



ASSIGNMENT OPPORTUNITY ANNOUNCEMENT
Noncredit ESL
Professional Development Coordinator
20% Assignment
Closing Date: June 18, 2026

Objectives of Assignment:

The Noncredit ESL Professional Development Coordinator will lead a sustained, data-informed professional learning program that enhances instructional quality, supports faculty innovation, and improves student outcomes in English language acquisition, civic engagement, and digital literacy.

Specifically, this role aims to:

- **Integrate Technology and Innovation:** Ensure the effective adoption, integration, and sustainment of instructional technology as a core component of professional practice across the Noncredit ESL Division.
- **Enhance Student Learning and Persistence:** Develop faculty professional learning opportunities that directly improve student engagement, retention, and language outcomes as demonstrated through course and program assessments.
- **Support Faculty Growth and Collaboration:** Provide structured opportunities for instructors to reflect on and refine their teaching practices, share effective strategies, and cultivate a vibrant community of practice aligned with the college’s mission of student success.
- **Advance Program Improvement Goals:** Translate student learning outcome data, EL Civics objectives, and AEFLA priorities into actionable faculty development initiatives that promote continuous instructional improvement.
- **Promote Equity and Access:** Support equitable student learning by ensuring all faculty have the tools, training, and confidence to deliver high-quality, learner-centered instruction that meets the diverse needs of adult English learners.

Description of Assignment:

The Professional Development Coordinator will be a **full-time faculty member in Noncredit ESL** who designs, implements, and evaluates a comprehensive professional development program that aligns with AEFLA, CAEP and EL Civics priorities. The coordinator will collaborate closely with the **EL Civics Coordinator, Technology Coordinator**, and **Division Chair** to ensure that professional development initiatives respond to student learning data and advance program-wide goals for instructional quality, technology integration, and learner achievement.

All professional development activities should:

- Respond to student assessment findings and instructional needs.
- Support the division's program planning and student learning outcomes.
- Strengthen the connection between professional growth and student achievement.

Tasks and Responsibilities

- **Lead Professional Development Efforts:** Serve as a mentor and leader to approximately 91 adjunct instructors (89% of division faculty), fostering consistent instructional quality and shared best practices.
- **Offer professional development that supports and leads to GCC PLAY Goals.**
- **Design Targeted Training:** Plan and facilitate workshops, institutes, and peer-led sessions that address identified instructional needs, including communicative language teaching, student-centered learning, and technology integration.
- **Build and Sustain a Community of Practice:** Expand the division's community of practice by providing structured opportunities for reflection, collaboration, and the sharing of innovative classroom practices that enhance student learning.
- **Leverage Data for Improvement:** Use SLO, program review, and student feedback data to identify areas for instructional improvement and design PD activities that address these findings.
- **Integrate AEFLA, CAEP, and EL Civics Goals:** Collaborate with grant-funded coordinators to ensure that professional development aligns with federal and state priorities, including English literacy, civics education, and digital skill development.
- **Assess PD Impact:** Develop and implement tools to measure the effectiveness of faculty development activities on instructional quality and student learning outcomes.
- **Support Faculty Agency and Growth:** Conduct faculty surveys, develop individualized PD plans, and identify opportunities for instructors to participate in local, regional, and statewide training events.
- **Promote Innovation and Sustainability:** Recommend strategies to institutionalize successful professional development models within the division's ongoing planning and evaluation processes.

Preferred Qualifications:

GCC Noncredit ESL full-time instructor
 Experience in ESL program management
 Experience in staff development and faculty training
 Knowledge of AEFLA, CAEP and EL Civics

Stipend and/or Released Time: 20% Released Time

Term of Assignment: Two years, subject to an annual review by the RT/EP Committee and the availability of funding.

Application Procedure:

1. Interested faculty members should submit a letter of interest which clearly describes how the candidate is qualified to fulfill the duties of the position as listed on this announcement. The letter of interest must be received in the Human Resources Office by 4:30 p.m. on the closing date for consideration for this position.
2. A selection committee will interview the candidates for the position and make a final recommendation to Dr. Michael Ritterbrown, Vice President, Instructional Services.

*All activities related to this position in no way supplant contractual responsibilities such as office hours, committee assignments and curriculum revision and development.
This position is subject to availability of continued funding.*



**Released Time/Extra Pay Assignment
Application**

APPLICATION FORM
 Noncredit ESL
 Professional Development Coordinator
20% Assignment
 Closing Date: June 18, 2026

Attach Additional Sheets, If Necessary

Name:	
Current Position at GCC:	GCC Telephone Extension:
Relevant Experience and Education:	
Other:	
References:	

Employee Signature

Date

*All activities related to this position in no way supplant contractual responsibilities such as office hours, committee assignments and curriculum revision and development.
This position is subject to availability of continued funding.*