

District Staff Developer

QUALIFICATIONS:

1. Bachelor's degree in education with five years classroom teaching experience
2. A valid North Dakota teaching license
2. Experience providing professional development to adult learners and facilitating curriculum development
3. Preference: Experience in multiple grade levels and confidence in the area of mathematics

SALARY CLASSIFICATION: Teacher Salary Schedule with summer extra duty contract opportunities

REPORTS TO: Director of Professional Learning

The *District Staff Developer* assumes a variety of roles in supporting district teachers and instructional coaches to further the work of the Bismarck Public School District.

- **Change Agent:** motivating and guiding district staff to implement necessary systemic changes.
- **Resource Provider:** providing resources to help district staff reach desired goals.
- **Coach:** assisting teachers/instructional coaches transfer learning experiences and resources into practice.
- **Consultant:** supporting individuals and groups in determining next steps to meet specific objectives.
- **Facilitator:** arranging and guiding necessary interactions of individuals to produce desired results.
- **Trainer:** providing custom-designed training and job-embedded staff development.

Project Manager: managing individual portfolios to further the district work on supporting specified programs.

The role of the *District Staff Developer* at any given time is determined by matching the needs of individuals, groups, buildings, and the Curriculum/Instruction/PD Department with the following responsibilities to build capacity of teachers and instructional coaches regarding district initiatives and best practices. Those responsibilities include, but are not limited to:

- Coordinates, facilitates, and monitors the review, development, and implementation of District curriculum at the District and building levels.
- Engages in surveying, identifying, and analyzing the professional learning (e.g. curriculum, assessment, instruction, etc.) needs of teachers, specialists, and instructional coaches in the district.
- Designs support services (e.g. training, materials, etc.) for the purpose of implementing professional learning program activities that address training needs of the District, related to:
 - *Effective teaching practices*
 - *Curriculum and assessment support*
 - *Standards Based Education (SBE)*
 - *Professional Learning Communities (PLCs)*
 - *Teacher Mentorship (1st & 2nd year)*
 - *Multi-tiered Systems of Support (MTSSA & MTSSB)*
 - *School Improvement Processes (e.g. Cognia/High Reliability Schools)*
- Develops short and long-range plans for the purpose of ensuring that district resources are effectively utilized.

- Monitors professional learning services (e.g. consultants, work plan goals, staff training, etc.) for the purpose of ensuring that performance outcomes are achieved within budget, work plans, and district objectives as assigned by the Director of Professional Learning.
- Schedules and publicizes staff development activities and results before, during and after, for the purpose of promoting professional learning.
- Assists in planning and facilitating regular district instructional coach meetings and other meetings as appropriate.
- Facilitates and monitors the district mentoring program for first and second year teachers and mentors.
- Serves as a liaison between district instructional coaches and the Director of Professional Learning and Assistant Superintendents.
- Collaborates with others (e.g. district personnel, personnel from other districts, community organizations, etc.) for the purpose of implementing and maintaining services and/or programs.
- Establishes and maintains positive relationships with teachers, instructional coaches, and administrators.
- Researches a variety of information (e.g. courses, materials, training consultants, etc.) for the purpose of developing and/or enhancing programs that meet staff training needs as assigned by the Director of Professional Learning.
- Handles all other tasks as assigned.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: utilizing conflict resolution techniques; operating standard office equipment including pertinent software applications; and performing standard bookkeeping; planning and managing projects; preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percent's, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: grant administration; community resources; foundation policies and procedures; and issues relating to at-risk youth; bookkeeping practices; concepts of grammar and punctuation.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize specific, job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: building collaborative relationships; and working with constant interruptions.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; directing other persons within a small work unit; directing the use of budgeted funds within a work unit. Utilization of significant resources from other work units is sometimes required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally, the job requires 60% sitting, 20% walking, and 20% standing. The job is performed under minimal temperature variations.

Experience: Five years of elementary teaching experience

Education: Bachelor's degree in elementary education

Certificates/Licenses: A valid ND teaching certificate

Clearances: Fingerprint /background check clearance.

Salary Grade: Teacher salary schedule.

Date: February 4, 2020

