



CTE PROGRAM INSTRUCTIONAL FACILITATOR

Classification: Certificated

Location: CRC

Reports to: Director of Career and Technical Education

FLSA Status: Exempt

Bargaining Unit: EEA

This is a standard position description to be used for certificated facilitator positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of the duties identified herein.

This job description does not constitute an employment agreement between the district and employee and is subject to change by the district as the needs of the district and requirements of the job change.

Part I: Position Summary

The CTE Program Facilitator supports implementation of a district career and technical programs consistent with the Career and Technical Education (CTE) Program Standards. Program support includes career connections, advisory support, post-secondary guidance, professional development, on-site coaching, consultation and cross-collaboration with other departments.

Part II: Supervision and Controls over the Work

The CTE Program Facilitator reports to the Career and Technical (CTE) Education Director. The CTE director sets the scope of work. Work governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Washington Administrative Code and Revised Code of Washington, direction of supervisor, and performance standards and expectations as setforth in collective bargaining agreement.

Part III: Major Duties and Responsibilities

Duties may include, but are not limited to:

1. Supports assigned existing course pathways and works for expansion.
2. Coordinates and provides support to Career Student Leadership Organizations (CTSOs) and affiliated clubs including robotics.



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3. Supports the development and expansion of CTE courses and pathway programs.
4. Collaborates with post-secondary partners on the alignment of course content and credits.
5. Supports student internship and Career Connected Learning opportunities in CTE program areas.
6. Coordinates with elementary and middle schools to establish career pathway awareness experiences.
7. Provides instructional supports for CTE courses and pathways.
8. Supports the career program advisories connected to assignment and any program design team.
9. Provides other CTE program support as assigned.
10. Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have successful experience in working with culturally diverse families and communities or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Successful completion of a teacher certification program at an accredited college or university, and valid Washington state certification(s).
3. Hold a Career and Technical Education Certificate.
4. At least three years teaching experience in career technical education courses.
5. Strong understanding of post-secondary and high school connections to careers.
6. Skill and ability to lead adult professional learning in instructional best practices and industry-based skills and knowledge.
7. Skill and ability to utilize technology and data to aid instruction, assessment, and learning.
8. Commitment to collaboration and teaming and effectiveness in working within a professional learning community.



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9. Skill in classroom management and ability to achieve, support, and maintain acceptable student behavior.
10. Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.
11. Knowledge of child and adolescent development and ability to apply that knowledge to selection and application of curriculum materials and instructional practices.
12. Knowledge and skill in use and strategies necessary to meet diverse needs of students.
13. Knowledge and skill in culturally responsive teaching and learning.
14. Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
15. Any position-specific special qualifications indicated in the recruitment process.
16. Skill and ability to lead adult professional learning and coach peers in instructional best practices.
17. Able to provide support to the CTE team as needed.

Part V: Desired Qualifications

1. Master's degree.
2. Experience working with industry professionals.
3. Strong writing skills.
4. Strong technology skills.

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described are representative of those that must be met by an employee to successfully perform essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Frequently required to sit, talk, move about, hear and speak, and be visually observant of classroom behavior and learning activities. Regularly lift and carry items weighting up to 50 pounds or more and occasionally lift, restrain, or move up to 100 pounds – most typically when required to intervene in student safety issues.



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Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Noise level in work environment is usually moderate, or consistent with subject being taught, but can be abnormally loud on occasion.

May occasionally work in outside weather conditions and be exposed to wet and/or humid conditions, temperature fluctuations, fumes or airborne particles, toxic or caustic chemicals commonly used in instruction and/or cleaning. May be exposed to blood or other potentially infectious materials during course of duties. May be exposed to infectious disease as carried by students. May be required to travel on school owned or leased vehicles while supervising and assisting students.

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