JOB DESCRIPTION: Facilitator, Professional Development

Job Code: 0759  Department: School Based  Location:

Approved By: Valda Valbrun, Executive Director, Organizational Development
FLSA Status: Exempt  Last Revised: November 2013  Version: Final

Summary: The school-based Professional Development Facilitator (PDF) is a teacher leader who helps foster the development and growth of professional learning communities and facilitates job-embedded professional learning with colleagues. This position provides vision and leadership for teacher growth by working in close collaboration with the principal, school leadership, central services, and school based staff. Supports the building of staff capacity to meet the goals outlined in the district’s strategic plan and school improvement plans, to inspire 21st century learning tools and methods.

The position assumes a variety of roles in supporting school staff, including, but not limited to:

- **Change Manager**: guides school staff in assessing effectiveness of instructional practices and moves staff to implement necessary systemic changes
- **Coach**: helps teachers transfer learning experiences into practice
- **Consultant**: supports individuals or groups in determining the best course of action to carry out specific tasks and meet specific objectives
- **Facilitator**: designs and implements processes to create productive interactions for teachers to improve practice
- **Program Manager**: manages the implementation of a comprehensive professional development plan within the school
- **Resource Provider**: provides resources to help school staff reach desired goals
- **Professional Developer**: helps school staff acquire new skills and knowledge through custom-designed, job-embedded learning activities

Essential Duties: (These duties represent a sample and may vary by position.)

- Engages teachers to develop a culture that fosters professional learning communities and promotes all staff as learners acquiring and building a repertoire of skills to meet the needs of every student
- Develops, designs, implements, refines and evaluates professional development for teachers related to: evidence of student learning, data analysis, instructional best practices, collaborative team planning, individual professional growth, reflective practices, effective technology integration
- Leads the modification and improvement of teaching methods in a culturally responsive school
- Promotes integration of technology in teaching strategies for inspired teaching and learning
- Collaborates with professional development professionals to foster growth opportunities for self and colleagues
- Conducts professional development sessions for teachers on rigorous content area
Teacher Scale

- Supports differentiation of instruction by demonstrating flexibility and creativity in choosing and modifying learning strategies, tools, and resources in various formats to meet all learners' needs
- Participates in non-evaluative observations for professional growth and collaborates with colleagues to mentor and support professional growth throughout the school
- Serves as a coach to teachers learning new strategies and instructional methods
- Demonstrates high expectations and models effective strategies for continuous school improvement
- Performs related duties as assigned.

Education and Experience:

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<th>Minimum</th>
<th>Desirable</th>
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<tbody>
<tr>
<td>Bachelor’s degree in educational or a related field</td>
<td>Master’s degree</td>
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<tr>
<td>Three years of successful teaching or related school based experience including experience leading teachers in professional development.</td>
<td>Three years of experience providing increasingly more responsible professional development for teachers</td>
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Licensing / Certification Requirements: NC Secondary Content Area Certification

Knowledge / Skills / Abilities:

- Knowledge of effective teaching methods and commitment to continuous learning
- Knowledge of the North Carolina teacher evaluation process
- Knowledge of Common Core Standards for all subject areas and grade levels within the schools and knowledge of North Carolina Essential Standards
- Knowledge of effective teaching, assessment and best practices for inspired learning
- Knowledge of the challenges facing large, diverse, urban school districts
- Knowledge of professional development techniques and adult learner theory
- Ability to remain current in teaching methodologies and best practices
- Ability to use collaborative skills in diverse groups within the school district to realize CMS’ student learning goals
- Ability to effectively discern the professional development needs of the school and model strategies needed
- A clear sense of integrity and professionalism
- Ability to work as a team player
- Ability to lead projects using time management skills, meeting deadlines, prioritizing projects, planning starting and ending deadlines, and successfully bringing closure to projects
- Flexibility to adjust priorities and assume new responsibilities based on school needs.
- Strong organizational skills and attention to details
- Proficient in 21st century technology teaching and learning tools
Physical Requirements: The work is primarily sedentary. It requires the ability to communicate effectively using speech, vision and hearing. The work requires the use of hands for simple grasping and fine manipulations. The work at times requires bending, squatting, reaching, with the ability to lift, carry, push or pull light weights. The work requires activities frequently involving driving automotive equipment.

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