through the teaching and/or school or district-level administrative hierarchy required.
- Valid Georgia Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6 or above required, or meet the eligibility requirement for a Support Personnel License from the Georgia Professional Standards Commission.
- American Society for Training and Development (ASTD) or International Society for Performance Improvement (ISPI) certification, preferred.

KNOWLEDGE, SKILLS & ABILITIES

- Knowledge of DCSD organizational and department planning and operational procedures
- Knowledge of workforce and facilities requirement forecasting
- Knowledge of all relevant available public and private resources and services
- Knowledge of curriculum guidelines for the school system and state requirements
- Knowledge of effective training and delivery models for adult learners and linkage between student achievement and position-embedded professional learning
- Effective oral, written, and interpersonal communication
- Skilled in coordinating and collaborating with federal, state, regional, and local organizations, and departments to establish and execute responsibilities
- Skilled in administration and management skills gained through increasingly responsible management positions
- Skilled in recruiting, training, and motivating employees
- Skilled in data analysis and group facilitation techniques
- Ability to direct and administer the programs and services of a non-profit educational and/or service organization
- Ability to establish objectives and procedures governing the performance of assigned activities among employees
- Ability to develop and understand financial and/or operating reports while maintaining confidential information
- Ability to plan and develop courses of study suitable for adult learners
- Ability to develop and implement a comprehensive plan; demonstrate sufficient physical stamina to deliver training programs
- Ability to use relevant computer applications, prioritize assignments, and manage multiple tasks simultaneously

PHYSICAL REQUIREMENTS

Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally, and all other sedentary criteria are met.

Reaching: Extending hand(s) and arm(s) in any direction.

Fingering: Picking, pinching, typing, or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling.

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Talking: Expressing or exchanging ideas using the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

Hearing: Ability to receive detailed information through oral communication and make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

Vision: The ability to perceive the nature of objects with the eye. Acuity (near and far vision), depth perception (three-dimensional vision), accommodation (adjustment of lens to the eye to bring an object into sharp focus), the field of vision (the area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

Repetitive Motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

PERFORMANCE FACTORS

Interaction with Others: Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal, or failure to communicate. Ability to be flexible relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

Concentration: Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only a few or no errors.

Stressful Circumstances: Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with people who may be angry, demanding, or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given precise directions relative to work steps or the final project.

Decision Making: Ability to make appropriate business decisions.

Organizational Skills: Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

Attention to Detail: Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

Public Contact: Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to demonstrate professionalism while interacting with others and to maintain constructive working relationships.

Attendance and Dependability: Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

Environmental Factors: Hazardous physical conditions (mechanical parts, electrical currents, vibration, etc.); Atmospheric conditions (fumes, odors, dust, gases, poor ventilation); Travel

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