



Poudre School District

HUMAN RESOURCES DEPARTMENT

JOB DESCRIPTION

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|------------------------|---|--------------|------------------------------|
| Job Title: | Director of Professional Learning and Educator Effectiveness | FLSA Status: | Exempt |
| Job Family: | Certified Administrative | Pay Range: | Schedule A/P, Grade F |
| Prepared/Revised Date: | June 9, 2025 | Job Code: | 10421 |

SUMMARY: Responsible for driving continuous improvement in student outcomes by researching and implementing evidence-based practices for both student and adult learning. Develop and lead comprehensive professional learning plans for all employees, aligning these with the district's vision, mission, and strategic goals. This involves creating systems to evaluate adult practices alongside student data, analyzing growth ratings, and leading the analysis of student outcome data to design and implement supportive improvement systems. Additionally, the department facilitates cycles of inquiry with leaders and staff, develops systems for job-embedded coaching, and coordinates major district-wide professional learning events to ensure effective teaching and building leadership capacity across all schools and departments. Supervise and evaluate the Professional Learning and Educator Effectiveness team.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Frequency of duties, percent of time and work year may vary based on department or building assignment. This job description is not intended to be all inclusive and the employee will also perform other reasonably related duties as assigned by the supervisor.*

1. Research and implement evidence-based practices for student learning and adult learning.
2. Develop, lead, and evaluate annual and long-range learning plans, in collaboration with Cabinet, district departments and schools, for all PSD employee groups to ensure impactful implementation of the PSD Vision, Mission, Ends, Strategic Plan/UIP priorities, and the Standards-Based Teaching and Learning Framework.
3. Create systems for evaluating adult practices alongside student outcome data. Analyze and support the development of growth ratings and SLOs for licensed educators.
4. Lead analysis of student outcome data to design and implement systems that support school-based and district-based teams toward continuous growth and improvement.
5. Design and facilitate cycles of inquiry with principal groups and other system leaders to ensure measurable progress toward District Ends is attained while equity and inclusion are centered.
6. Create systems for job-embedded coaching and supporting educator effectiveness, resulting in reflective goal-driven practitioners.
7. Provide on-site assistance to building administrators and staff in coordinating and delivering professional learning opportunities aligned to Strategic Plan priorities and the Standards-Based Teaching and Learning Framework.
8. Coordinate major district-wide events such as Educator Orientation, Administrator Orientation, Summer Institute, district-wide professional learning days, and Leadership Retreats.



9. Collaborate with Human Resources and IT to support onboarding, continuous growth and evaluation strategies for instructional and administrative staff centrally and with schools.
10. Develop and monitor the district professional learning and educator effectiveness budget.
11. Perform other duties as assigned.

EDUCATION AND RELATED WORK EXPERIENCE:

- Master’s degree in administration, curriculum and instruction, professional/organizational development, special education or related field
- Five years of education related experience
- Experience in group facilitation, planning, problem solving and other leadership activities
- Demonstrated instructional leadership skills including clear vision for a professional learning program, and proven ability to move to full implementation of an initiative

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire
- Colorado Principal or Administrator’s License
- Valid US driver’s license

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Advanced knowledge of evidence-based practices in staff development, adult learning, training design and delivery, and instructional leadership
- Advanced skills of instructional data analysis in service of school and district improvement strategies
- Advanced knowledge of instructional practices in specific content areas, supervision practices, program administration, data analysis, school improvement and integrating computers into instruction
- Knowledge of current PSD vision, mission, Ends, and instructional priorities
- Oral and written communication skills
- Interpersonal relations skills
- Ability to frequently travel among district facility locations
- Critical thinking and problem solving skills
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple priorities
- Knowledge of budget development and analysis
- Ability to participate and work in a team environment
- Ability to maintain honesty and integrity in all aspects of the job
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence
- Ability to promote and follow Board of Education policies, District policies, administrative guidelines and building and department procedures



- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals
- Operating knowledge of and experience with Google Apps (slides, docs, sheets, forms), Microsoft Office and/or other department software packages
- Operating knowledge of and experience with standard office equipment, such as telephones, copier, fax machine, E-mail, etc.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

| | POSITION TITLE | # of EMPLOYEES |
|------------------------|---|----------------|
| Reports to: | Lead Assistant Superintendent | |
| Direct reports: | Professional Learning Facilitator | 1 |
| | Coordinator, Mentoring and Educator Effectiveness | 1 |
| | Professional Development Coordinator (classified) | 1 |
| | Department Technician II | 2 |
| | Assistant Director, Assessment | 1 |
| | Coordinator, Assessment and Analytics | 1 |

- Responsible for assisting with interviewing, hiring and training employees; assisting with planning, assigning and directing work; assisting with appraising performance; assisting with rewarding, disciplining and terminating employees; and assisting with addressing complaints and resolving problems

STANDARD PHYSICAL DEMANDS & WORKING CONDITIONS: *Poudre School District is committed to the full inclusion of all qualified individuals. As part of this commitment, Poudre School District will ensure that qualified individuals with disabilities are provided reasonable accommodations. If reasonable accommodation is needed to participate in the job application or interview process, to perform essential job functions, and/or to receive other benefits and privileges of employment, please contact ada@psdschools.org.*

| PHYSICAL ACTIVITIES: | Amount of Time | | | |
|-------------------------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Stand | | | | X |
| Walk | | | | X |
| Sit | | | X | |
| Use hands to finger, handle or feed | | | | X |
| Reach with hands and arms | | | X | |
| Climb or balance | | X | | |



| PHYSICAL ACTIVITIES: | Amount of Time | | | |
|--------------------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Stoop, kneel, crouch, or crawl | | X | | |
| Talk | | | | X |
| Hear | | | | X |
| Taste | X | | | |
| Smell | X | | | |

| WEIGHT and FORCE DEMANDS: | Amount of Time | | | |
|---------------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Up to 10 pounds | | X | | |
| Up to 25 pounds | | | X | |
| Up to 50 pounds | X | | | |
| Up to 100 pounds | X | | | |
| More than 100 pounds | X | | | |

| MENTAL FUNCTIONS: | Amount of Time | | | |
|----------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Compare | | | | X |
| Analyze | | | | X |
| Communicate | | | | X |
| Copy | | X | | |
| Coordinate | | | | X |
| Instruct | | | | X |
| Compute | | X | | |
| Synthesize | | | | X |
| Evaluate | | | | X |
| Interpersonal Skills | | | | X |
| Compile | | | X | |
| Negotiate | | | X | |

| WORK ENVIRONMENT: | Amount of Time | | | |
|---------------------------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Wet or humid conditions (non-weather) | X | | | |
| Work near moving mechanical parts | X | | | |
| Work in high, precarious places | X | | | |
| Fumes or airborne particles | X | | | |
| Toxic or caustic chemicals | X | | | |
| Outdoor weather conditions | X | | | |
| Extreme cold (non-weather) | X | | | |
| Extreme heat (non-weather) | X | | | |



| WORK ENVIRONMENT: | Amount of Time | | | |
|--------------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Risk of electrical shock | X | | | |
| Work with explosives | X | | | |
| Risk of radiation | X | | | |
| Vibration | X | | | |

| VISION DEMANDS: | Required |
|---|----------|
| No special vision requirements. | |
| Close vision (clear vision at 20 inches or less) | X |
| Distance vision (clear vision at 20 feet or more) | X |
| Color vision (ability to identify and distinguish colors) | |
| Peripheral vision | |
| Depth perception | X |
| Ability to adjust focus | X |

| NOISE LEVEL: | Exposure Level |
|--------------|----------------|
| Very quiet | |
| Quiet | |
| Moderate | X |
| Loud | |
| Very Loud | |