



## *Position Description*

### **Facilitator: Special Education**

*Salary Level: Collective Bargaining Agreement*

*Prepared Date: September 11, 2016*

*Contract/Benefits: Collective Bargaining Agreement*

*Prepared by: Christina Mazzella, Executive Director of Human Resources*

*Department or Area: Special Education*

*Approved By: Christina Mazzella, Executive Director of Human Resources*

*Reports To: Director of Special Education*

### ***Qualifications:***

1. Minimum, Bachelor's degree with a major in special education, or a related field; masters preferred.
2. Hold a valid and current Pennsylvania Teaching Certificate (special education), Supervision of Special Education Certificate preferred.
3. Satisfactory work record & criminal/child abuse clearances (Acts 34, 114, and 151), FBI clearances.
4. Five (5) or more years of successful teaching experience in public education, including secondary or elementary school – Special Education instruction.
5. 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.
6. Such additional or alternatives to the above qualifications as the board or superintendents may determine appropriate and acceptable.

### ***Summary***

Under the supervision of the 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***

1. Communicates and collaborates with staff, parents, community and advocates on issues pertaining to services for students with disabilities;
2. Provides guidance and support and technical assistance to special education professionals and school administrators regarding the technical compliance issues related to the placement of newly identified and comparable program placement eligible students;
3. Promotes appropriate special education programs for specific disabilities, including mental retardation, emotional disabilities, learning disabilities, auditory, vision, special education instruction, speech/language, physical disabilities, and autism with certified personnel in those fields;

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4. To support a response to intervention model including methods to support students within the Tier 4 – special education, level of the framework;
  5. Serves as a liaison between special education and general education programs to support students with disabilities;
  6. Assists in the monitoring of academic progress of students with disabilities;
  7. Assists in the development of rosters and monitoring the enrollment in special education programs;
  8. Meets with staff, parents, and students for the purpose of reevaluation, IEP, and transition planning and development;
  9. Provides training in current practices and strategies to administrators, staff, parents, and students regarding special education laws and instructional practices;
  10. Works within a team process to facilitate a variety of formal and informal assessment and progress monitoring procedures for students with disabilities;
  11. Assists in the provision of disseminating information to families, students and staff about transition related education and services, and post-high school options;
  12. Confers with teachers, students, and parents concerning educational and behavioral problems in school;
  13. Reads, analyzes, and interprets professional journals, studies of best practices, and federal, state, and local regulations;
  14. Writes reports, correspondence, and procedure manuals and memoranda;
  15. Presents information and responds to questions from groups of faculty, support staff, students, parents, and the general public; and
  16. Performs such other tasks and assumes such other responsibilities as may be assigned or delegated by the Director of Special Education;

### Competencies

1. The knowledge of applied behavioral approaches, transition, direct instruction, data collection and progress monitoring procedures.
2. The knowledge of student characteristics with respect to specific disabilities and research-based practices.
3. The knowledge of legal approaches and practices specifically associated with the manifestation determination review process, functional behavioral assessment, and behavior intervention planning.
4. The knowledge of IEP development, reevaluation reports, and summary of performance.
5. The knowledge of job seeking and retention skills, vocational education methods, models of transition planning strategies.
6. The knowledge of methods and strategies to increase families' knowledge and skills about special education related issues and topics.

7. The knowledge of procedures and requirements for referring students to community agencies.
8. The knowledge of IDEA, Pa Code 22: Chapters 14 and 15 regulations.

#### *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;

#### *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

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for own actions; Commits to long hours of work when necessary to reach goals; 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: \_\_\_\_\_ Date: \_\_\_\_\_  
*Individual serving in this position*