



Position: Facilitator

Wage/Hour Status: Exempt

Assignment: Triad Secondary Math Learning Facilitator

Pay Grade: TC102/187 days

Reports to: Secondary Math 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

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 for students that are aligned to the TEKS; build capacity in campus personnel for creating assessments aligned with the TEKS, including authentic assessments, which are both formative and summative; 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:

- At least five years of successful teaching experience
- Demonstrated success in creating learning environments that support the needs of all learners
- Demonstrated innovation with curriculum and instruction
- Builds enthusiasm, community, and collaboration throughout with teachers
- Demonstrated facility with coaching of teachers and supporting job-embedded professional learning
- Demonstrated 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:

- Demonstrate flexibility in adapting to change
- Initiate and sustain partnerships with campus leaders
- Demonstrate high tolerance for ambiguity throughout the change process
- Show initiative in seeking solutions to problems
- Adapt to changing deadlines and nature of assignments
- Lead and participates in re-designing student-centered learning environments
- Work well with individuals and departments in leading and assimilating change
- Champion teamwork and cooperation
- Build an environment of trust
- Project enthusiasm and energy in all efforts
- Exhibit honesty and objectivity in professional interactions
- Demonstrate considerable poise in all situations
- Serve as a role model
- Act as a change agent committed to making engagement central for everyone
- Project credibility with students, staff, and community
- Commit to continual learning individually and collectively
- 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:

- Move small stacks of textbooks, media equipment, desk, and other classroom equipment.
 - Computer and peripherals; standard office equipment
 - Very frequent walking; occasional bending/stooping, pushing/pulling, and twisting; occasional prolonged sitting or standing
 - Frequent repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching
 - Frequent lifting and carrying
 - Frequent district-wide travel
 - Maintain emotional control under stress; work with frequent interruptions; work frequent prolonged and irregular hours
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OTHER: All employees are to follow district safety protocols and emergency procedures.