



JOB DESCRIPTION

POSITION TITLE:	Chief Talent Development Officer
CONTRACT YEAR:	Twelve Months
PAY GRADE:	<u>S E</u>
BARGAINING UNIT:	ESMAB

PREFERRED QUALIFICATIONS

An earned doctorate degree from an accredited university in the field of education or professional development field; possess Florida certification in administration and supervision; educational leadership; or professional school principal.

EXPERIENCE: Ten (10) years within the last fifteen (15) years of progressively more responsible experience in school-based, district office administrative or higher education administrative leadership, including experience with adult professional development structure, design, execution and evaluation; grant-writing and management.

OR

MINIMUM QUALIFICATIONS

EDUCATION: An earned master's degree from an accredited university in the field of education or professional development; possess Florida certification in administration and supervision; educational leadership; or professional school principal. ~~institution. Doctorate preferred.~~

EXPERIENCE: ~~At least five (5) years of experience and/or training in the field related to the title of the position.~~
A minimum of thirteen (13) years within the last eighteen (18) years of progressively more responsible experience in school-based, district office administrative or higher education administrative leadership, including experience with adult professional development structure, grant-writing and management.

ADDITIONAL QUALIFICATIONS**REQUIRED:**

~~Prefer degree concentration in education research and evaluation, curriculum, and/or human resource development. Certification required in administration/supervision, administration (K-6 or K-12), educational leadership, school principal, or professional school principal. Required school experience as defined by F.S. 228.041(9); principal, assistant principal or district administration experience preferred; four (4) years of more responsible administrative or supervisory district experience preferred. Analytical and interpersonal skills and program evaluation techniques. A minimum of three (3) years experience in broad-based research and evaluation, including the application of experimental design techniques in field settings and experience in working collaboratively in cross functional teams and settings preferred. Bilingual skills preferred. Computer skills are required for the position.~~

Experience in program design, research and evaluation of adult learning. Proven experience in leading collaborative cross-functional teams for design and execution of strategic professional learning initiatives resulting in measurable improved employee performance, development and growth. Excellent written and verbal communication skills and proven experience in grant writing and proposal implementation. Technology skills as required for the position.

PREFERRED:

Degree majors in education, educational leadership, human resource management, or related field. Entrepreneurial experience in generating revenue to implement programs and strategies. Bilingual skills preferred.

REPORTS TO:

Superintendent of Schools

SUPERVISION:**SUPERVISES:**

The position supervises ~~a~~All employees and functions assigned to the Office of Talent Development. ~~human resource development and employee assistance activities.~~

POSITION GOAL:

~~To develop a successful comprehensive program for the Broward County Public Schools in the area of research and development, professional development, and dissemination which will include organizational restructuring as well as programmatic designs.~~

Architect systems, programs, tools and strategies to continuously develop employees. Collaborate with higher education, community partners and other organizations to develop and effectively execute comprehensive strategies for professional learning initiatives, activities and programs for instructional, administrative and non-

instructional employees. Create and foster an environment for sustainable talent development strategies that include the ability to measure performance and provide avenues for feedback to adjust development practices for ongoing growth.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Chief Talent Development Officer shall: carry out the essential performance responsibilities listed below.

1. Oversee the planning, development, coordination and evaluation of professional development for the District, assesses needs and provides support, and ensures the District complies with any state laws regarding Professional Development.
2. Work with Institutes of higher education and other education entities to analyze professional learning needs and create solutions to increase instructional, administrative and non-instructional employee effectiveness.
3. Oversee the development and implementation of new teacher programs, leadership development programs and employee performance evaluations systems for growth.
4. Collaborate with various departments, with a particular focus on the Office of Academics and the Office of School Performance and Accountability, to develop and execute strategies to advance student achievement.
5. Play a key role in leading organizational culture initiatives that ensure a high-performing organization overall, including creating systems and process that value and leverage skill and expertise across the organization in the areas of professional growth, development and evaluation.
6. Design and implement professional learning activities, programs and initiatives aligned to the strategic vision of the District.
7. Serve as a strategic thought partner with a wide range of stakeholders and engage in creative, entrepreneurial thinking as well as the execution skills required to operationalize strategies and new initiatives in the area of professional learning.
8. Cultivate and manage partnerships with a range of stakeholders for maximum impact on growth and development.
9. Scale and expand professional learning programs in a fiscally responsible, effective manner.
10. Coordinate and direct the development and implementation of a Comprehensive Professional Learning Human Resource Development Plan for the District.
11. Establish, direct and monitor programs for performance improvement and professional growth for administrative or managerial, instructional and non-instructional personnel. participate as a member of the District Advisory Body and submit annual update of site activities to District Advisory Body. serve as a liaison between District Advisory Council and Site Advisory Council. coordinate all functions of the Site Advisory Body. monitor all activities of administrative support personnel and instructional leaders. collaborate with Principals (Nova) to design a seamless K-12 educational program focused on improved student achievement and accountability.
12. Collaborate with Principals (Nova) to design related training activities professional learning. collaborate with Principals (Nova) to initiate and monitor all employment processes and monitor all electronic data entry. collaborate with Principals (Nova) to independently manage the facilities and coordinate student transportation.

- ~~collaborate with Nova Support Specialist, Partnerships and Community Affairs to provide for the development, coordination and technical assistance related to the infusion of community and business resources into Nova Schools.~~
~~collaborate with Nova Support Specialist, Partnerships and Community Affairs to disseminate, throughout the District, organizational restructuring and programmatic designs developed at Nova Schools.~~
13. ~~C~~ommunicate with ~~county level~~ District personnel, teachers, and other school-based professionals in the development of an appropriate research design for evaluating the impact of professional learning studies ~~they are undertaking in the sponsorship of educational research and development program.~~
 14. ~~P~~rovide all required evaluations for ongoing federal projects as per contracted agreement and monitor all projects or initiatives. ~~collaborate with Principals (Nova) to maintain analysis on estimated revenue, appropriations, and fund balances for the general fund, grants, and special revenue funds; oversee approval of budget; prepare budget amendments and monitor actual expenditures vs. budget allocations. prepare Full Time Equivalent (FTE) reports in conjunction with the Florida Education Finance Program.~~
 15. ~~P~~erform and promote all activities in compliance with equal employment and nondiscrimination policies of ~~T~~he School Board of Broward County, Florida.~~FL.~~
 16. ~~P~~articipate, ~~successfully,~~ in the training programs ~~offered to increase~~ enhance the individual's skills and proficiency related to ~~the assignment~~ job responsibilities.
 17. ~~R~~eview current developments, literature and technical sources of information related to job ~~responsibility~~ responsibilities.
 18. ~~E~~nsure adherence to ~~good~~ safety rules and procedures.
 19. ~~F~~ollow federal and state laws, as well as School Board policies.
 20. ~~P~~erform other duties as assigned by the ~~Director~~ Superintendent of Schools or designee.

SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result:

Frequently works with instructional, ~~and~~ non-instructional and district office staff to coordinate effective training support for Professional Development Support throughout the District.

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

The job is exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with School Board Policy.

PUBLIC RECORDS EXEMPTION: _____

~~Positions assigned to this job description are public records exempt according to provisions of FL§119.071~~

Board Approved: 2/20/96 &
Adopted: 3/19/96
Retitled/Change: 4/7/98
Reorganizational Chart/Realignment: 5/9/2000
Board Adopted: 12/16/03*
Revised: 5/18/06
Title and Reporting Change: 7/1/06
Title Change: 10/02/2012
Organizational Chart 2012-2013