

Lead Facilitator, Shoemaker Institute

Part-Time, Hourly (Non-Exempt) | Columbus, Ohio | Hybrid | Reports to Executive Director

About the Shoemaker Institute

The Shoemaker Institute is Ohio ACTE's professional development home for new career-technical educators. It delivers structured pathways for new CTE teachers and new CTE administrators that meet Ohio's Alternative and Modified licensure requirements. The program is designed and maintained by Lead Career-Technical Planning Districts (CTPDs) through a statewide advisory committee, and Ohio ACTE coordinates and facilitates it.

Position Overview

The Lead Facilitator runs the delivery of the Shoemaker Institute's professional development pathways: the New CTE Teacher program, which includes the Alternative track (90 hours over two years) and the Modified track (45 hours over one year), and the New CTE Administrator program. This is the role responsible for everything it takes to run the Institute well, from facilitating the modules through participant support and completion to keeping the advisory process moving. It is not an entry-level position.

By statute, the program is designed by the Lead CTPDs, who serve as the advisory committee. The Lead Facilitator delivers that program and supports the advisory process. This shapes how the position works.

The position is part-time and hourly. Weekly hours follow the program calendar, averaging ten to fifteen hours and rising toward twenty during peak periods such as conferences and module launches, for an estimated 500 to 600 hours a year. Flexibility during those peaks is expected. The Lead Facilitator reports to the Executive Director.

Key Responsibilities

Program Facilitation & Delivery

- Facilitate Shoemaker modules across in-person sessions, virtual learning, and site visits, using sound adult-learning practice.
- Guide each cohort through the program calendar, keeping sessions on track and aligned to the design set by the Lead CTPDs.
- Identify and schedule subject-matter experts and guest presenters into sessions as the program calls for them.

Cohort & Participant Support

- Onboard participants and set clear expectations for the pathway they have selected.
- Track participation, PD hours, and completion, and follow up with participants at risk of falling behind.
- Maintain steady communication with participants and their supervisors through the cohort.

Advisory Committee & CTPD Stewardship

- Support and convene the Lead CTPD advisory committee, and turn its design decisions into delivered training.
- Keep delivery aligned with the committee's intent, and bring field feedback back to inform its work.
- Represent the Institute professionally to participants, districts, and partners.

Program Operations & Reporting

- Coordinate session logistics with Ohio ACTE events and communications staff.
- Collect participant and supervisor feedback, and prepare completion and outcome reporting for each cohort.
- Recommend practical improvements to delivery and the participant experience.

Performance Expectations

- Deliver a consistent, high-quality learning experience that reflects well on the Institute and Ohio ACTE.
- Communicate clearly and professionally with participants, supervisors, and colleagues.
- Represent Ohio ACTE professionally.
- Manage the program calendar and multiple cohorts with attention to detail.
- Work independently while staying aligned with Executive Director guidance and the committee's design.

The Right Person for This Role

Success in this role begins with a genuine heart for people; participants come first. The right person is dependable, forward-thinking, and empathetic. Many new teachers arrive needing both encouragement and clear guardrails as they move into education. They often learn best through nontraditional approaches, and, like the students they serve, many are balancing personal and professional barriers while finding their footing in the classroom. Meeting them where they are, with thoughtful support and accountability, is what helps them grow into confident, successful CTE educators.

Qualifications

- Experience as a CTE administrator, career-technical professional development and/or post-secondary education, with credibility in front of new teachers and administrators.
- Strong facilitation and adult-learning skills across in-person and virtual settings.
- Dependable organization and follow-through across a multi-cohort calendar.
- Comfort working with volunteer leaders, district partners, and an advisory committee.
- Availability for occasional in-state travel and for peak-period hours around conferences and module launches.

Compensation & Structure

Part-Time, Hourly, Non-Exempt. Estimated 500 to 600 hours per year, with weekly hours that follow the program calendar. Hourly rate to be determined.

The role is eligible for a modest bonus, paid per cohort cycle or annually, when cohort completion and supervisor feedback meet a basic standard set by the Executive Director.

Growth of the Role

This role carries the full work of the Institute today. As the Institute grows and additional facilitators are brought on, delivery work such as facilitating modules and cohort support shifts to them, and this role leads and manages the team while holding the stewardship of the advisory process and the standard for quality. That management responsibility is added as the program grows; it is not part of the role at the start, and the title and compensation move with it.

Note: Managing additional facilitators is added if and when the program grows, at which point some delivery work shifts to them. Program design sits with the Lead CTPDs by statute, so the role delivers and stewards rather than designs.