



## **SPECIAL SERVICES FACILITATOR**

Classification: Certificated

Location: District Office

Reports to: Special Services Director

FLSA Status: Exempt

Bargaining Unit: EEA

This is a standard position description to be used for certificated teacher on facilitator assignment (positions with similar duties, responsibilities, classification and compensation. Teachers assigned to the position description may or may not be assigned all of 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 special services facilitator is responsible for supporting schools, staff, and families within their region. Support is defined as professional development, on-site coaching, consultation and cross-collaboration with other departments. Support encompasses deepening instructional practices and program development, mentoring new teachers, leading, guiding and monitoring compliance practices, and addressing issues pertaining to individual student and family needs.

### **Part II: Supervision and Controls over the Work**

Works with high level of independence and professional discretion under general supervision of designated school administrator. 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. Supports special education programs throughout the district to ensure quality educational services to all special education students in these classrooms.
2. Works collaboratively with teachers, paraeducators, specialists and other members of a school team to coordinate effective educational programs.
3. Assesses current programs and makes recommendations for improvement to the Special Services Directors.
4. Facilitates a district-wide model for a continuum of services for special education students.

5. Works with the district-wide team of special education staff to create a common vision for serving students receiving special education services.
6. Assists special education teams with problem solving and finding solutions when challenging situations arise.
7. Assists school teams in planning for and implementing transition plans.
8. Attends IEP, evaluation and MDT meetings when as district representative is needed to assist with the process.
9. Works with general educators/counselors/members of the student study/support teams and other staff members to assist with team referrals of students in order to prevent placement of students to a more restrictive setting.
10. When applicable, works with outside agencies, consultants and community contacts to provide wrap-around services for students in the district.
11. Serves as Teacher of Record for non-endorsed teachers teaching in special education classrooms.
12. Assists teams with in-district change of placements from one school to another.

Performs other duties as assigned.

#### **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. Successful completion of a teacher certification program at an accredited college or university, and valid Washington state certification(s) and/or endorsement(s).
3. At least three years of experience teaching expertise in the area of special education
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. Skill in classroom management and ability to achieve, support, and maintain acceptable student behavior.

7. Knowledge of and ability to use appropriate and multiple assessment, instruction, and evaluation techniques.
8. Knowledge of child and adolescent 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. Any position-specific special qualifications indicated in the recruitment process.
14. Skill and ability to lead adult professional learning in instructional best practices.
15. Experience working with youth who have cognitive and academic disabilities.
16. Experience working with struggling learners in an educational setting.
17. Ability as a leader among peer teachers and staff who can enhance their own professional development and those of others.
18. Ability to work with individuals and teams to align, articulate and coordinate the mission statement/continuum of effective services for students with disabilities district-wide.
19. Ability to collect and analyze data to guide instruction and present data results that leads to continuous improvement in our programming for special education students.
20. Ability to organize, present, facilitate, and engage participants in professional development opportunities that will benefit staff working with at-risk students.

**Part V: Desired Qualifications**

1. Master's degree.
2. Bilingual skills.
3. Successful experience in a team teaching environment.



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4. Successful experience teaching special education students.

### **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 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.