Columbia Public Schools

Excellence in Education for *All* Students

Job Description

POSITION PROPERTIES

Position Title: Director of Professional Development
Schedule / Grade: Salaried Support / 8
Job Code: 01DIRCT715
FLSA: Exempt
Calendar: ADSUP-S
Benefits: Eligible (Retirees not Eligible)
Contract Type: ADMIN
Bargaining Unit: None
Revised Date: 10/19/2026

PURPOSE

The Director of Professional Development is to develop, execute and evaluate the professional learning of CPS staff.

ESSENTIAL RESPONSIBILITIES AND DUTIES

- Oversee development and implementation of professional development for the district.
- Facilitates and collaborates with the district Professional Development Committee to gather staff input, prioritize needs, and guide the district's professional learning plans.
- Oversee and manage professional development-related purchase requests that are paid via building, district, or department professional development accounts.
- Structure and facilitate district level professional development initiatives including financial responsibility.
- Plan, direct and evaluate professional learning programing for staff new to the district.
- Plan and facilitate the new teacher induction programs.
- Determine and maintain plans and calendars for all district level professional development initiatives.
- Analyzes and uses data to identify professional development needs and to evaluate, improve and report on program effectiveness.
- Develops, coordinates and oversees district-wide professional learning programs in alignment with district goals and initiatives.
- Communicates the goals, plans and progress of the district professional learning program.
- Establishes strong working relationships with school and district staff.

- Communicates available professional learning activities to school and district staff.
- Collaborates on the design and implementation of a comprehensive professional development plan for all staff.
- Implement professional learning opportunities through multiple delivery models including formal structured workshops and digital platforms.
- Supports professional learning communities.
- Keeps abreast of innovative professional development techniques to provide the district with the highest quality of professional development activities.
- Curates and maintains the recording and reporting of Professional Development hours and participation.
- Develops and maintains PD travel compliance tracking, including leave applications and exception processes, to ensure consistent documentation for continuity and audit purposes.
- In collaboration with instructional mentors and curriculum coordinators, designs and delivers training content for mentor and induction programs, including mentor teacher training and the IGNITE Beginning Teacher Assistance Program.
- Oversees FTE allocation, assignment, and staffing of instructional coaches across district buildings, in collaboration with the Executive Director of Curriculum and Instruction.
- Conduct NEE walkthroughs for Title I reading teachers and others as requested by district or building leadership.
- Other duties as assigned.

REPORTING RELATIONSHIPS

Reports To: Executive Director of School Improvement
Supervises: Supervises and directs the allocation and assignment of instructional mentors in collaboration with the Executive Director of Curriculum and Instruction.

QUALIFICATIONS

Minimum Requirements: Master's Degree in Education, Educational Leadership, Curriculum & Instruction, or a related field; Principal certification; 3 years leadership experience as a building level or district office administrator.

Preferred: Advanced degree - Education Specialist or doctoral degree.

DISTRICT EXPECTATIONS

All employees of the District are expected to adhere to the policies and regulations of the Board of Education, maintain appropriate certification and competencies necessary for the position, and demonstrate the values of the district at all times. For information on polices, regulations and values, visit http://www.cpsk12.org.

ADA REQUIREMENTS

Language: Read, analyze and interpret professional journals, Board policy, administrative procedures and forms and governmental regulations and guidance; Read, analyze, and implement curriculum and assessment data to plan instruction; Complete forms, write reports and engage in written correspondence; Present information effectively and respond to questions; Write clear and complete lesson plans.

Computation: Work with mathematical concepts, such as probability and statistical inference, and analyze data for instruction; Apply concepts such as fractions, percentages, ratios and proportions to practical situations.

Reasoning: Solve a variety of problems in many different situations; Interpret instructions presented in written, oral, diagram or schedule form; Apply knowledge of current educational theory and instructional techniques; Demonstrate executive functions such as planning, organizing, remembering, and regulating information and behavior as they pertain to student performance and achievement.

Other Skills and Abilities: Identify needs and abilities of individual students and to adapt instructional methods accordingly; establish and maintain effective relationships with students, peers and parents; perform multiple tasks simultaneously.

Technology: Perform basic computer functions such as word processing and internet use; Integrate technology into daily instruction; present information to students and staff using a variety of media; Access and present information from online sources in a manner that enhances instruction; Instruct in buildings/classes where students are actively using 1-to-1 technology such as laptop computers, I-Pads, and other devices; Lead students in creating and presenting multi-media projects when such assignments enhance student learning; Use district software for recording grades and finding student information; Readily utilize smart boards, projectors and other instructional technology provided by the district Adhere to all District policies and procedures regarding technology usage.

Physical Demands: An individual who holds this position must have the ability to speak and hear in an environment where numerous conversations and activities may be taking place simultaneously; Move around the classroom to interact with and manage students/groups of students; Read handwritten or printed material.

Attendance: Consistent and regular attendance is an essential function of this position. Requires frequent evening and/or weekend work.

Conditions and Environment: The individual who holds this position will regularly work in a school environment that is noisy and active. Occasionally the individual will be required to

work outdoors for short periods of time to perform such tasks as loading and unloading students from district transportation and supervising recess.

Prospective and current employees with disabilities are encouraged to contact human resources to discuss reasonable accommodations to perform the essential job functions.

Equal Opportunity Employer