



JOB DESCRIPTION

JOB TITLE: PLC Trainer

Position Type: <b>Certified</b>	Department: <b>Organizational Improvement</b>
Salary Schedule: <b>Certified</b>	Location: <b>District Office</b>
Reports to: <b>PLC Manager</b>	
Term of Employment: <b>9 months</b>	Shift: <b>Day</b>
Approved by: <b>Human Resources</b>	Date: <b>Mar 13, 2023</b>

**POSITION SUMMARY:**

Provides leadership to develop and guide all aspects of the PLC Framework for DVUSD. The trainers will work with the PLC manager to support the PLC process at the district and campus level. The trainers will build capacity amongst school and teacher leaders to facilitate and participate in highly effective collaborative teams. PLC trainers will coach collaborative teams to respond to the four PLC questions: 1) What do we want students to know and be able to do? 2) How will we know if they have learned it? 3) How will we respond when some students do not learn? 4) How will we extend the learning for students who are already proficient?

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**ESSENTIAL FUNCTIONS:**

- Experience coaching new principals in the PLC process, specifically leading them in the process of building capacity on their campuses in the following areas:
  - Developing an effective and cohesive Guiding Coalition
  - Developing an effective and cohesive Site Intervention Team
  - Developing Collaborative Team Facilitators
  - Creating a shared mission, vision, and shared purpose
  - Creating collective commitments
  - Developing school tight/loose expectations
  - Creating or refining an effective archive system
  - Assessing the school's readiness for PLC Work

- Experience coaching school leaders, Collaborative Teams, individual teachers in the PLC process for (Project Momentum Schools) as well as other collaborative teams
  - Developing a needs analysis from data
  - Coaching the school leader with monitoring Collaborative Teams and developing professional learning opportunities
  - Coaching selective Collaborative Teams based on data needs analysis on the PLC process (15 day Challenge)
    - Determining Essential Standard
    - Unwrapping Standards
    - Creating Common Formative Assessments
    - Analyzing Data
    - Responding to data
    - Developing strategies for Tier I and Tier II instruction
- Willingness to support and collaborate in the following areas: weekly Department Meetings, Monthly DAOI Department Meetings, the DVUSD PLC Staff Development Team, the MTSS Work Team.
- Experience facilitating the following: Model PLC Teacher Leader Trainings, Monthly Interdepartmental Collaborations, PLC Summit, Teacher Clarity, etc.
- Experience providing professional development to individuals, small groups, and larger peer and administrative groups.
- Experience supporting/coaching teachers with evidence-based instructional strategies to ensure high levels of learning for all.
- Experience leading teams to build a shared knowledge about data analysis and how to identify students who have met proficiency and develop strategies or extensions that advance learning opportunities.
- Extensive participation in Solution Tree or Project Momentum training.
- Strong content background in ELA and/or Math preferred.
- Experience facilitating the collaborative team process with multi-school collaborative teams preferred.
- Commitment to helping others build capacity for effective collaboration within the district.
- Proven ability to create professional learning environments with highly efficacious staff members.
- Exhibits a knowledgeable, passionate, and enthusiastic commitment to continuous student improvement with a focus on the district's instructional priorities.
- Pursues opportunities to learn best practices in teacher professional development through research, professional development, and other learning opportunities.
- Attends the workplace regularly, reports to work punctually and follows a work schedule to keep up with the demands of the worksite.
- Completes duties and responsibilities in compliance with college standards, policies and guidelines.
- Uses interpersonal skills and makes sound judgments to decide how duties and responsibilities are completed between coworkers, the supervisory chain, faculty, staff, students, and customers.
- Supports the values and institutional goals as defined in DVUSD's Strategic

Plan.

- Working hours may include evenings, holidays or weekends depending on deadline requirements and special events.
- Performs other duties as assigned.

**MARGINAL DUTIES:**

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.

**SUPERVISORY RESPONSIBILITIES:**

- None

**OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:**

- A strong commitment to the mission of DVUSD.
- Demonstrated significant knowledge of K-12 curriculum.
- Must possess the ability to apply various instructional design approaches to learning content and to professionally design and implement engaging and effective teaching and learning strategies.
- Must possess the ability to identify user needs, analyze, and logically organize information.
- Demonstrated excellent communication, interpersonal and leadership skills.
- Skill in working effectively in a team environment with a customer service focus.
- Ability to establish and maintain positive and effective working relationships with students, college employees and the public.
- Ability to communicate effectively, both orally and in writing; define problems, collect data, establish facts, and draw valid conclusions; and effectively present information to senior leadership, public groups, and/or school board.
- High level of energy and good sense of humor with the capacity for extraordinary time and effort demands.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrates the ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detail-oriented and self-motivated.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have the ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Is receptive to ideas, issues and concerns presented by all constituents.
- Maintains accessibility, listens to seek clarity and responds in a timely manner.
- Conscientiously fulfills responsibilities and follows directives by meeting deadlines.
- Communicates clearly and effectively.

- Demonstrates collaborative problem-solving skills.
- Uses professional day in a productive manner.
- Demonstrates knowledge of and adheres to district policies and administrative procedures.
- Demonstrates a personal and professional code of ethics.
- Completes assigned tasks and projects in a competent and timely fashion.
- Adheres to legal and procedural guidelines regarding confidentiality and disclosure of information.
- Demonstrates effective management of all fiscal resources and responsibilities.
- Makes clear and well-defined decisions.

### **CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:**

- Administrative Certification (preferred)
- Must have a valid Arizona Teaching Certificate.
- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Must attain SEI endorsement as required by Arizona Department of Education.

### **EDUCATION AND/OR EXPERIENCE:**

- Experience at the middle school and/or high school level preferred
- Education related MA, preferred.
- Substantial relevant experience, minimum of three years, including an appropriate combination of teaching and coaching preferred.

### **LANGUAGE SKILLS:**

- Demonstrates the ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations.
- Demonstrates the ability to effectively present information and respond to questions from program stakeholders.

### **MATHEMATICAL SKILLS:**

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

### **REASONING ABILITY:**

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

**PHYSICAL DEMANDS:**

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.
- Must have the ability to spend several hours per day at a computer.

**ENVIRONMENTAL CONDITIONS:**

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**COMMENTS:**

*This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.*

*This is a temporary management guide tool, subject to change.*

