

STAFF DEVELOPMENT TEACHER JOB DESCRIPTION

The school-based staff development teacher (SDT) is an instructional leader* who fosters development and growth of professional learning communities and facilitates job-embedded staff development. In collaboration with the principal, school leadership, and other stakeholders, the SDT supports the goal of building staff capacity to meet system wide and local school initiatives to increase student learning.

MINIMUM QUALIFICATION STANDARDS

Knowledge, Abilities, and Skills:

- Ability to demonstrate best practices in a variety of teaching methods and to model a repertoire of teaching skills.
- Knowledge of best practices in the field of staff development for educators.
- Demonstrated ability to analyze student results and achievement data and to implement appropriate strategies to meet student needs.
- Excellent communications, interpersonal and leadership skills.
- Ability to model teaching behavior to adult learners in a variety of settings.

Education, Training and Skills:

- Bachelor's degree in education, training, subject field, curriculum or related field – master's degree preferred with eligibility for Maryland state teaching certification.
- Minimum five years successful teaching experience, at least three in MCPS is desirable
- A "meets standard" rating on the most recent teacher evaluation
- Experience in modeling teaching behavior to adult learners in a variety of settings (e.g. workshops, seminars, courses, etc.)
- Evidence of instructional leadership (e.g. team leader, resource teacher, interdisciplinary resource teacher, department chair, systemwide committees, etc.)
- Successful completion of Studying Skillful Teaching or Observation and Analysis of Teaching

Certificate and License Requirements:

Certificate (or eligibility) as teacher in the state of Maryland.

The SDT assumes a variety of roles in supporting school staff:

- **Catalyst for Change**: guiding school staff in assessing effectiveness of instructional practices and moves staff to implement necessary systemic changes.
- **Coach**: helping teachers transfer learning experiences into practice
- **Consultant**: supporting individuals or groups in determining the best course of action to carry out specific tasks or meet specific objectives
- **Facilitator**: designing and implementing processes to create productive interactions to bring about desired results
- **Program Manager**: managing the comprehensive staff development plan within the school.
- **Resource Provider**: providing resources to help school staff reach desired goals
- **Trainer**: helping school staff acquire new skills and knowledge through custom-designed training and job-embedded staff development

The role the SDT plays at any given time is determined by matching the needs of individuals, teams, departments, and/or the whole staff with the following responsibilities. Those responsibilities include, but are not limited to:

- Engaging teachers to develop a culture that:
 - fosters professional learning communities
 - promotes all staff as learners acquiring and building a repertoire of skills to meet the needs of every student.
- Creating professional development opportunities, related to:
 - evidence of student learning
 - data analysis
 - instructional best practices
 - peer visits with reflection
 - local school walk throughs
 - collaborative team planning
 - individual professional growth
 - reflective practices
 - professional portfolios
 - individual Professional Development Plan (PDP)
- Demonstrating high expectations and modeling effective strategies for continuous school improvement.
- Communicating and supporting implementation of system wide initiatives.
- Supporting the development, implementation and monitoring of the school improvement plan based on :
 - the school's vision and mission.
 - meet the goals of the school improvement plan
 - MCPS initiatives
 - instructional best practices
 - classroom management system
 - individual professional growth
- Supporting job embedded staff development by:
 - allocating time
 - planning for the effective use of time
- Organizing, coordinating, and documenting the utilization of allocated substitute time\
- Assisting individual teachers to self-monitor their professional growth needs within the MCPS Professional Growth System.

* This is a non-evaluative position.

