



## Professional Learning & Leadership Academic Programs Director

### **BASIC FUNCTION**

Under the support and direction of the Senior Director of Professional Learning and Leadership (PLL), the Director of Leadership Programs is responsible for directing the staff and activities essential to the creation, development, and implementation of the PPS Leadership Development Continuum; oversee staff in the innovative development, implementation, and continuous improvement of programming; develop and facilitate professional development programs. The Director will lead and guide the execution of the strategic and operational plans for a cohesive Leadership Development program in coordination with the Senior Director of PLL. The Director will plan and execute organizational practices to ensure optimum effectiveness, manage a team of Principal Coaches, work with our University partners to create a seamless transition from pre-service to in-service leadership, and serve on district committees as designated.

Overall, The Director will provide cutting-edge leadership, management, and support for PLL to meaningfully embed the many resources, programs, and collaborative opportunities into the professional growth and leadership development infrastructure and culture of PPS. The Director's work extends to the broader district system through support of new and aspiring leaders and university partnership pipeline programs that funnel through our department.

### **REPRESENTATIVE DUTIES**

*The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.*

- Designs and executes PLL's Leadership Pathway and Professional Development Programming, including a strong induction system for school and district leaders.
- Lead and participate in organizational development efforts to cultivate the capacity, health and effectiveness of the PLL department programs.
- Leads PLL teams in their continued growth and development, that result in clear, actionable program outcomes that lead to elimination of systemic disparities.
- Operationalizes a compelling vision for the transformational Leadership Development work of the office of Professional Learning and Leadership.
- Design, implement, and regularly evaluate the systems and structures that support PLL leadership and professional learning efforts including, but not limited, to Aspiring Leadership Program, the Leadership Coaching Program, and the partnerships associated with our Equity-Centered Pipeline Initiative.

- Carries the collective vision of the Equity Centered Pipeline Initiative, engages and excites others, ensures that programming supports the vision, outlines the general direction of the partnership.
- Leads strategic alignment between all PLL Leadership Programming.
- Recruits, hires, supervises and evaluates PLL Principal Coaches.
- Responsible for developing the Aspiring Leadership Program and the Aspiring Principals' Program.
- Responsible for leading a cross-departmental team to plan and execute monthly districtwide Leadership Development Days.
- Ensures that the diverse communities in which we work are active in designing and evaluating the program.
- Facilitates ongoing communication between all stakeholders including higher education partners.
- Serves on district committees and leads district initiatives or partnerships as assigned.
- Performs other related duties as assigned.

*Note: At the end of some of the duty statements there is an italicized "E", which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.*

### **KNOWLEDGE AND ABILITIES**

#### *Knowledge of:*

- Portland Public Schools' sociopolitical context and urban public schools
- Knowledge, experience, and understanding of successful facilitation of professional development among administrators, whole school staffs, teacher leader meetings, and with community partners
- Knowledge and experience designing professional learning consistent with adult learning theory
- Data-driven problem-solving and decision-making
- Strong written and oral communication skills, particularly in public-facing communications
- Adult Learning Theory, Instructional Strategies and Learning Assessments

#### *Ability to:*

- Recognize, disrupt, and design against systemic racism and other forms of systemic oppression leading to persistent racialized disproportionality, disparity and predictability in our schools
- Make data-driven decisions
- Use an improvement mindset (consistent reflection, willingness to grow, and apply lessons learned for continuous improvement )
- Generate and identify connections among different facets of the work to support inter- and intra-team integration
- Be flexible, innovative, and adaptable when presented with a change of course or ambiguity; willingness to fill a need, solve a problem and demonstrated initiative that strategically advances efforts
- Comprehend, analyze, synthesize and communicate complex information quickly
- Evaluate the practices and learning of others to provide effective constructive feedback
- Effectively manage people and large scale, long term projects; ability to manage multiple, shifting priorities in a high-demand, fast-paced environment

- Work both independently and collaboratively with diverse individuals; leveraging different strategies and interpersonal skills to move the work forward;
- Manage details and the day-to-day implementation of multiple projects simultaneously and seamlessly
- Build strong teams by developing individuals' skills, maximizing their strengths and providing regular feedback
- Maintain the larger vision while also attending closely to immediate needs
- Use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications

### **EDUCATION AND EXPERIENCE**

Must hold an active Oregon Administrative License issued by Teacher and Standards Practice Commission (or the ability to obtain licensure by the first day of employment).

A minimum of 8 years (3 years of experience as a central office leader, program director or leadership coach and 5 years as a principal). Experience with leadership development strategy, design and implementation. Demonstrated experience of professional learning design and facilitation consisted with adult learning principles. Must have demonstrated evidence coaching and shifting practice of school leaders and evidence of leading change with racial equity outcomes at the core.

*Any other combination of education and experience that would likely provide the required knowledge and abilities may be considered.*

#### **Special Requirements:**

Work hours may include on- and off-campus evening and weekend activities and meetings and district, school and student functions.

Some positions in this classification may require the use of a personal automobile and possession of a valid Class C Oregon driver's license.

### **WORKING CONDITIONS**

*The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.*

**Work Environment:** Work is performed primarily in a standard office environment with frequent interruptions and occasional visits to District sites. Work hours may include on- and off-campus evening and weekend activities, meetings and district, school and student functions.

**Hazards:** Potential conflict situations.

**Physical Demands:** Primary functions require sufficient physical ability and mobility to work in an office setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting or standing for extended periods of time; kneeling, bending at the waist, reaching overhead, above the shoulders and horizontally

to retrieve and store files and supplies; lifting, pushing, pulling and carrying office equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

**Remote Work Eligibility:** ad-hoc

---

FLSA:	Exempt	Approval Date:	April 8, 2022
Bargaining Unit:	N/A		
Salary Grade:	Licensed Administrator Salary Schedule		
Work Year(s):	260		

*Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service (Board of Education Policy 1.80.020-P).*

*Human Resources partners with district leadership to recruit, develop, and support a culturally diverse workforce dedicated to the highest standards of equity and achievement that creates an environment of empowerment and success for our students, employees, and the communities we serve.*