



P-3 EARLY LEARNING FACILITATOR

Classification: Certificated

Location: Assigned School(s)

Reports to: Director of Early Learning

FLSA Status: Exempt

Bargaining Unit: EEA

This is a standard position description to be used for certificated teachers in a facilitator position with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all the duties identified herein.

This job description does not constitute an employment agreement between the district and employee and is subject to change by the district as the needs of the district and requirements of the position change.

Part I: Position Summary

The Instructional Facilitator for P-3 Early Learning will be responsible for working with instructional staff to improve student achievement across content. The Instructional Facilitator will report to the Director of P-3 Early Learning and will work collaboratively with district administrators and school staff to provide professional development and support/consult/coach teachers in the planning, implementation, and use of standards-based and district-approved instructional materials and assessment strategies.

Part II: Supervision and Controls over the Work

Works with a level of independence and professional discretion under general supervision of Director of P-3 Early Learning. Work governed, controlled, and evaluated by acceptable professional practice, school and district policies and regulations, provisions of Washington Administrative Code and Revised Code of Washington, direction of supervisor, and performance standards and expectations as set forth in collective bargaining agreement.

Part III: Major Duties and Responsibilities

Duties may include, but are not limited to:

1. Develop, support, and facilitate teachers, administrators, and students in learning and applying 21st century skills, including communication, collaboration, critical and creative thinking, and self-directed learning.
2. Implement developmentally appropriate standards-based planning, instruction, and assessment of student learning.
3. Support and facilitate implementation of standards-based, developmentally appropriate and rigorous practice, differentiated instruction and materials, and collaborative teaming and planning.

4. Demonstrate ability to collaborate with individuals and teams to align, articulate, and coordinate the instructed and assessed curriculum.
5. Demonstrate ability to plan, present, facilitate, and engage participants in professional development settings.
6. Oversee the implementation of designated instructional materials, resources and technology tools, to problem-solve issues, to develop materials needed to support/ supplement curriculum and assessment and for other professional development purposes.
7. Collect and analyze data to guide instruction and present data results for continuous improvement decision-making.
8. Work with other adults and facilitate adult learning in a respectful manner.
9. Support, communicate and serve as a liaison between district, administrators, and school staff in the role of “instructional ally”.
10. Maintain a high degree of integrity and diplomacy, to continually learn, and to be reflective about practice.
11. Able to learn and use video and other technologies to support professional learning, instructional planning, assessment and collaboration.
12. Support the development of community partnerships to support a high-quality, aligned P-3 Early Learning system.

Part IV: Minimum Qualifications

1. Must have successful experience in working with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Five years of successful teaching experience in primary classrooms with culturally diverse families and communities.
3. Demonstrated P-3 Early Learning knowledge.
4. Ability to effectively communicate with parents, students, and staff verbally and in writing.
5. Commitment to collaboration and teaming and effectiveness in working within a professional learning community.
6. Experience working with adult learners and demonstrated expertise in professional development and coaching.

7. Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.
8. Knowledge of child development and ability to apply that knowledge to selection and application of curriculum materials and instructional practices.
9. Knowledge and skill in use and strategies necessary to meet diverse needs of students.
10. Knowledge and skill in culturally responsive teaching and learning.
11. Skill and ability to utilize technology to aid instruction, assessment and learning.
12. Evidence of continuous professional learning and a commitment to participate in professional growth opportunities and self-reflection on professional practice.
13. Attend a variety of meetings, conferences and seminars to maintain current knowledge of curriculum area, educational research, trends, directions, and issues and communicate findings as appropriate
14. Any position-specific special qualifications indicated in the recruitment process.

Part V: Desired Qualifications

1. Bilingual skills.
2. Skill and experience with the implementation and support of WaKIDS.
3. Successful experience teaching in a diverse student environment.
4. Master's degree in child development, early learning, teaching or related field.

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described are representative of those that must be met by an employee to successfully perform essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Frequently required to sit, talk, move about, hear and speak, and be visually observant of classroom behavior and learning activities. Regularly lift and carry items weighting up to 50 pounds or more and occasionally lift, restrain, or move up to 100 pounds – most typically when required to intervene in student safety issues.

Specific vision abilities required include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Noise level in work environment is usually moderate, or consistent with subject being taught, but can be abnormally loud on occasion.

May occasionally work in outside weather conditions and be exposed to wet and/or humid conditions, temperature fluctuations, fumes or airborne particles, toxic or caustic chemicals



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commonly used in instruction and/or cleaning. May be exposed to blood or other potentially infectious materials during course of duties. May be exposed to infectious disease as carried by students. May be required to travel in school owned or leased vehicles while supervising and assisting students.