



## **Job Description**

### **Executive Director of Professional Learning**

*Salary Level: based on Experience*

*Prepared Date: April 21, 2023*

*Revised: November 21, 2025*

*Contract/Benefits: based on Act 93 Agreement*

*Prepared by: Chief Academic Officer/Deputy Superintendent*

*Department or Area: Learning and Teaching*

*Approved By: Superintendent*

*Reports To: Chief Academic Officer/Deputy Superintendent*

#### ***Qualifications:***

- A Master's Degree in the area(s) of Educational Leadership or Curriculum & Instruction, or related field. Doctorate Preferred.
- A minimum of 7-10 years of successful teaching experience and school/district-level leadership.
- Demonstrated expertise in adult learning theory, instructional leadership and evidence-based professional development.
- Experience designing and learning PD at scale in a diverse, urban district.
- Strong ability to lead through influence, collaborate with senior leaders, and drive systems-level coherence.
- Satisfactory work record & criminal/child abuse clearances (Acts 34, 114, and 151)
- Such additional or alternatives to the above qualifications as the board or Superintendent may determine

#### ***Summary***

The Executive Director of Professional Development serves as the district's lead architect for high-quality, systemwide professional learning. This leader designs, implements, and monitors a coherent professional learning system that advances the district's instructional priorities, strengthens educator practice, and accelerates student outcomes. The Executive Director works in close partnership and continuous partnership and continuous alignment with the Deputy Superintendent of Learning and Teaching to ensure all professional learning is strategically coordinated, data-driven, and connected to district priorities and school-level needs.

#### ***Key Responsibilities:***

##### ***Strategic Leadership and Alignment***

- Work in concert with the Deputy Superintendent to establish a unified professional learning vision that aligns to district goals, including HQIM implementation, MTSS, Rigorous Instruction, and strategic plan priorities.

- Ensure all professional development initiatives are anchored in the district's instructional framework and coherent across departments, content areas, and schools.
- Partner with the Deputy Superintendent to design a multi-year professional learning strategy that builds leadership capacity and improves instructional practice.
- Collaborate with Central office leaders to ensure PD is integrated with curriculum, assessment, special education, multilingual learner supports, and school improvement efforts.

### ***Professional Learning Design and Implementation***

- Lead the development and facilitate of high-quality learning for teachers, principals, instructional teams, and central office staff.
- Design differentiated professional learning models- including workshops, coaching cycles, PLC structures, micro credentials, and blended learning- responsive to district data.
- Oversee implementation of districtwide professional learning series (principals, APs, ILTs, teachers, paraprofessionals) in alignment with priorities set collaboratively with the Deputy Superintendent.
- Ensure all PD is grounded in research-based practices, adult learning principles, and culturally responsive approaches.
- Partner with Executive Directors to ensure coherence and consistency across schools.

### ***Monitoring, Data and Continuous Improvement***

- Establish a districtwide PD monitoring system- including feedback tools, implementation rubrics, progress indicators- developed in collaboration with the Deputy Superintendent.
- Analyze data to evaluate the impact of professional learning and inform continuous improvement cycles.
- Prepare reports, dashboards and updates for the Deputy Superintendent, Executive Cabinet and Board of School Directors.
- Manage districtwide PD calendars, communication and logistics for professional learning events.
- Responsible for planning and implementing administrative retreats and Executive Leadership Learning Academies in support of District initiatives, strategic planning, and student learning outcomes.
- Processes conference and professional development attendance forms for all employees following supervisory approvals and prepares associated reports.
- Facilitates the offering of research-based staff development opportunities that are aligned with district goals for achieving exemplary performance by students, faculty and staff members
- Performs such tasks and assumes such other responsibilities as may be assigned by the Chief Academic Officer/Deputy Superintendent and/or Superintendent.

***Competencies***

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

***Interpersonal Skills***

Manages difficult or emotional employee situations judiciously; Responds to employee requests for service and assistance; Maintains confidentiality; demonstrates objective approaches to communicating with staff and constituents; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Presents numerical data effectively; Works well with others.

***Leadership Skills***

Provides vision and inspiration to peers and subordinates; Displays passion and optimism; Develops workable implementation plans; Communicates changes effectively; Prepares and supports those affected by change; Monitors transition and evaluates results; Exhibits confidence in self and others; Inspires and motivates others to perform well; Effectively influences actions and opinions of others; Includes faculty and staff in planning and decision-making; Takes responsibility for the performance of faculty and staff; Makes self-accessible to faculty, staff, and students; Provides regular performance feedback to faculty and staff; Develops the skills of faculty and staff and encourages growth; Continually works to improve supervisory skills; Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness; Fosters a focus on quality in others; Observes safety and security procedures when appropriate; Determines appropriate action beyond safety and security guidelines; Identifies and resolves problems in a timely manner; Gathers and analyzes facts relating to the problem skillfully; Develops alternative solutions;.

***Organizational Skills***

Works with accuracy when monitoring all cost-related tasks; Shows respect and sensitivity for cultural differences; Follows policies and procedures; Completes administrative tasks and reports correctly and on time; Supports district's goals and values.

***Personal Competencies***

Exhibits sound and accurate judgment; Treats people with respect; Works ethically and with integrity; Respects confidentiality; Demonstrates persistence and overcomes obstacles; Prioritizes and plans work activities; Uses time efficiently; Approaches others in a tactful manner; Reacts well under pressure; Demonstrates accuracy and thoroughness; Follows instructions, responds to supervisory direction; Takes responsibility for own actions.

***Physical Demands***

The physical demands described here are representative of those that must be met by an administrator 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 or hear. The administrator is frequently required to walk, climb stairs, and bend. 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.

Reviewed and read by: \_\_\_\_\_ Date: \_\_\_\_\_  
*Individual serving in this position*