



Position: Itinerant Learning & Teaching

Wage/Hour Status: Exempt

Assignment: Triad Secondary Language Arts Learning Facilitator

Pay Grade: TC102/187 days

Reports to: Secondary Language Arts Administrator

Funding Source: Title I, Part A
Contingent on grant funding

Dept./School: Learning and Teaching

Date Revised: Spring 2026

The following 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. This position is an in-person job and is to be performed at the location specified. It does not qualify for remote work or work from home status.

Print Name: _____

Campus: _____

Employee

Signature: _____

Date: _____

Employee

Signature: _____

Date: _____

Grant Administrator

Primary Purpose

Serving Title I campuses in LISD, the Triad Secondary Language Arts Learning Facilitator will collaborate with campus personnel to build capacity and deepen understanding of the TEKS and the LISD curriculum. Provide job-embedded coaching and individual support for teachers in the implementation of the LISD curriculum. Build capacity in campus personnel for designing engaging learning experiences and authentic assessments for students that are aligned to the TEKS. Model research-based instructional strategies that will help teachers in achieving student understanding of the TEKS and differentiate for student needs (linguistic accommodations, GT enrichment and acceleration, special needs, varied learning styles, etc.). Provide job-embedded support for campus, grade-level, and/or department PLC's to help facilitate and support use of the LISD curriculum.

Qualifications:

Minimum Education/Certification:

- Valid Texas Teaching Certificate in the content area assigned
- Extensive professional development in curriculum area
- Master's degree preferred

Special Knowledge/Skills/Experience:

- Minimum of 5 years of successful teaching experience in content area
- Demonstrates success in creating learning environments that support the needs of all learners
- Demonstrates innovation with curriculum and instruction
- Builds enthusiasm, community, and collaboration with teachers in the content area
- Demonstrates facility with coaching of teachers and supporting job-embedded professional learning
- Demonstrates understanding of how to create engaging learning environments for adult learners in the delivery and design of professional learning experiences.
- Exhibits depth of understanding related to specific content area

Major Responsibilities and Duties:

- The major responsibilities, duties, and time for this role are primarily to be carried out at the campus level.
- Interact with teachers in a manner that is grounded in coaching and collaboration.
- Participate in curriculum writing to deepen content area and program expertise.
- Provide support to teachers in implementation of instructional resources for supporting alignment to LISD curriculum.
- Engage in professional learning to cultivate professional growth that impacts classroom instruction.
- Collaborate with campus leadership and campus personnel to support district/campus initiatives and goals.
- Provide ongoing and embedded learning experiences for teacher leaders that allow for feedback and reflection.
- Use current research and best practices to support classroom instruction through pre-conferences with teachers, modeling and co-teaching, classroom observations, and post-conferences.
- Build capacity in campus Professional Learning Communities (PLCs) to impact student achievement through a process of reflection, a focus on learning standards, the development of assessments, and the design of engaging learning.
- Collaborate with technology and program personnel to maximize tools and strategies that differentiate for diverse learning needs.
- Perform other duties and accept other responsibilities as assigned.

Mental Demands/Physical Demands/Environmental Factors:

- Standard office equipment including personal computer and peripherals.
- Frequent sitting and standing; occasional bending/stooping, pushing/pulling, and twisting.
- Repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching
- Occasional light lifting and carrying (less than 15 pounds); occasional physical restraint of students to control behavior.
- May work prolonged or irregular hours; work inside and outside (exposure to sun, heat, cold, and inclement weather), exposure to noise; occasional districtwide and statewide travel.
- Work with frequent interruptions; maintain emotional control under stress.

OTHER: All employees are to follow district safety protocols and emergency procedures.