

## **JOB DESCRIPTION**

### **JOB TITLE: Special Education Instructional Facilitator**

#### **Job Summary:**

The Instructional Facilitator will work with the Director of Student Support Services and Program Directors to assist special educators and classroom teachers by providing direct support and assistance in the classroom in the use of effective instructional strategies, use of data to improve student achievement, align curriculum and instruction to state and district-identified standards, and align IEP goals, objectives and specially designed instruction with state and district identified standards. Coaches will provide professional development that would include, but not be limited to, in-class coaching, observing, modeling of instructional strategies, guiding teachers in assessing student work, and developing instructional plans with teams of teachers or as individuals.

The facilitator coaches and supports the work of the special educator and classroom teacher, but will not perform supervision or evaluation. The role of a facilitator is separate and apart from the evaluative role of the principal or supervisor of the teacher.

#### **Essential Job Functions:**

- Support special educator and classroom teachers with methods, materials, and instructional strategies that, through research, have proven to increase student achievement and close the achievement gap
- Work in partnership with special educator and classroom teachers to plan instruction related to students with disabilities
- Model best instructional practices through classroom demonstrations or side-by-side coaching
- Demonstrate appropriate use of instructional technology and other educational tools to enhance and extend instruction
- Make informal classroom observations offering insights for the enhancement of teaching-learning situations. Feedback provided directly to the teacher will be for the purpose of instructional support and improvement
- Support individuals and collaborative teams in their effort to make data and research based instructional decisions to increase student learning and close the achievement gap
- Provide building-level and district-level professional development
- Provide effective communications with administrators, teachers, and other school personnel to strengthen all aspects of the instructional program for students with disabilities
- Work collaboratively and communicate effectively with district-level leadership to ensure rigorous, relevant curriculum and instructional practices that will increase student learning and achievement and close the achievement gap
- Work collaboratively and communicate effectively with other instructional facilitators and instructional coaches at all grade levels to strengthen vertical and lateral articulation and to create a seamless K-12 instructional program for students with disabilities
- Cultivate and model a respectful working and learning environment

- Other duties as assigned
- Prompt and regular attendance

**Essential Job Requirements – Qualifications:**

- Skills, Knowledge and/or Abilities required:
  - Interpersonal, problem solving, collaborative, and organizational skills required to effectively coach and provide staff development
  - Knowledge of research-based curriculum and instructional strategies for students with disabilities
  - Demonstrated ability to maintain confidentiality
  - Demonstrated skills in analyzing and using data and research for instructional decision-making
  - Ability to form strong professional relationships with colleagues
  - Ability to manage timelines and meet time-related goals
  - Ability to work both independently and collaboratively
  - Ability to participate in coaching professional development throughout the year
  - Demonstrated a minimum of 5 years of success as a special educator
  - Demonstrated mastery level knowledge of content areas, instructional practices, and district adopted special education curriculum
  - Demonstrated ability to design and facilitate (individually or in collaboration with others) high quality professional development for teachers/school staff
  - Demonstrated leadership experience within district and/or within school
  - Knowledge of equity issues in current education reform
- Education Required:
  - Bachelor’s Degree
- Licenses, Bonding and/or Testing Required:
  - Teaching Credential for appropriate level of instruction and/or subjects with endorsement in special education for appropriate level
  - Highly Qualified Status for assignment
  - Criminal Justice fingerprint clearance
  - Cardiopulmonary Resuscitation and First Aid Certificates
- Additional Information:
  - Will report to appropriate level Program Director
  - Work calendar will be determined by appropriate level Program Director in conjunction with other instructional facilitators and coaches to enable effective planning, training and preparation for the school year
- Effective and demonstrated skills in:
  - Leadership
  - Planning, developing and evaluating program effectiveness
  - Communication, both in writing and orally
  - Gaining consensus in groups and among various audiences
  - Providing curriculum and instructional strategy consultation

- Presenting to small and large groups for staff development
- Time management
- Planning and facilitating meetings
- Handling conflict and difficult meetings or when consensus cannot be achieved