

DeKalb County School District

Position Specification

Title: Executive Director, Professional Learning

DIVISION: Schools and Leadership

GRADE: 134

DEPARTMENT: Professional Learning

WORKDAYS: 246

REPORTS TO: Chief of Schools and Leadership

FLSA STATUS: Exempt

RETIREMENT: Teachers Retirement System

APPROVED (HR): January 22, 2024

General Statement of Job

Under limited supervision, this role directs, develops, coordinates, implements, and monitors programs, policies, and procedures related to providing professional learning opportunities to all DCSD employees. It also supports strategic improvement priorities for all DCSD employees.

Specific Duties and Responsibilities

Essential Functions:

The following duties are representative for 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. Tasks and responsibilities will be in concurrence with implementing the Strategic Plan and Aligned Management System. Other duties may be required and assigned.

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| <ul style="list-style-type: none">Assists in the development and supervision relative to the planning, development, delivery and evaluation of programs, course segments and implements procedures attendant to the school system's comprehensive menu of professional learning opportunities for school district 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 planning, implementation, and evaluation of professional learning activities |
| <ul style="list-style-type: none">Directs goal-centric budget planning, allocation of funds for professional learning, and management of internal and external customers and facilitation of district, state and federal policies, procedures, and guidelines |

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<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"> • Design and implement effective professional development opportunities that improve staff capacity and assess the effectiveness of these programs to ensure continuous growth.
<ul style="list-style-type: none"> • Collaborate with school and central office leaders to evaluate the professional learning requirements of both instructional and non-instructional staff.
<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"> • Directs, assists, and monitors the development of annual budgets; monitors local spending; reviews and approves requisitions; reports expenditures
<ul style="list-style-type: none"> • Collaborates with other departments to increase student achievement and ensure data accuracy by facilitating evaluation of district and school-level professional development impact on teacher effectiveness and academic achievement.
<ul style="list-style-type: none"> • Utilizes feedback from research, surveys, and evaluations to improve employee and district capacity for academic growth by tracking and processing professional learning requests at both school and district levels.
<ul style="list-style-type: none"> • Supports the facilitation of 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

Education and/or Experience

Master's degree in Education, Education Administration, Training and Development or closely related area is required.

Minimum seven (7) years of previous experience with demonstrated successful advancement through the training and development and/or school or school system administrative hierarchy required.

Certificates, Licenses, Permits: Valid Georgia Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6 or above required for persons who have current school administration experience and no previous training and development or human resources management experience at the time of hire. If a level L-5, NL-5, PL-6 or above certificate is not held, the individual must be eligible for the NPL certificate in educational leadership. Prefer American Society for Training and Development (ASTD) or International Society for Performance Improvement (ISPI) certification.

Knowledge, Skills & Abilities

Knowledge of organizational and department planning and operational procedures; the organization of specific assigned area; budgeting and spending, labor issues and efficiencies; DCSD policies and procedures; manpower and facilities requirement forecasting; all relevant available public and private resources and services; curriculum guidelines for the school system and state requirements;

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effective training and delivery models for adult learners; and linkage between student achievement and position-embedded professional learning

Skill In coordinating and collaborating with federal, state, regional and local organizations and departments to establish and execute responsibilities; administration and management skills gained through increasingly responsible management positions; recruiting, training and motivating employees; effective oral, written, and interpersonal communication; data analysis; and group facilitation techniques

Ability to direct and administer the programs and services of a non-profit educational and/or service organization; establish objectives and procedures governing the performance of assigned activities among employees; develop and understand financial and/or operating reports; maintain confidential information; plan and develop course of study suitable for adult learners; develop and implement a comprehensive plan; demonstrate sufficient physical stamina to deliver training programs; use relevant computer applications; prioritize assignments; and manage multiple tasks simultaneously

ADA 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.

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

Talking: Expressing or exchanging ideas by means of 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 to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

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 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 persons who may be angry, demanding or otherwise less than polite.

Independent Judgment: Ability to complete work tasks without being given precise directions relative

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to work steps or the final project.

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

Decision Making: Ability to make appropriate business decisions.

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.

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