



## **Instructional Facilitator**

**POSITION SUMMARY:** : The Instructional Facilitator will work with the Executive 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. The Instructional Facilitator 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 Instructional Facilitator will support the transitions for students from the Early Childhood program to Kindergarten.

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.

### **MINIMUM QUALIFICATIONS**

#### **Education, Training, Experience, Licensure and Certification**

- Bachelor's Degree
- Teaching Credential for appropriate level of instruction and/or subjects with endorsement in special education for appropriate level
- Highly Qualified Status for assignment
- Demonstrate a minimum of five years of success as a special educator
- Demonstrated leadership experience within district and/or within school
- Criminal Justice fingerprint clearance
- Current CPR and First Aid Cards

#### **Special Knowledge/Skills:**

- 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 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 participate in coaching professional development throughout the year
- Demonstrate 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
- Knowledge of equity issues in current education reform

## **MAJOR RESPONSIBILITIES AND DUTIES**

*(The following statements describe the general purpose and responsibilities assigned and should not be construed as an exhaustive list of all responsibilities, skills, efforts, or working conditions that may be assigned or skills that may be required.)*

- 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

## **PHYSICAL REQUIREMENTS:**

- Ability to:
  - ❖ Sit, stand or walk for prolonged periods of time
  - ❖ Talk and hear conversations
  - ❖ Use precise control of fingers and hand movement, often in a repetitive movement such as keyboarding
  - ❖ Reach for and handle objects
  - ❖ Use close vision, distance vision, color vision, peripheral vision, depth perception and the ability to adjust focus
- Regular focus on a computer screen
- Bending, stooping, kneeling and lifting up to 15-45 pounds may also be required on occasion

## **WORKPLACE EXPECTATIONS:**

- Maintaining regular and punctual attendance. In case of an absence site and/or district protocol for reporting absences is followed
- Maintaining appropriate confidentiality regarding information relating to students, staff, and district operations

- Dress in a professional and appropriate manner for the assignment and the work setting
- Exercising prudent judgment
- Work independently in the performance of routine duties
- Follow all District policies and work procedures
- Utilize the District’s electronic systems and applications related to the position
- Participate in required meetings and trainings related to the position
- If employee is bilingual, interpretation, translating documents, and/or communicating orally in the second language may be required
- Cultivate and model a respectful working and learning environment

***Gresham-Barlow School District recognizes the diversity and worth of all individuals and groups. It is the policy of this district and the board of education that there will be no discrimination or harassment of individuals or groups in any education programs, activities or employment.  
Gresham-Barlow provides equal access to individuals with disabilities.***

*I hereby confirm my receipt and understanding of this job description and attest to my ability to perform the functions of the position as assigned. If I require accommodation(s) in order to fulfill any or all of these functions, I agree to provide information to the district HR Department regarding the requested accommodation(s).*

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**Employee Name (Print)**

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**Employee Signature**

\_\_\_\_\_  
**Date**