



Position Description

Director of Virtual Education

Salary Level: Based on Act 93 Agreement

Revised Date: March 07, 2025

Contract/Benefits: Based on Act 93 Agreement

Prepared by: Dr. Ramona Hollie-Major, Director of Recruitment

Department or Area: Office of Special Projects

Approved by: William Seng, Executive Director of Human Resources

Reports To: Deputy Superintendent of Special Projects

Qualifications:

- Master's degree in education, education administration, curriculum and instruction, instructional technology, digital learning, or a related field.
- Doctorate in Education preferred.
- Background in instructional design, blended learning models, or e-learning program development.
- Experience managing budgets, grants, and educational technology initiatives.
- Five (5) years or more of experience in school or central office administration, including experience in online/virtual environments.
- Demonstrated understanding of current practices and issues related to developing, maintaining, quality assurance, and expanding online education programs using instructional technologies and digital learning.
- Experience with accreditation and regulatory requirements associated with online learning
- Experience analyzing data to improve online enrollment, student outcomes, and the design and delivery of online instruction and programming
- Familiarity with state and federal regulations related to online education, data privacy, and accessibility.
- Technological proficiency with web applications, MS Office, Learning Management System (e.g.), Google Suite, and analytics
- Experience using Student Information Systems (e.g., PowerSchool, Skyward, SapphireK12, etc.)
- Experience collaborating with multiple stakeholders to solve complex problems effectively and efficiently
- Satisfactory work record & criminal/ child abuse clearances (Acts 34, 114, and 151)
- Additional or alternatives to the above qualifications as the Board or Superintendent may determine appropriate and acceptable.

Note: 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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Summary

The **Director of Virtual Education** leads, develops, and manages the district's virtual and online learning initiatives. This role ensures high-quality digital learning experiences for students, oversees curriculum development, ensures compliance with state and federal guidelines, and provides leadership for instructional staff in online environments. The director collaborates with district leaders, educators, families, and community partners to expand access to virtual education opportunities.

Essential Duties and Responsibilities:

- Lead the development, implementation, and review of the online learning and instructional innovation plan and ensure its alignment with the Allentown School District (ASD) Strategic Plan.
- Oversee online scheduling, enrollment, policies, procedures, and practices in collaboration with ASD leadership, faculty, and other pertinent stakeholders.
- Directs, coordinates, and supervises the administration of all virtual programs to include all certified, professional, and support staff, assigning courses and students; assessing teacher performance; providing teacher professional development and coaching; and leading teacher recruitment.
- Coordinate and implement instructional design projects from inception to completion.
- Ensure online learning and programming meet standards set by state and federal regulations (e.g., FERPA, ADA) and FCC policies and procedures.
- Serve as a subject matter expert in the best practices in the design, development, and delivery of large-scale online educational programming, teaching, and learning.
- Oversee and monitor compliance with the vendor contract for the Virtual Campus program.
- Ensure compliance with licensing and copyright laws and regulations.
- Coordinates virtual programming by providing a student orientation, ongoing success coaching, providing graduation checks to high school students, and leading student recruitment efforts.
- Facilitates district and state assessments for virtual and alternative program students
- Collaborate with ASD leadership and internal stakeholders to manage the hiring, training, and mentoring of faculty/staff, resolve online student complaints, and ensure that faculty and student online support functions are aligned to promote student success.
- Provide faculty training and professional development that develops faculty instructional technology competence, supports best practices in instructional design, development, and delivery, and promotes instructional innovation in the use of learning technologies that enhance teaching and learning in online, hybrid, and web-enhanced instruction.
- Collaborates with the Office of Learning and Teaching to assure learning programs delivered virtually meet the same standards as other education programs (learning objectives, identification of competencies, performance measures, etc.).
- Collaborate with vendors to identify and provide quality learning opportunities.
- Collaborate with Information Technology leadership and internal stakeholders to ensure the effective online learning delivery through the LMS and the proper management and currency of the LMS, related software, and equipment.
- Hire, supervise, coordinate, and evaluate ASD staff.
- Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services.
- Works collaboratively with the Executive Director of Grants Development and other administrators to ensure that Title I funds, school improvement funds, and other grants or funding sources are linked to the strategic plan and the data reflecting student achievement needs that are used to inform continuous instructional improvement.
- Collaborates with the Director of Communications to develop and implement marketing and outreach strategy and materials.
- Identify emerging trends and conduct needs analyses that offer new programming and service opportunities.
- Collaborate with their supervisor to develop and monitor the program budget.
- Perform such other tasks and assume other responsibilities that may be assigned or

delegated by the Superintendent and/or designee.

Supervisory Responsibilities:

Directly supervise all team members in all areas of program control. Responsibilities include interviewing, recommending new hires, and training employees; planning and coordinating work; appraising performance; rewarding and disciplining team members; addressing complaints and resolving problems; preparing, reviewing, and revising job descriptions; and carrying out supervisory responsibilities by the district's policies and applicable laws.

Competencies:

To perform the job successfully, an individual should demonstrate the following competencies:

Problem Solving

Identifies and resolves problems in a timely manner; Gather and analyze information skillfully; Develop alternative solutions; Work well within group problem solving situations; Use reason even when dealing with emotional topics; Generate creative solutions; Demonstrate attention to detail; Display original thinking and creativity; Meet challenges with resourcefulness; and Develop innovative approaches and ideas.

Emotions

Manage difficult or emotional parent and citizen situations; Respond promptly to parent and citizen needs; Respond to requests for service and assistance; Meet commitments; Synthesize complex or diverse information; and Show respect and sensitivity for cultural, ethnic, religious, and gender differences.

Interpersonal Skills

Manage difficult or emotional parent and community situations judiciously; Keep emotions under control; Remain open to others' ideas and tries new things; Listen and get clarification; Respond to employee requests for service and assistance; Solicit parent feedback to improve student academic performance; Meet commitments made to parents and the community; Maintain confidentiality; Demonstrate objective approaches to communicating with staff and constituents; Exhibit objectivity and openness to the views of others; Speak clearly and persuasively in positive or negative situations; Listen and solicit clarification; Respond appropriately to questions; React well under pressure; Write clearly and effectively; Edit work for spelling and grammar; Vary writing style to meet the needs of the audience; Present numerical data effectively; Demonstrate group presentation skills; Treat others with respect and consideration regardless of their status or position; and Work well with others.

Written Communication

Write clearly and informatively. Vary writing styles to meet the needs.

Planning/Organizing

Prioritize and plan work activities; use time efficiently; set goals and objectives; develop project plans; coordinate projects; complete projects on time and budget; manage project team activities; manage competing demands; and Change approach or method to best fit the situation.

Technical Skills

Assess one's strengths and weaknesses; pursue training and development opportunities; strive to build knowledge and skills continuously; share expertise with others; display willingness to make decisions; exhibit sound and accurate judgment; include appropriate people in decision-making process; and Make timely decisions.

Motivation

Set and achieve challenging goals. Demonstrate persistence and overcome obstacles.

Teamwork

Exhibit objectivity and openness to others' views; Give and welcome feedback; Contribute to building a positive team spirit; Put success of team above own interests; Able to build morale and group commitments to goals and objectives; and Support everyone's efforts to succeed.

Change Management

Communicate changes effectively; Prepare and support those affected by change; and Monitor transition and evaluate results.

Servant Leadership

Exhibit confidence in self and others; Inspire and motivate others to perform well; Accept feedback from others; Give appropriate recognition to others and identify with the well-being of team members; Practice active listening skills and observe non-verbal cues; Include staff in planning, decision-making, facilitating and improving processes; Practice fore-sighted thinking; Take responsibility for direct report activities; Make self-available to staff; Provide regular performance feedback; Develop direct report skills and encourage professional growth; and Continually work to improve supervisory skills.

Leadership Skills

Develop workable implementation plans; Lead by example; Look for ways to improve and promote quality; Practice data informed decision making; Build strong positive relationships; Demonstrate accuracy and thoroughness; Adhere to safety and security procedures; Adhere to local, state, and federal laws; Adhere to Board policies, District administrative regulations, code of professional practice and conduct for educators, and the district's code of conduct; and identify and resolve problems in a timely manner.

Organizational Skills

Work accurately when monitoring all cost-related tasks; show respect and sensitivity for cultural differences; follow policies and procedures; complete administrative tasks and reports correctly and on time; and Support the District's goals and values.

Personal Competencies

Exhibit sound and accurate judgment; Treat people with respect; Work ethically and with integrity; Respect confidentiality; Demonstrate persistence and overcomes obstacles; Prioritize and plan work activities; Use time efficiently; Approach others in a tactful manner; React well under pressure; Demonstrate accuracy and thoroughness; Follow instructions and respond to supervisory direction; Inspire the trust of others; Display integrity and ethical behavior; Uphold district values; Accept responsibility for own actions; and Follow through on commitments; and Take responsibility for own actions.

Fiscal Stewardship

Work within the approved budget; Conserve District resources; and Understand cost management strategies and systems.

Strategic Thinking

Develop strategies to achieve district goals, understand the district's strengths and weaknesses, and adapt strategies to changing conditions.

Physical Demands:

The physical demands described here are representative of those that an employee must meet to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the administrator is regularly required to talk and hear. The administrator is frequently required to walk, climb stairs, bend, and lift. The administrator is required to use hands to fingers or handle documents, telephone, etc. The administrator is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required *by this* job include close vision, distance vision, and ability to adjust focus.

Evaluation:

The person filling this position will be evaluated according to the administrative evaluation procedure adopted by the Allentown School District.

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Reviewed and read by: _____ Date: _____
Individual serving in this position