

Project Facilitator, K–12 Instructional Specialist, Leadership and Professional Development Division

Position Details

Division: Human Resources

Classification: Certified

Terms of Employment: [This is a salaried position assigned to the Licensed Personnel Salary Schedule, 9 Months](#); Additional hours at \$22/hr., may be available

FLSA STATUS: EXEMPT

Position Summary

The individual selected for this position will coordinate and provide specialized instructional support for Kindergarten–Grade 12 teachers pursuing teacher leadership pathways. These supports include, but are not limited to: working collaboratively with classroom teachers and specialists in modeling best practices, mentoring, side-by-side coaching, and assisting teachers in collecting and using data to facilitate professional learning communities to plan and maximize instructional practice, and using research-based, high-yield strategies to meet the needs of all learners. The person selected for this position will be expected to adhere to the Clark County School District's Professional Domains and Standards for Licensed Employees, will be expected to attend regularly scheduled professional learning sponsored by the Leadership and Professional Learning Division (LPLD), and will report directly to Director II, Teacher Leader Pathway, LPLD.

Essential Duties and Responsibilities

The list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Facilitate and monitor design teams, initial mentoring teams, and coaching cadres.
 2. Support implementation of mentoring and coaching programming for aspiring teacher leaders and master practitioners.
 3. Perform assessment and research activities for teacher leader and master practitioner professional learning related to instructional leadership responsibilities.
 4. Develop and delivers high-quality professional learning aligned with best practice.
 5. Maintain effective communication with Director II, Teacher Leader Pathway, and division leadership related to feedback on District, state, and national initiatives concerning teacher leader pathways.
 6. Provide input and support to division leadership regarding prioritization of professional learning needs, evaluation of professional learning for teacher leaders and master practitioners, and reviews of current research.
 7. Support teacher leaders and master practitioners in the implementation of federal, state, and local mandates, as well as District policies, regulations, procedures and standards.
 8. Support the work of teacher leader and master practitioner design teams in developing professional learning programs commensurate with various teacher leader pathways.
 9. Provide mentoring to aspiring teacher leaders by modeling programs and conferencing with teachers to implement professional learning communities that effectively address the needs of diverse learners.
 10. Work effectively with teachers, administrators, and community support agencies to ensure student success.
 11. Plan, organize, and coordinate staff/professional learning/training activities, as necessary, for identified needs.
 12. Serve as a mentor teacher leader, which can include peer-observations; develops and monitors data collection systems.
 13. Participate in other job-related duties and activities related to the position, as assigned.
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Position Expectations

1. Knowledge of District services and programs.
2. Knowledge of effective instruction, including the Nevada Educator Performance Framework (NEPF); the Nevada Academic Content Standards (NVACS); alignment of curriculum, instruction, and assessment; mentoring and coaching competencies, professional learning communities, and data analysis.
3. Knowledge of LPLD supported instructional programs.
4. Ability to work under pressure and meet deadlines.
5. Effective presentation and professional learning facilitation skills.

6. Effective verbal, written communication and planning skills.
 7. Willingness to maintain a flexible work schedule to provide professional learning beyond work hours, as needed.
 8. Possess a high level of self-confidence balanced with a servitude leadership approach, initiative, self-direction, and motivation.
 9. Awareness of and sensitivity to cultural behaviors and barriers to equitable access.
 10. Possess a strong attention to detail and quality.
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Position Requirements

Education and Training

1. Possess a bachelor's degree from an accredited college or university.
2. Completed three (3) years of successful teaching experience.
3. Experience in organizing, implementing, and maintaining an effective classroom.

Licenses and Certifications

1. Possess a valid teaching license issued by the Nevada Department of Education (NDE).
2. A valid driver's license or state-issued identification card.

Preferred Qualifications

1. Master's degree from an accredited college or university.
2. Completed three (3) years of successful mentoring.
3. Experience in providing school-based professional learning in instructional strategies for diverse learners aligned with the NEPF for teachers.
4. Experience with developing professional learning aligned with best practice.
5. Experience working with diverse student and teacher populations.

When applying for a certificated licensed position, candidates must meet the minimum qualifications as listed on the appropriate position vacancy announcement.

AA/EOE Statement

The Clark County School District is proud to be an equal opportunity employer. The Clark County School District is committed to providing all applicants and employees equal employment opportunities without regard to race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or military status or other characteristics protected by applicable law. Here at Clark County School District we

are a diverse group of people who honor the differences that drive innovative solutions to meet the needs of our students and employees. We believe that through a culture of inclusivity we have the power to reflect the community we serve.

Job Revision Information

- Revised: 03/16/23
- Created: 04/11/22