

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR I – PROFESSIONAL DEVELOPMENT

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks in directing the professional development activities at all levels in the organization. Employee is responsible for assessing system-wide professional development needs, setting specific goals; developing training programs to meet specified needs, and evaluating the effectiveness of implemented programs. Employee assists departments, individual schools and individual employees (classified and certified) with performing the same steps for individual growth. Employee also assists schools and individuals with identifying existing internal and external development opportunities. Employee assists the Executive Director – Induction and Professional Development with developing and evaluating professional development, as well as with developing strategic plans for the system. Reports to the Executive Director – Induction and Professional Development.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Conducts various needs assessments to determine professional development needs at the school district level; and assesses effectiveness of all professional development.

Assists the Executive Director-Induction and Professional Development with developing, implementing and evaluating curriculum and instruction in the school system; assists with the design of strategic plans for various programs.

Assists schools with needs assessment and development of their professional development plans.

Assists individuals and groups in identifying external and internal resources for learning opportunities, including instructor-led training and self-study materials.

Works in leadership capacity as part of teams working to increase student achievement.

Coordinates implementation of various innovations within the system as designated by Executive Director- Induction and Professional Development.

Assists with the overall support of district initiatives and programs and develops strategies for improvement.

Participates in regularly scheduled departmental meetings as required.

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Plans and leads regular meetings for Professional Development department that include data reviews of current offerings, participation and evaluations.

Collaborates with other departments as appropriate to provide an integrated program.

Independently and collaboratively researches, creates and plans course offerings for district personnel based on data-based needs assessment and Strategic Plan goals.

Oversees the maintenance of the online Professional Development system.

Works with the Program Administrator to approve professional development courses.

Provides instruction to district instructors in the areas of adult learning and course evaluation in order to continuously improve district-wide professional development.

Supervises and conducts personnel administration duties for direct report subordinate(s) including evaluating, assigning special duties, monitoring attendance and granting leave.

Ensures that GCS maintains a high standard of Professional Development services that meet the NC standards, align with the National Staff Development Council standards and GCS Strategic Plan Goals.

Remains current on state policies and procedures regarding continuing education credits and in collaboration with Human Resources office, accurately disseminates information to affected employees about requirements for license renewal.

Maintains open communication with all levels of the school system hierarchy; serves as liaison between schools and the various departments within the Central Office; maintains regular contact with other executive directors to exchange ideas, share information and develop plans.

Works collaboratively with NCDPI to align state professional development initiatives and leverage DPI PD Leads for in-district training on those initiatives.

Reads professional journals and research papers; attends seminars, conferences and workshops to continuously update professional knowledge.

ADDITIONAL JOB FUNCTIONS

Carries out duties assigned by the Chief Curriculum & Organizational Development Officer and the Executive Director- Induction and Professional Development

Performs other related work as required.

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MINIMUM TRAINING AND EXPERIENCE

Master's degree in Education, and 5 to 7 years of experience teaching including program coordination; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

SPECIAL REQUIREMENTS

Must maintain a valid North Carolina Educator's license. Must possess a valid North Carolina driver's license.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of automated office machines including computers, typewriters, calculators, copier, facsimile machines, etc. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Sedentary work involves sitting most of the time, but may involve walking or standing for periods of time.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments to subordinates.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, manuals, etc. Requires the ability to prepare correspondence, reports, forms, instruction, etc., using prescribed format and conforming to all rules of punctuation, grammar, diction and style. Requires the ability to speak to people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; and to determine percentages and decimals.

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Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using automated office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Considerable knowledge of internal and external resources for staff development.

Considerable knowledge of current literature, trends and developments in the field of staff development.

Considerable knowledge of the principles of supervision, organization and administration.

Considerable knowledge of working with adult learners.

Skills in supervising and coordinating large programs.

Ability to assess system-wide professional development needs.

Ability to set high level goals and develop long range plans.

Ability to develop, implement and evaluate programs.

Ability to develop, implement and evaluate curriculum and instruction.

Ability to maintain complete and accurate records and to develop meaningful reports from them.

Ability to use common office machines and popular computer-driven word processing,

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spreadsheet and file maintenance programs.

Ability to communicate effectively both orally and in writing.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.