



Position Description

Master Foundations Facilitator (AEA)

Salary Level: As per Collective Bargaining Agreement

Prepared Date: June 4, 2026

Contract/Benefits: As per Collective Bargaining Agreement

Prepared By: Brian Siket, Executive Director of Special Education

Department of Area: Special Education

Reports To: Executive Director of Special Education

Approved By: Herman James, Chief of Talent Management & Labor Relations

Qualifications:

- Minimum Master's degree in special education or a related field.
- Hold valid and current Pennsylvania Special Education certification; Supervision of Special Education Certificate preferred.
- Five (5) or more years of successful teaching experience in public education, including secondary or elementary school – Special Education instruction.
- Experience working with students with Autism Spectrum Disorder.
- Demonstrated ability to provide coaching, modeling, supervision, and professional learning to instructional staff preferred.
- Knowledge of applied behavior analysis (ABA), functional communication, structured teaching, and data-based instructional practices preferred.
- Experience with, or willingness to be trained in, evidence-based autism instructional practices, including the STAR Program, discrete trial training (DTT), natural environment teaching (NET), pivotal response training (PRT), functional routines, functional communication training (FCT), and the use of visual supports.
- Knowledge of augmentative and alternative communication (AAC) systems preferred.
- Satisfactory work record & criminal/child abuse clearances (Acts 34, 114, and 151), FBI clearances.
- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- Ability to perform additional duties or meet alternative qualifications as determined appropriate by the Board or Superintendent.

Summary

Under the supervision of the Executive Director of Special Education, the special education facilitator will assist in the planning, coordination, and program delivery of special education at the school and District levels in conjunction with other educators, families, and students. In addition, the facilitator will provide direct and indirect support to students, parents, teachers and administrators.

Essential Duties and Responsibilities

- Provides instructional consultation, coaching, and support to teachers, paraprofessionals, and support staff serving students with Autism Spectrum Disorder who require highly structured, data-driven, and therapeutic programming.

- Oversees and supports implementation fidelity of ABA-based instructional practices and district-approved instructional frameworks, including the STAR Program, DTT, NET, FCT, PRT, and functional routines.
- Conducts classroom, non-evaluative observations, coaching cycles, demonstration lessons, and staff feedback sessions.
- Assists in the development, implementation, and monitoring of individualized behavior support plans and reinforcement systems.
- Collaborates with IEP teams and multidisciplinary staff to support measurable goal development, instructional programming, placement decisions, transition planning, and progress monitoring.
- Analyzes student behavioral and instructional data to guide instructional adjustments and decision making.
- Supports implementation of AAC systems and communication supports in collaboration with speech-language pathologists and related service providers.
- Facilitates and participates in structured data reviews and 40-day progress review cycles to guide instructional and behavioral decision making.
- Assists in the referral, eligibility, placement, and transition process for students being considered for intensive autism programming.
- Coordinates and supports professional learning related to autism, ABA, behavior intervention, sensory regulation, crisis prevention, communication systems, and data collection.
- Assists staff in implementing visual supports, structured schedules, sensory supports, and environmental modifications.
- Supports implementation of school-based toileting and adaptive skill development procedures, including rapid toilet training protocols.
- Collaborates with related service providers, Board Certified Behavior Analysts (BCBAs), paraprofessionals, administrators, families, and school staff to ensure consistent implementation of student programming.
- Maintains accurate records, behavioral documentation, progress monitoring systems, and program reports.
- Assists in the monitoring of academic progress of students with autism.
- Assists with crisis prevention, de-escalation planning, and implementation of trauma-informed behavioral supports.
- Facilitates communication and collaboration with families through meetings, coaching, training sessions, and ongoing communication systems.
- Assists with development and implementation of family engagement activities, including family trainings, AAC coaching, and parent cohort sessions.
- Monitors program compliance with IDEA, Chapter 14 regulations, district policies, and procedural requirements.
- Supports district-wide autism programming through consultation, model classroom support, and professional learning.
- Collaborates with district leadership regarding staffing, enrollment trends, programming needs, and service delivery models.
- Reads, analyzes, and interprets professional journals, research studies, and federal, state, and local regulations related to autism and special education.
- Writes reports, correspondence, and procedure manuals and memoranda.
- Presents information and responds to questions from groups of faculty, support staff, students, parents, and the general public.
- Performs such other tasks and responsibilities as assigned by the Director of Special Education.

Competencies

- The candidate will have the knowledge of:
 - ABA-based instructional methodologies and behavioral intervention strategies.

- autism spectrum disorder characteristics and evidence-based instructional practices.
 - DTT, NET, FCT, PRT, functional routines, reinforcement systems, and data-based programming.
 - AAC systems and functional communication supports.
 - student assessment tools, including VB-MAPP and progress monitoring systems.
 - IDEA, Pennsylvania Chapter 14 and 15 regulations, FAPE, and LRE requirements.
 - behavior assessment, crisis prevention, de-escalation, and behavior intervention planning.
 - IEP development, reevaluation reports, and summary of performance.
 - instructional coaching, adult learning practices, staff supervision, and professional learning systems.
 - family engagement practices, collaborative school-home communication systems, and strategies to increase families' understanding of special education-related topics.
 - procedures and requirements for referring students to community agencies.
- The candidate will have the ability to:
 - analyze and interpret behavioral and instructional data to support student progress.
 - coordinate multidisciplinary collaboration across instructional and related service teams.
 - establish structured, therapeutic learning environments that support regulation, engagement, and independence.
 - communicate effectively with staff, administrators, families, students, and community agencies.
 - prioritize tasks, manage multiple responsibilities, and maintain confidentiality.

Interpersonal Skills

Manages difficult or emotional parent/community situations judiciously; Responds to parent/community requests for service and assistance; Meets commitments made to parents and the community; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others; Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Demonstrates group presentation skills; Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building positive morale; Puts success of faculty and staff above own interests and recognition.

Instructional and Leadership Skills

Provides vision and inspiration to peers and subordinates; Mobilizes others to fulfill the vision; Displays passion and optimism; Develops workable implementation plans; Communicates changes effectively; Prepares and supports those affected by change; Monitors transition and evaluates results; Provides recognition for results; Exhibits confidence in self and others; Inspires and motivates others to perform well; Effectively influences actions and opinions of others; Includes faculty and staff in planning and decision-making; Takes responsibility for the performance of faculty and staff; Makes self accessible to faculty, staff, and students; Provides regular performance feedback to faculty and staff; Develops the skills of faculty and staff and encourages growth; Continually works to improve supervisory skills; Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness; Fosters a focus on quality in others; Observes safety and security procedures when appropriate; Determines appropriate action beyond safety and security guidelines; Identifies and resolves problems in a timely manner; Gathers and analyzes facts relating to the problem skillfully; Develops alternative solutions.

Organizational Skills

Works within approved budget; Conserves district/school resources; Shows respect and sensitivity for cultural differences; Educates others on the value of diversity; Promotes a harassment-free environment; Follows policies and procedures; Completes administrative tasks and reports correctly and on time; Develops strategies to achieve district/school goals; Understands district/school's strengths & weaknesses; Aligns work with strategic goals.

Personal Competencies

Displays willingness to make decisions; Exhibits sound and accurate judgment; Includes appropriate people in decision-making process; Makes timely decisions; Treats people with respect; Keeps commitments; Inspires the trust of others; Works ethically and with integrity; Sets and achieves challenging personal goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals; Prioritizes and plans work activities; Uses time efficiently; Treats others with respect regardless of their status or position; Accepts responsibility for own actions; Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies supervisor feedback to improve performance; Monitors own work to ensure quality; Follows instructions, responds to supervisory direction; Takes responsibility for own actions; May be required to work extended hours to meet programmatic or operational needs; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Physical Demands

The physical demands described here are representative of those that must be met by an administrator to successfully perform the essential duties of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

While performing the duties of this job, the administrator is regularly required to talk or hear. The administrator is frequently required to walk, climb stairs, bend, and lift. The administrator is required to use hands to fingers or handle documents, telephone, etc. The administrator is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Evaluation

The person filling this position will be evaluated according to the evaluation procedure adopted by the Allentown School District.

Reviewed and read by: _____
Individual serving in this position

Date: _____