



# HUMANITIES & SECONDARY LITERACY FACILITATOR

Classification: Certificated

Location: CRC

Reports to: Chief Academic Officer/P-12 Literacy & Humanities Director

FLSA Status: Exempt

Bargaining Unit: EEA

This is a standard position description to be used for certificated facilitator 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 job change.

## **Part I: Position Summary**

As a member of the Humanities and Literacy team, the Instructional Facilitator will be responsible for working with administrators and instructional staff to improve student learning and achievement in Literacy-Writing (primarily at the elementary level, but may also support secondary). The Instructional Facilitator will report to the Academics Office and will work collaboratively with district staff, administrators, and teachers to provide professional development and support and consult with and coach teachers in the planning, implementation, and use of standards-based practice, 21st century skills, technology integration, and district-approved instructional and assessment strategies and materials.

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

Work under the direction of the Chief Academic Officer and the P-12 Literacy & Humanities Director.

## **Part III: Major Duties and Responsibilities**

Duties may include, but are not limited to:

Instructional Facilitators are responsible for the effective use of curriculum and instructional and assessment practices in the classrooms. They work in collaboration with teachers, administrators, and district staff.



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## **District Level:**

1. Attends, plans, leads, and participates in scheduled meetings for professional development, curriculum design and implementation, facilitation and group processing skills, study groups, collaborative coaching model, school and student learning improvement, and assessment.
2. Collaborates with district staff, teachers, and administrators to implement the district vision, mission, strategic plan, and other goals.
3. Supports standards-based English Language Arts.
4. Works with committees and in teams on instructional materials adoptions and implementation.
5. Develops training guides and instructional materials modifications to support program implementation and on-going support.
6. Assists in the development of and provides support for implementation of a multi-tiered system of support intervention model for literacy courses, instructional materials, and assessments.
7. Reports on implementation progress and problem solve roadblocks to full implementation with appropriate administrative personnel.
8. Accurately represents staff progress and needs when providing information at district level.
9. Assists with the design and implementation of a learning environment that facilitates instruction; implement strategies that honor language, culture, ethnicity, gender, special needs and diverse learning abilities.
10. Responds to a wide variety of inquiries from teachers, parents, administrators, staff and the public; promote positive public relations; develop and maintain online communication and support.
11. Completes assigned tasks in a timely and professional manner.

## **Building Level:**

1. Provides ongoing professional support and technical assistance to teachers and administrators.
2. Plans, develops, and conducts professional development opportunities for teachers to increase academic achievement of students; model best practices for professional development.
3. Provides feedback to improve effectiveness and enhance instruction; provide demonstration lessons; model best practices in instruction; assist with teacher and principal problem-



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solving; maintain liaison with teachers and building administrators for the improvement of instruction and student achievement.

4. Monitors and supports the full implementation of standards, adopted instructional materials instructional maps, and student strategies and skills; provide materials and resources to teachers.
5. Assists in collection and analysis of evidence of student progress; assist in instructional modifications suggested by the evidence.
6. Attends a variety of meetings, conferences and seminars to maintain current knowledge of content areas, educational research, trends, directions, and issues and communicate findings as appropriate.

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).
3. At least three years successful teaching experience in elementary/middle level English Language Arts.
4. Knowledge of Common Core State Standards in English Language Arts, English Language Arts courses, and evidence-based best practices in instruction and assessment for literacy
5. Ability to develop, support, and facilitate teachers, administrators, and students in learning and applying 21st century skills, including communication, collaboration, critical and creativity, citizenship, and growth mindset
6. Demonstrated ability to integrate and leverage technology for standards-based student learning and achievement, including an inquiry approach and project based learning
7. Demonstrated skill in standards-based planning, instruction, and assessment of student learning
8. Demonstrated skill as an exemplary classroom instructor of English Language Arts
9. Ability to support and facilitate implementation of standards-based practice, differentiated instruction, intervention programs for literacy, collaborative teaming, and planning.
10. Demonstrated ability to plan, present, facilitate, and engage participants in professional learning.
11. Demonstrated ability to collaborate with individuals and teams to align and articulate the instructed and assessed curriculum (i.e., standards, instructional materials, instructional maps).
12. Ability to plan for and support the implementation of adopted instructional materials, including digital tools, resources, and platforms, to problem-solve issues in schools, to



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develop materials needed to supplement and support adopted instructional materials and assessments.

13. Demonstrated ability to collect and analyze data to guide instruction and present data results for continuous improvement decision-making.
14. Ability to work with other adults and facilitate adult learning in a positive, supportive, and respectful manner.
15. Ability to support, communicate and serve as a liaison between district, administrators, and school staff in the role of “instructional ally”.
16. Ability to maintain a high degree of integrity and diplomacy, to continually learn, to adapt to change, to remain flexible, and to be reflective about practice.
17. Ability to work under pressure, establish and meet deadlines, create and implement project and program plans, and manage and balance a variety of priorities.

### **Part V: Desired Qualifications**

1. Master’s degree.

### **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 on school owned or leased vehicles while supervising and assisting students.