

**GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

**JOB TITLE: TEACHER WORKSHOP FACILITATOR  
GUILFORD PARENT ACADEMY**

**GENERAL STATEMENT OF JOB**

In addition to their responsibilities as a teacher/school employee, the Teacher Workshop Facilitator will work closely with the Guilford Parent Academy (GPA) team to plan Personalized Learning Environment (PLE)-related workshops/presentations at their school that meet the needs of their community. The Teacher Workshop Facilitator will be selected at each school by the school principal using the standard GCS hiring protocol.

**SPECIFIC DUTIES AND RESPONSIBILITIES**  
**ESSENTIAL JOB FUNCTIONS**

Work closely with parents, teachers, social workers, counselors, school leadership teams and administrators to plan programs that meet the needs and desires of parents and families.

Help parents register for GPA accounts, granting them access to free online digital content

Maintain parent attendance logs for workshops and activities

Conduct parent surveys at the conclusion of all parent engagement activities

Work with school media specialist to maintain mobile checkout center for parents

Work with the GPA team and parents to publicize, implement and review PLE-related workshops/presentations each year

The workshops should be high-quality in areas such as literacy and math aligned with Common Core standards, personalized learning, higher expectations, social/emotional issues and college/career readiness

Each workshop will require planning and preparation, facilitation and necessary follow-up and/or reporting of GPA data

Maintain the use and checkout by parents of 10 tablets with digital content for parents

Plan workshops for parents on how to assist their child with the devices, including appropriate monitoring

Help parents register to receive access to the content

Ensure checkout process goes smoothly and tablets are maintained properly

## TEACHER WORKSHOP FACILITATOR - GPA

The Teacher Workshop Facilitator will be selected at each school by the school principal using the standard GCS hiring protocol.

**The Guilford Parent Academy office will support Teacher Workshop Facilitators through:**

- Teacher Workshop Facilitator Training Session
- Mentoring through school site visits, meetings and conference calls:
  - Providing outreach and recruitment support
  - Providing advertisement and communication support for all parent engagement events including fliers, brochures, factsheets, labels, etc.
  - Providing community resources for parent engagement events (workshop speakers, minimal incentives for events, etc.)
  - GPA Coordinator will conduct an annual evaluation at the end of the school year

### **KNOWLEDGE, SKILLS AND ABILITIES**

General knowledge of Guilford Parent Academy and its efforts to reach parents and the community

General knowledge of the policies and procedures established by the district and the school

General knowledge of the Race to the Top-District grant and how it impacts students, the school and community

Ability to build rapport with and to provide warm, caring and respectful support to diverse parents and families

Ability to establish and maintain effective working relationships as necessitated by work assignments

### **MINIMUM TRAINING AND EXPERIENCE**

Degree in education or in a related area that will qualify for licensure as a teacher by the North Carolina Department of Public Instruction.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be able to use classroom equipment and tools such as computers, copiers, typewriters, calculators, pencils, and scissors. Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

## TEACHER WORKSHOP FACILITATOR - GPA

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, handbooks, forms, lists, etc.

**Intelligence:** Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; and to utilize decimals and percentages.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

**Manual Dexterity:** Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.