

<b>Job Title:</b>	Facilitator Special Education	<b>Wage/Hour Status:</b>	Exempt
<b>Reports to:</b>	Director Special Education	<b>Pay Grade:</b>	105
<b>Dept./School:</b>	Special Education Instructional Programs	<b>Date Revised:</b>	November 1, 2024

### **Primary Purpose**

To provide training and instructional support to campus administration, teachers and staff to ensure implementation of classroom instructional objectives, lessons, and strategies that are congruent with the needs of students with identified disabilities. The SD & ISS supports the teaching staff in identifying and/or designing appropriate educational resources, including curriculum and instruction that support the implementation of the IEP for identified students. The SD & ISS plan, organize and assist with professional development. Assist teachers and campus administration in the implementation of the Texas Essential Knowledge and Skills (TEKS) with alignment to the Present levels of Academic Achievement and Functional Performance (PLAAFPS), Goals, and Objectives in the Individualized Education Plan (IEP). The goal of the SD & ISS is to ensure that teachers acquire understanding, skills, and application of best practices to create the following outcomes: Enhance the professional growth of staff in the instructional practices for all students and add instructional value and growth for teachers and students.

### **Qualification**

#### **Education/Certification**

Master's Degree  
Valid Texas Teaching Certificate in Special Education  
Valid Texas Driver's License

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

- Knowledge of core academic subject assigned
- Knowledge of general modified and alternative curriculum
- Knowledge of positive behavior intervention supports to instruct students and manage their behavior in a constructive and positive manner
- Knowledge of the eligibility criteria for Special Education
- Knowledge of disabilities and the instructional/behavioral strategies and support appropriate for addressing their needs in the continuum of services
- Strong organizational, communication and interpersonal skills
- Demonstrated competency of digital-age work and student learning
- Demonstrated instructional leadership abilities in Special Education instruction
- Demonstrated ability to obtain, disaggregate, and analyze data in order to develop strategies to target areas of need to improve academic achievement
- Knowledge of specially designed instruction, differentiated instruction, and blended learning environments in order to enhance instruction
- Knowledge of legal basis of Special Education
- Knowledge of evidence-based practices, instructional best practices, formative assessments, and progress monitoring practices to support student improvement and teacher growth and effectiveness
- Strong instructional ability as a classroom teacher
- Ability to develop, implement, and assess policy, procedure, and practice

#### **Experience**

Three (3) years' experience in Special Education

### **Major Responsibilities and Duties**

#### **Instructional and Program Management**

1. Plan for and organize the delivery of the district's instructional programs to ensure implementation of adopted curriculum for students with disabilities.
2. Assist schools to ensure access to the general education curriculum for students with disabilities (LRE)

- and ensure implementation of the continuum of services.
3. Assist teachers in developing and maintaining a classroom environment conducive to effective teaching.
  4. Ensure teachers are developing and maintaining a classroom environment conducive to effective learning.
  5. Provide academic, instructional, and behavioral program support to teachers relevant to student Individual Education Plans (IEPs).
  6. Assist in identifying, resolving and/or correcting campus challenges/problems in accordance with the campus administration and district leadership.
  7. Stay abreast of current trends in special education and research based instructional programs to support student IEPs.
  8. Coach teachers to increase student achievement by promoting quality instructional practices that support learning that is student-centered and equitable, with the teacher facilitating.
  9. Cooperate and work with program teachers, campus administrators, and other appropriate district staff in meeting instructional goals, objectives and methods according to district and campus requirements
  10. Work to establish and maintain open lines of communication with students, parents, teachers and related services, assessment personnel, district leadership concerning broad academic and behavioral progress of all students assigned to special education programs.
  11. Work with the Director to identify the need for staff development for instruction and/or use of materials/equipment and department budget
  12. Maintain knowledge of District and community resources to support effective educational programs and assist campuses with student IEPs and the delivery of FAPE.
  13. Relay and promote an understanding of content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and the ability to match objectives and activities to relevant state standards such as Texas Essential Knowledge and Skills, College and Career Readiness Standards, and English Language Proficiency Standards
  14. Recommend appropriate instructional and learning strategies, activities, materials, equipment, and technology that reflects understanding of the learning styles and needs of students, and present subject matter according to guidelines established by Texas Education Agency, board policies and administrative regulations.
  15. Recommend a variety of instructional techniques, integrate, and actively use technology and media consistent with the physical limitations of the assigned location and the needs and capabilities of the students involved.
  16. Work cooperatively with teachers to modify curricula as needed for student needs through special programs.
  17. Compile and maintain records, data, and reports as assigned.
  18. Conduct audits on PLAAFPs, Goals, and Objectives, instructional program services, etc. that are maintained within the special education IEP management system.
  19. Collaborate with the C&I, CL/DL and Academic Departments on project-based, interdisciplinary and/or thematic campus initiatives that provide both intervention and enrichment opportunities for the students.
  20. Work to establish and maintain open lines of communication with district leaders, directors, facilitators, administrators, assessment personnel, students and their parents concerning the academic and the behavioral progress of all assigned campuses.
  21. Promote and communicate high expectations of teacher and student performance.
  22. Maintain high visibility in educational community.
  23. Establish and maintain relationships with stakeholders to foster understanding and solicit support for programs.
  24. Participate in district and community activities
  25. Promote and provide information to the community regarding curriculum and instruction.
  26. Employ collaborative decision-making processes and foster team building.
  27. Perform other duties as assigned by supervisor.

#### **Professional Growth and Development**

30. Design, develop, and provide relevant professional development, coaching, and learning experiences to district staff, campus leaders, teachers, and paraprofessionals.
31. Assist in conducting training sessions for teachers and paraprofessionals.
32. Pursue professional growth through a variety of methods, such as independent research, local, state, and national professional development opportunities.

- 33. Identify and participate in District level Professional Learning Communities to enhance professional growth, communication, and community relations.
- 34. Keep informed on the latest research trends and development for staff development training
- 35. Comply with state, district, and school regulations and policies.
- 34. Uphold and adhere to safety rules and policies.
- 35. Attend and participate in district academic meetings and/or serve on staff committees as district representatives.

**Supervisory Responsibilities**

None

**Physical and Mental Job Requirements**

**Mental Demands/Physical Demands/Environmental Factors**

Maintain emotional control under stress. Occasional prolonged and irregular hours.

**Terms of Employment**

226 days; salary to be established by the Board of Trustees

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date: \_\_\_\_\_

Approved: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date: \_\_\_\_\_

My supervisor has reviewed this job description with me and has provided me a copy

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

The El Paso Independent School District does not discriminate in its educational programs or employment practices on the basis of race, color, age, sex, religion, national origin, marital status, citizenship, military status, disability, genetic information, gender stereotyping and perceived sexuality, or on any other basis prohibited by law. Inquiries concerning the application of Titles VI, VII, IX, and Section 504 may be referred to the District compliance officer, at 230 -2031; Section 504 inquiries regarding students may be referred to 504 Coordinator at 230-2856.

El Distrito Escolar Independiente de El Paso no discrimina en los programas de educación o en prácticas de empleo usando el criterio de raza, color, edad, sexo, religión, origen nacional, estado civil, ciudadanía, estado militar, discapacidad, información genética, estereotipo sexual o sexualidad percibida, u otra práctica prohibida por la ley. Preguntas acerca de la aplicación del título VI, VII o IX, y la Sección 504 pueden ser referidas al oficial del distrito, al 230-2031; preguntas sobre 504 tocante a estudiantes pueden ser referidas al oficial de 504 al, 230-2856.