

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT**  
**Position Description**

<b>TITLE:</b>	Director, Professional Learning, Educator & Leadership Development	<b>CLASSIFICATION:</b>	Non-Represented Management, Certificated
<b>SERIES:</b>	Director III	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	9835	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Academic Office	<b>SALARY:</b>	Range 19 Salary Schedule A
<b>REPORTS TO:</b>	Assistant Superintendent Curriculum and Instruction	<b>HR APPROVAL:</b>	5-18-2022
		<b>CABINET APPROVAL:</b>	4-11-2022

**BASIC FUNCTION:**

The Director III, Professional Learning, Educator and Leadership Development, is responsible for clarifying, articulating and operationalizing the District’s instructional vision and framework by building teacher and leader capacity in the area of educator and leadership development. Accountable for improving student achievement, working to eliminate inequitable practices and outcomes, and collaborating with Academic Office colleagues and site leaders, the Director will design and implement the District’s professional learning plan with purpose of building the capacity of classified, certificated and management staff to equitably-serve students. Focused on the areas of high quality instruction, multi-tiered systems of support, data-based problem solving, improvement science, culturally responsive teaching and learning, school design, and other District-defined instructional initiatives. The Director will collaborate with District and site leaders to tailor professional learning opportunities that align with the District’s Culturally Responsive Education Service Delivery Model to identify and meet the diverse needs of students through multi-tiered systems of support model. The development and implementation of high quality professional learning opportunities for all District employees will be in consultation with District and site-based staff, and to that end, the Director will use a collaborative approach to draw upon and maximize the expertise of others. The Director will monitor, assess, and evaluate the quality and effectiveness of all District professional learning.

**REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)**

**REPRESENTATIVE DUTIES:**

Lead a comprehensive vision for teaching and learning, modeling and teaching best practices within the District and the development, implementation and monitoring of an educator effectiveness system within the District’s multi-tiered systems of support framework. **E**

Collaborate with colleagues, District, and site staff to clarify, articulate, and operationalize the District’s instructional vision, framework, priorities, and desired outcomes and ensure that strategies, tools, practices and clear communication of expectations and implementation timelines are aligned with a focus on District-wide practices in the area of educator and leadership development. **E**

Design, plan, organize and direct a comprehensive leadership development program for District administrators and aspiring administrators. **E**

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Design, plan, organize and direct a comprehensive educator development program for District teachers, aspiring teachers, teacher residents, and teacher interns. **E**

Design, plan, organize and direct a comprehensive mentor development program for administrator and teacher mentors. **E**

Deliver consistent leadership coaching and mentoring for principals and principal mentors that provides them the opportunity to reflect, monitor, adjust, and increase the effectiveness of their roles in strengthening instructional practices with opportunities for consultation, observation and feedback, and burnout prevention. **E**

Develop a District-wide coaching model for use by District leaders, content coordinators and coaches, site leaders and mentor teachers that expects and provides for observing instruction in both general and special education settings and providing strengths-based and actionable feedback. **E**

Work with local colleges and universities to create sustainable pipelines for new teacher interns and residents. **E**

In Collaboration with Human Resource Services, make targeted and concerted effort to recruit teacher candidates that reflect the unique social, racial, and ethnic diversity of the District's families. **E**

Supervise the Induction Coordinator to establish and implement a strategic plan to improve the quality, rigor, assessment and measurement of the District's existing New Teacher Induction Program and bring it into alignment with the District's instructional vision, framework and defined priorities. **E**

Direct, assign and supervise assigned personnel to assure equitable access to programs and resources, and collaborate with other C&I Department members to build capacity of coaches, teachers and leaders through professional learning, coaching and mentorship. **E**

Address burnout prevention for new administrators and teachers. **E**

Evaluate the impact of educator and leadership development on teaching and learning and use a data-driven approach to improve intended outcomes. **E**

Design and implement a written, comprehensive multi-year professional learning and coaching plan with clear expectations for implementation and monitoring based on best practices for improving effective instruction, with a specific focus on the areas of high quality instruction, multi-tiered systems of support, data-based problem solving, improvement science, culturally responsive teaching and learning, school design, and other District-defined instructional initiatives. **E**

Engage school-based committees to build a common language and common understanding of the instructional vision and their critical role in supporting the attainment of the vision. **E**

Identify and establish the key strategies and practices for providing effective and continuously improving teaching and learning (including, but not limited to Universal Design for Learning, MTSS, ant-bias/anti-racist practices, culturally responsive teaching and learning, etc.). **E**

Provide site administrators with professional learning and coaching opportunities to enhance their knowledge and skills to fulfill their roles and responsibilities as instructional leaders. **E**

Develop and implement a walk-through tool to systematically monitor and support site leadership and classroom instruction and interventions. **E**

Provide support and structure for central office staff and site leaders to increase their knowledge and skills on creating a culture of data to monitor continuous improvement at the school and classroom levels to increase

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accountability for teaching and learning goals; engage principals in cycles of inquiry and implementation science to develop skill, understanding, confidence and trust. **E**

Develop and implement user-friendly tools, expectations, timelines, and strategies to support site leaders' and teachers' consistent use of quantitative and qualitative data to assess rates of growth for academic, behavioral, and social-emotional learning for all students. **E**

Train school sites where student equity data reflects the highest priority and provide school leaders the opportunity to strengthen their ability to mobilize others, model inquiry and reflection, and data-based decision-making. **E**

Develop structure and process for collecting data on and monitoring the effectiveness of District and site professional learning; assess the success of the overall professional learning program and individual sessions, conduct follow-up studies, prepare related reports and suggest improvements. **E**

Support District LCAP and site SPSA development to ensure strategic plans for improvement are grounded in data-based decision making, directed at implementing and improving multi-tiered systems of supports, and aligned with District instructional framework and priorities. **E**

Mentor, support and serve as a resource for District, department and site leaders in the development of professional learning plans and strategies to ensure they are aligned with identified student needs and District priorities and that resources are properly allocated to improve student learning outcomes; support leaders in determining appropriate instructional methods, utilizing knowledge of data-based problem solving, MTSS, UDL, and best practices for adult learning to meet identified District and school targets. **E**

Visit other District departments, school sites and classrooms on a regular basis to identify instructional best practices and ensure effective implementation of professional learning practices to meet the needs of all students and staff. **E** Schedule professional learning sessions, develop registration and accountability procedures, ensure facilities are identified, communicate with employees and provide proper notification, and coordinate other practical elements involved with planning professional learning activities. **E**

Coach, support, supervise and evaluate the performance of assigned personnel on a regular basis and provide clear, constructive feedback to improve staff effectiveness; interview and select highly qualified employees and recommend transfers, reassignment, termination and disciplinary actions; plan, coordinate, and arrange for appropriate training of assigned staff. **E**

Direct and prepare a variety of narrative and statistical reports, records, and files; attend and/or conduct a variety of meetings, prepare agendas and maintain minutes and notes; prepare a variety of correspondence; present to key stakeholders, including but not limited to the Board of Trustees, community groups and organizations, and other governing bodies on progress of key priorities. **E**

Develop, interpret and administer policies and procedures as they relate to professional learning. **E**.  
Ensure compliance with various laws and regulations. **E**

Provide a positive climate of interaction and communication; resolve issues and conflicts and exchange information using compassionate dialogue tenets; communicate clearly; model non-discriminatory practices and the District's standards of ethics and professionalism in all activities. **E**

Perform related duties consistent with the scope and intent of the position. **E**

Develop and prepare the annual budget for professional learning; analyze and review budgetary and financial data; and monitor and authorize expenditures in accordance with established guidelines. **E**

Perform related duties consistent with the scope and intent of the position. **E**

**TRAINING, EDUCATION AND EXPERIENCE:**

Bachelor Degree and any combination equivalent to: Minimum seven years' increasingly responsible supervisory, certificated, and management experience in school improvement, instructional leadership, multi-tiered systems of support, and the development of professional learning programs. Minimum five years' experience as a site leader for either or both elementary and secondary segments, with communities that represent SCUSD's diverse student body, and evidence of data-based school improvement outcomes.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California's Driver's License; provide personal automobile and proof of insurance. Hold a current Administrative Services Credential; and a Pupil Personnel Services or valid Teaching Credential issued by the California Commission on Teacher Credentialing.

**KNOWLEDGE AND ABILITIES:**

## KNOWLEDGE OF:

- Data-Based Problem Solving.
- Multi-Tiered Systems of Support.
- Universal Design for Learning.
- Full Inclusion Practices.
- Anti-Bias/Anti-Racist Practices.
- Culturally Responsive Teaching and Learning Practices.
- Principles and practices of administration, supervision, and professional learning.
- Planning, organization, and evaluation of professional learning.
- School improvement and professional learning initiatives.
- School management, practices, supervision, development, and training.
- Educational programs, curriculum and instruction, and learning of students K-12.
- Instructional programs at all levels.
- Utilizing data and assessment results to plan, monitor, and assess professional learning.
- District curriculum and state and national standards for professional learning.
- California Standards for the Teaching Profession (CSTP).
- California Professional Standards for Education Leaders (CPSEL) Standards.
- District's Local Control Accountability Plan (LCAP).
- Current research and best practices regarding adult learning and professional learning methods and models.
- State and federally identified school improvement models and requirements.
- Finance, budget development, and implementation of special state and federal grants.
- Budget preparation and control.
- Grant proposals, writing, progressing monitoring and reporting.
- Support services, delivery systems, and Title I guidelines and compliance regulations.
- Applicable laws, codes, regulations, policies and procedures.
- Urban schools and issues affecting the welfare of English Learners and students with disabilities.
- Labor relations law and employee and union contracts.
- District organization, operations, policies objectives and goals.

## ABILITY TO:

- Plan, model, organize, administer, and improve the District's professional learning system.

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- Teach and lead adults in a school-based setting and provide feedback to educators.
  - Demonstrate success in developing and implementing high-quality professional learning models.
  - Facilitate the development, enhancement, and improvement of curriculum and instructional programs.
  - Execute risk taking and innovation in support of performance improvements throughout the District.
  - Implement management strategies based on evaluation data.
  - Synthesize, disaggregate, and analyze statistical data from a variety of sources for trends and develop strategies for improvement.
  - Assure compliance with District content standards and CSTP.
  - Recognize political and priority implications in developing, implementing programs, and strategies.
  - Ability to translate theory into action.
  - Analyze situations accurately and adopt an effective course of action.
  - Perform with effective decision-making and accountability for results.
  - Network and collaborate effectively with District departments and local, county, state and national organizations.
  - Communicate effectively, both orally and in writing.
  - Utilize interpersonal skills using tact, patience, and courtesy.
  - Establish and maintain effective working relationships with District staff and administrators, outside agencies, and the diverse stakeholders.
  - Work collaboratively and build positive relationships with a diverse group of stakeholders.
  - Demonstrate leadership to all stakeholders by inspiring and motivating others to reach a common goal.
  - Exhibit loyalty and high ethical standards.
  - Focus and appropriately allocate resources toward identified goals.
  - Negotiate skillfully in difficult situations and create solutions to promote compromise.
  - Attend District program meetings which may be held at different sites.
  - Plan and organize work to meet schedules and deadlines.
  - Prepare comprehensive narrative and statistical reports.
  - Interpret, apply, and explain rules, regulations, policies, and procedures.
  - Supervise and evaluate the performance of assigned staff.
  - Operate a computer and related software.
  - Meet the State and District standards of professional conduct as outlined in Board Policy.

**WORKING CONDITIONS:****SAMPLE ENVIRONMENT:**

Office environment; driving a vehicle to conduct work.

**SAMPLE PHYSICAL ABILITIES:**

Hearing and speaking to exchange information; physical, mental and emotional stamina to endure long hours under sometimes stressful conditions.

**HEALTH BENEFITS:** District pays a portion of the employee's health benefits through District-offered plans.