



# COORDINATOR – STAFF DEVELOPMENT FOR TEACHERS AND LEADERS

## SUMMARY/SCOPE/GOAL

Utilizing staff development or grant funding, provide in-service program support for professional development training activities for all employees of the School Board.

## QUALIFICATIONS

### EDUCATION AND RELEVANT EXPERIENCE REQUIREMENTS:

#### REQUIRED:

- Master's degree from an accredited educational institution.
- Minimum of three (3) years successful teaching experience.
- Experience in educational planning and programs.
- Minimum of three (3) years of successful school leadership experience.
- Demonstrated knowledge of staff development programs and procedures.

#### PREFERRED/DESIRED:

### CERTIFICATIONS AND LICENSES:

#### REQUIRED:

- Certified in Educational Leadership, Administration and Supervision, or Administration by the State of Florida.
- Valid State Driver's License

#### PREFERRED/DESIRED:

## PERFORMANCE RESPONSIBILITIES

### ESSENTIAL FUNCTIONS:

The tasks/competencies listed below represent most of the time spent working in this position. Supervisor may assign additional tasks within the scope of this classification as necessary.

1. Schedule and train school training teams for Training of Trainer sessions in lesson study, BEST instructional model training, coaching and mentoring training, and Professional Learning Community sessions as needed.
2. Conduct annual training needs assessment of in-service and training with extensive staff involvement.
3. Develop the Master in-service Plan components.
4. Acquire and disseminate information relating to best practices, policies, and procedures relating to professional development, the BEST instructional model, the Florida Professional Development Protocol, and /or performance appraisal systems for teachers and administrators.
5. Coordinate the initiation, implementation, and evaluation of District in-service professional development components and schedule in-service for District training and individual schools.
6. Collaborate with Educational Technology staff to maintain and update required in-service records and evaluation data.
7. Analyze professional development records and aid eligible certificated staff in monitoring training needs, records, and reports for various professional development programs.
8. Coordinate planning, implementation, and evaluation of the summer in-service institutes.

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9. Assist in planning coordinated policy and procedures for Brevard County's strategic plan for staff development.
10. Assist in development, delivery, and evaluation of training components for the Brevard County Induction Program, administrative awareness program, classified personnel, and school improvement teams.
11. Prepare verbal and written communications for a variety of audiences to ensure professional development program implementation strategies are understood.
12. Model effective training and teaching techniques in presentation to varied groups.
13. Direct the implementation of certified training in the Strategic Plan for Staff Development.
14. Utilize personal computer with appropriate software to perform duties.
15. Provide training for building and department in-service representatives.
16. Write evaluation reports and disseminate feedback to appropriate audiences.

### OTHER DUTIES:

Provide outstanding customer service and use positive interpersonal communications skills. Make all decisions and perform all tasks in accordance with Brevard Public Schools' strategic plan, vision, and mission. Ensure compliance with Board rules and applicable federal laws and regulations.

## KNOWLEDGE, SKILLS, AND ABILITIES/TRAINING AND EQUIPMENT USAGE

### JOB RELATED:

Thorough knowledge of professional development topics, trends, and issues; technical knowledge of Florida teacher certification/renewal. Knowledge of Florida master In-service Plans, legal requirements regarding professional development, add-on in-service programs, ESOL requirements, and budgetary procedures. Knowledge of educational planning, the change process, implementation, and evaluation of training programs, including formative and summative measures. Knowledge of research-based instructional models, professional development planning, technology applications for planning and scheduling training. Knowledge of the Districts' educational plan and instructional programs; knowledge of how to – and ability to – train utilizing adult learning theories, learning styles, in-service models, models of teaching, needs assessments, effective communication, and situational leadership. Ability to assume administrative responsibility; ability to express ideas clearly and concisely, both orally and in writing; collaborate effectively with officials, department heads, employees, and the public; plan, assign, supervise, and review work of subordinates. Skill in the application of modern clerical and administrative techniques and practices as they apply to educational personnel; demonstrated working proficiency with personal computer and word processing software, calculator, copy machine, and telephone. Knowledge of teacher and leadership evaluation processes.

### GENERAL:

Knowledge and use of time management and organizational systems. Skill in meeting and exceeding customer/stakeholder expectations within the precincts of policy, procedure, and sound judgement. Skill in active listening and social perceptiveness. Ability to communicate effectively orally and in writing. Ability to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. Ability to sustain focus and attention to detail for extended periods of time.

### EQUIPMENT:

May use smart boards, tablets, Bunsen burners, chemical lab hoods, other classroom lab equipment, gym equipment, etc. that may be grade and subject specific. May use scales and/or equipment for the purposes of aptitude, skills, and/or behavioral diagnostics for the purposes of evaluating student performance within the prescribed parameters of their specific position.

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Use office machines such as large volume copiers, printers, or calculators. Use computers for email, word processing, intra/internet, data entry, spreadsheets, service ticket responses, presentations, or custom applications.

### PHYSICAL DEMANDS/WORK ENVIRONMENT

**PHYSICAL REQUIREMENTS:**  
**(L) LIGHT WORK**

Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects. If the use of arm and/or leg controls require exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as light work.

**POTENTIAL ENVIRONMENTAL CONDITIONS/HAZARDS:**

Indoor office environment most often with Indoor/Outdoor movement between pods/locations frequently. Intermittent noise and activity level. Requires Sitting, Standing, Walking, Bending, Stooping, Kneeling, Finger Dexterity, Talking, Hearing, and Visual Acuity frequently.

**TRAVEL:**

Travel between sites occasionally. Travel out of county rarely.

### FOR HR USE ONLY:

<b>DIVISION:</b>	Human Resources	<b>DEPARTMENT:</b>	Professional Learning and Development
<b>TITLE CODE:</b>	C2522	<b>CONTENT BY:</b>	Director – Professional Learning and Development
<b>GRADE:</b>	23	<b>COMPENSATION:</b>	Human Resources
<b>UNIT:</b>	NB	<b>LABOR RELATIONS:</b>	Karyle Green, Ed.D.
<b>LAST BOARD APVD:</b>	02/11/2014	<b>CLASSIFICATION:</b>	Beth Thedy, Ed.D.
<b>SCHEDULE:</b>	8 Hrs. – 12 Mos.		

REV:	DATE:	REVISION CONTROL:	INITIATED BY:
1.0	06/12/01	Initial Release	Human Resources
2.0	02/11/14	REVISED	Human Resources
2.1	07/01/20	REVISED: New format	Human Resources
2.2	11/30/2021	Update physical requirements to ADA format, added schedule	Ellie Kelly – Human Resources

*The above information on this description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees assigned to this job. Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.*

*Brevard Public Schools (BPS) is an equal opportunity/affirmative action employer committed to achieving excellence and strength through diversity. BPS seeks a wide range of applicants for its positions so that one of our core values, a qualified and diverse workforce, will be affirmed. Americans with Disabilities Act (ADA) compliance requires BPS to provide reasonable accommodations to qualified individuals with disabilities. Prospective and current employees are invited to discuss accommodations.*