



# Professional Learning Facilitator

Classification: Certificated

Location: CRC

Reports to: Director of Professional Learning

FLSA Status: Exempt

Employee Group: EEA

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

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

## **Part I: Position Summary**

The Professional Learning Facilitator will be responsible for working with staff to improve learning, achievement, and engagement. The Facilitator will report to the Director of Professional Learning and will collaborate to provide professional development and support/consulting/coaching of staff toward the achievement of our priority student outcomes.

## **Part II: Supervision and Controls over the Work**

Works with a level of independence and professional discretion under the supervision of the Director of Professional Learning. Work governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of the Washington Administrative Code and Revised Code of Washington, direction of supervisor, and performance standards and expectations as set forth in the collective bargaining agreement.

## **Part III: Major Duties and Responsibilities**

Duties may include, but are not limited to:

1. Develops, supports, and facilitates teachers, administrators, and students in learning and applying 21st-century skills, including communication, collaboration, critical and creative thinking, and self-directed learning.
2. Implements culturally responsive planning, instruction, and assessment of student learning focused on cognitive, social-emotional, and behavioral engagement.
3. Supports and facilitates implementation of standards-based, differentiated instruction and materials and collaborative teaming and planning.
4. Demonstrates ability to collaborate with individuals and teams to align, articulate, and coordinate professional learning.

5. Demonstrates ability to plan, present, facilitate, and engage participants in a variety of professional development settings.
6. Supports the training and implementation of TPEP utilizing the student growth goals and Danielson Framework.
7. Collects and analyzes data to guide instruction and present data results for continuous improvement decision-making.
8. Works with other adults and facilitates adult learning in a respectful manner.
9. Supports, communicates, and serves as a liaison between district, administrators, and school staff in the role of “instructional ally”.
10. Maintains a high degree of integrity and diplomacy to continually learn and to be reflective about practice.
11. Able to learn and use video and other technologies to support professional learning, instructional planning, assessment, and collaboration.
12. Support the development of partnerships to create a robust and responsive professional learning community.

### **Part IV: Minimum Qualifications**

1. Five years of successful teaching experience in classrooms with culturally diverse families and communities.
2. Experience working with adult learners and demonstrated expertise in professional development and coaching.
3. Commitment to collaboration and teaming and effectiveness in working within a professional learning community.
4. Ability to effectively communicate with parents, students, and staff verbally and in writing.
5. Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.
6. Knowledge of TPEP and ability to apply that knowledge to professional learning and coaching.
7. Knowledge and skill in the use of strategies necessary to meet the diverse needs of students.
8. Knowledge and skill in culturally responsive teaching and learning.
9. Skill and ability to utilize technology to aid instruction, assessment, and learning.

10. Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
11. Attend a variety of meetings, conferences, and seminars to maintain current knowledge of adult learning, educational research, trends, directions, and issues and communicate findings as appropriate.
12. Any position-specific special qualifications indicated in the recruitment process.

### **Part V: Desired Qualifications**

1. Experience facilitating professional learning and coaching with adult learners.
2. Experience with culturally responsive education.
3. Skill and experience with the implementation and support of TPEP.
4. Successful experience teaching in a diverse student environment.
5. Master's degree in teaching or related field.

### **Part VI: Physical and Environmental Requirements of the Position**

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

Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. The noise level in the work environment is usually moderate or consistent with the subject being taught, but it 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, and toxic or caustic chemicals commonly used in instruction and/or cleaning. May be exposed to blood or other potentially infectious materials during duties. They may be exposed to infectious diseases carried by students.

You may be required to travel in school-owned or leased vehicles while supervising and assisting students.