

DIRECTOR, TEACHER LEARNING AND LEADERSHIP

GENERAL RESPONSIBILITIES

Direct, manage and coordinate efforts to build and support a professional learning program, designed for teachers, that is innovative, research-based and job-embedded.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Design, coordinate and manage a division-wide professional learning program to develop teacher leaders in each school across the division.
- Direct and manage the work of specialists in their efforts to design and implement an innovative, research-based, job-embedded professional development program that assists teachers in fully supporting the implementation of the strategic plan.
- Collaborate with the Department of Teaching and Learning to ensure all professional learning supports high-quality teaching and learning.
- Oversee the development and implementation of ongoing training and follow-up for school-based teacher leaders in the use of protocols and practices that support the development of a collaborative learning culture.
- Supervise the work of the specialists as they work to build collaborative learning cultures across all schools.
- Supervise and mentor specialists to build their capacity to support professional learning.
- Work collaboratively to prepare a budget and supervise the allocation of resources.
- Provide reports to executive leadership regarding activities, costs, performance, etc. as required.
- Account for the supervision, development, and evaluation of assigned staff.
- Conduct or participate in workshops, committees, and conferences designed to promote teacher leadership and professional learning.
- Stay abreast of national and state standards, current trends, and issues related to professional learning and best practice; serve on a variety of state and local committees.
- Perform related work, as required.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of the school division's strategic plan, procedures, and organization; thorough knowledge of school personnel and administrative practices, procedures and methods; considerable knowledge of the principles and methodologies of effective professional learning; ability to demonstrate, deliver and articulate oral presentations and written communication; ability to demonstrate excellent oral and written communication skills; ability to establish and maintain effective working relationships with school officials, administrators, teachers, and associates.

EDUCATION AND EXPERIENCE

Master's degree in education, Administration and Supervision PreK-12 endorsement, at least five years of experience as a classroom teacher, and at least two years of building-level and/or central office administrative experience.

A comparable amount of training and experience may be substituted for the minimum qualifications.

PHYSICAL REQUIREMENTS

None

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.