

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: EXECUTIVE DIRECTOR – ORGANIZATIONAL DEVELOPMENT AND INDUCTION

GENERAL STATEMENT OF JOB

Under limited supervision, performs highly responsible leadership work to carry out school system mission and goals in Induction and Professional Development. Work involves planning and providing an induction and training programs for district staff; supervising professional and classified employees in the department; and maintaining files and records related to beginning teachers, mentors, and administrators. Also performs a variety of supervisory and administrative tasks in planning and directing the overall professional development plans and activities of the district, including the North Carolina and District Evaluation Processes. Employee is responsible for assessing system-wide staff development needs, setting specific goals; developing training programs to meet specified needs, evaluating the effectiveness of implemented programs, and overseeing the maintenance of professional development records for Continuing Education Units, attendance, etc. Employee assists the Curriculum and Instruction staff with developing and evaluating current instruction programs, as well as developing strategic plans for the system. Reports to the Assistant Superintendent of Curriculum, Instruction and Assessment.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Aligns Induction, Professional Development, and Evaluation Systems to District’s Strategic Plan, Vision, and Mission and School Board values. Utilizes relevant research, surveys, aggregate evaluation ratings and other sources of feedback to support Organizational Development efforts designed to increase employee and District capacity in providing for student academic growth and achievement.

Plans, develops, and coordinates induction programs, district-wide orientation/onboarding, training in District policies and procedures, monthly Right Start (New Employee Training) seminars, and the work of Induction Support Coaches for first, second and third-year, beginning teachers.

Collaborates with district offices to develop induction processes and employment pathways for employees.

Plans, develops, and coordinates employment pathways for support personnel, teachers, curriculum facilitators, assistant principals, principals, and other licensed and non-licensed staff. Plans, develops, and coordinates a mentoring program for beginning teachers, that includes conducting orientation and training for mentors including training in “Mentoring North Carolina’s Novice Teachers.

EXEC. DIRECTOR – INDUCTION AND PROFESSIONAL DEVELOPMENT

Plans, develops, and coordinates leadership development sessions and assistance for beginning principals and assistant principals (and experienced principals/assistants who are new to the Guilford County Schools).

Plans and collaborates with school system principals to provide support for beginning teachers and newly hired licensed staff at school sites.

Plans and provides a New Licensed Employee Welcoming Event for all licensed employees new to the Guilford County Schools.

Plans, develops, and coordinates professional development sessions and activities for prospective school-based administrators through the Guilford County Schools Aspiring Principals' (Leadership) Academy.

Conducts various needs assessments to determine training needs at the district level; delivers specific professional development aligned with district goals; delivers system-wide training programs for all staff; monitors and evaluates effectiveness of professional development activities.

Assists schools with assessing the needs of and developing their own professional development programs. Analyzes the District's Working Conditions Survey and other feedback resources to support principals with improving working conditions in schools.

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

Communicates effectively with supervisors concerning pertinent aspects of the district and school-level professional development programs.

Facilitates evaluation of the district and school-level professional development for impact on increased teacher effectiveness and improved academic achievement. Analyzes student growth and achievement data and connects professional development strategies to goals for improving student performance.

Directly manages the Evaluation processes for licensed employees new to the district. Provide training for evaluators; collaborates with Human Resources to develop and implement procedures in accordance with legislative and local guidelines; collects and analyzes evaluation data to create professional development and training sessions for licensed staff and administrators.

Collaborate with Human Resources to develop and implement performance improvement plans for licensed and non-licensed staff.

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

EXEC. DIRECTOR – INDUCTION AND PROFESSIONAL DEVELOPMENT

Assists the Curriculum and Instruction staff with developing, implementing and evaluating curriculum and instruction in the school system; assists with the design of strategic plans for various programs.

Encourages and supports the development and implementation of innovative, effective instructional programs based on relevant research to increase achievement for all students.

Coordinates initial implementation of various innovations within the system as designated by the Assistant Superintendent of Curriculum, Instruction and Assessment and the Chief Academic Officer.

Directly supervises assigned staff; conducts performance evaluations in conjunction with defined policies and procedures; addresses performance matters as appropriate; assigns work on a regular basis to subordinate personnel.

Collaborates with District Offices to ensure equity lens is consistently applied to Organizational Development work.

Verifies and provides information necessary to satisfy local and state reporting requirements.

Demonstrates awareness of school/community needs and supports activities to meet those needs.

Remains current in state and federal program guidelines, procedures, rules, and laws.

Participates in appropriate conferences and professional development opportunities for improved job performance.

Improves leadership skills through self-initiated professional activities, such as participate with and or work on committees associated with professional organizations, or to meet statewide needs.

Maintains active involvement in local, state and national professional organizations.

ADDITIONAL JOB FUNCTIONS

Carries out duties assigned by the Assistant Superintendent for Curriculum, Instruction and Assessment as required to meet district goals and objectives.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in Education, and five to seven years of experience as a principal and/or teaching including program coordination; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities. Doctorate and three to five years of successful principal experience at multiple levels preferred.

SPECIAL REQUIREMENTS

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.

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 organizational development.

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

Skills in supervising and coordinating large programs.

Ability to assess system-wide staff development needs.

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

Ability to develop, implement and evaluate training 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, spreadsheet and file maintenance programs.

Ability to communicate effectively both orally and in writing.

Ability to establish and maintain effective working relationships as necessitates 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 this job.