



TITLE: Director III, Professional Growth Systems (PGS) and Support
WORK YEAR: 221 work days
REPORTS TO: Assistant Superintendent, Equity, Access & Community Engagement

PRIMARY FUNCTION:

Under the direction of the Assistant Superintendent, the Director directs, supervises and provides leadership for Professional Growth Systems (PGS) and District-wide Parent Leadership. The Director is responsible for the oversight and supervision of the three PGS programs (principal, teacher and Classified staff). The Director leads the district-wide support and facilitation of parent-led groups.

EDUCATION AND EXPERIENCE:

- Valid California Administrative Credential
- Valid single subject or multiple subject teaching credential with English Learner authorization
- Master's Degree or higher
- Minimum of five (5) years of site administrator experience
- Valid California Driver's License

ASSIGNED RESPONSIBILITIES:

- Provide leadership for the programs of PGS and Parent Leadership
- Collaborate with all employee associations to support actions impacting PGS programming.
- Ensure equitable collaboration amongst Principal, Teacher and Classified PGS teams.
- Work with and provides support to school-based and non-school-based administrators to enhance their knowledge of effective leadership practices.
- Facilitate parent-led groups on matters related to support and access for families.
- Oversee staff and implementation of Teacher Induction program.
- Lead efforts to support district mission, goals and equity tenets through exemplary leadership.
- Partner and collaborate with others including, but not limited to district personnel, personnel from other districts and community organizations for the purpose of problem solving with educational partners for the benefit of students.
- Perform other duties as assigned.

ESSENTIAL JOB REQUIREMENTS – QUALIFICATIONS:

Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical, mental and environmental requirements (reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions):

KNOWLEDGE:

- Effective collaboration interpersonal and facilitation skills
- Adult learning theories
- Effective coaching strategies
- School management and leadership

ABILITY:

- Work independently with little direction
- Demonstrate organizational, time management, analytical and problem solving skills
- Communicate effectively both orally and in writing
- Work effectively in the absence of supervision
- Establish and maintain cooperative and effective working relationships with others
- Train and evaluate the performance of assigned staff
- Interpret, apply and explain rules, regulations, policies and procedures
- Operate a computer and job-related equipment
- Analyze situations accurately and adopt an effective course of action
- Meet schedules and timelines
- Plan and organize work.

PHYSICAL:

- Ability to push, pull, and transport instructional and/or presentation materials
- Ability to communicate so others will be able to clearly understand a normal conversation
- Ability to understand speech at normal levels
- Ability to bend, twist, stoop and reach
- Ability to drive a personal vehicle to conduct business.

MENTAL:

- Ability to organize and coordinate schedules
- Ability to analyze and interpret data
- Problem solving
- Ability to communicate with the public
- Ability to read, analyze and interpret printed matter and computer screens
- Ability to create written communication so others will be able to clearly understand the written communication

- Ability to communicate so others will be able to clearly understand a normal conversation
- Ability to understand speech at normal levels.

ENVIRONMENT:

- Indoor—frequently
- Outdoor—occasionally
- Ability to work at a desk and in meetings of various configurations.