



Instructional Facilitator

Purpose Statement

The job of Instructional Facilitator is done for the purpose/s of achieving Intern success and well-being. At the beginning of the internship experience, it is expected that a minimum of 5 hours of mentoring support be offered to each intern each week. The number of mentoring hours may be gradually reduced throughout the year as the intern acquires proficiency. However, interns at all levels of efficiency will be mentored in ways that support their professional growth. Facilitators will support other teacher candidates (K-2 and 3-6 students, and student teachers) in the various phases of their practicum experiences. The facilitator will assume other responsibilities within the school after fulfilling the primary obligations associated with mentoring teacher candidates. A facilitator must often do things that are unscheduled or not on the list, or may need to troubleshoot problems as related to teacher candidates and partnership activities.

The Facilitator is considered the acting teacher of record for intern classes. They are responsible to provide leadership to the improvement of student achievement; developing and implementing school improvement plans and will take responsibility for all other daily operations of the school.

This job reports to School Principal.

Essential Functions

- Develops and maintains high standards of behavior for students and staff for the purpose of ensuring a productive learning environment.
- Maintains a welcoming, orderly, safe and attractive physical learning environment for the purpose of enhancing the educational experience.
- Models and practices behavior that is consistent with the State of Utah Leadership Standards for the purpose of ensuring high quality instruction and improved student achievement.
- Uses data, {achievement, attendance, trend, etc.} consistently for the purpose of making informed decisions and improving student achievement.
- Attends facilitator meetings, fall BYU partnership conference, and any other professional development meetings as scheduled for the purpose of improving instructional practices and supports district initiatives.
- Coordination and supervision of test schedule for the purpose of ensuring testing is managed in an appropriate manner.
- Demonstrates effective teaching practices and promotes positive faculty and partnership relationships for the purpose of developing quality teachers.
- Establishes effective working and learning environment, including quality instructional practices for the purpose of improving student achievement.
- Gives leadership to School Professional Learning Communities for the purpose of developing collaboration among staff members in order to improve student achievement.
- Instructing students in testing taking instructions and requirements for the purpose of ensuring fairness and optimum student performance.
- Maintains testing documents during the testing period for the purpose of maintaining test security and validity .

- Manages student discipline issues for the purpose of developing positive student learning environment.
- Monitors test takers for the purpose of maintaining test requirements and guidelines.
- Monitors testing time for the purpose of ensuring standardization and required time requirements.
- Provides leadership to all specialized programs in the school, including Special Education, IEP, 504, ESOL, Title I, fees and fee waivers, etc. for the purpose of ensuring equitable and adequate educational opportunities.
- Provides staff support through the coaching role for the purpose of providing high quality instruction that improves student achievement.
- Reports irregularities to supervising personnel (e.g. violation of test requirements, interruptions, unauthorized personnel in testing area, etc.) for the purpose of ensuring testing reliability and validity.
- Responsible for placing teacher candidates throughout the entire school year for the purpose of providing quality teaching experience.
- Secures testing site for the purpose of ensuring testing environment is secure and devoid of unauthorized personnel.
- Sets high expectations of achievement for students and staff for the purpose of encouraging each individual to perform at his/her highest level.
- Supervises students during breaks or emergencies for the purpose of ensuring student safety and testing integrity.
- Uses a variety of assessment strategies for the purpose of informing instruction and improving student achievement.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform single tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: SKILLS are required to perform multiple, highly complex, technical tasks with a need to routinely upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: supporting the principal, developing and administering budgets; operating standard office equipment including utilizing pertinent software applications; planning and managing multiple projects; preparing and maintaining accurate records; and training, developing and supervising staff.

KNOWLEDGE is required to perform basic math; read a variety of manuals, write documents following prescribed formats, and/or present information to others; and understand multi-step written and oral instructions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: KNOWLEDGE is required to perform advanced math; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge-base competencies required to satisfactorily perform the functions of the job include: pertinent codes, policies, regulations and/or laws; human resource processes and procedures; education code.

ABILITY is required to schedule activities and/or meetings; gather and/or collate data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing specific, defined processes; and operate equipment using defined methods. Ability is also required to work with a diversity of individuals; work with similar types of data; and utilize job-related equipment. Some problem solving may be required to identify issues and select action plans. Problem solving with data requires following prescribed guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include: ABILITY is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data; and consider a variety of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work

with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of types of job-related equipment-Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is significant. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; dealing with frequent and sustained interruptions; developing and maintaining positive working relationships; facilitating communication between persons with divergent positions; implementing change; maintaining confidentiality; meeting deadlines and schedules; providing direction and leadership; and setting priorities.

Responsibility

Responsibilities include: working independently under broad organizational policies to achieve organizational objectives; supporting the principal and supervising the use of funds. Utilization of significant resources from other work units is routinely required to perform the job's functions.

There is a continual opportunity to significantly impact the organization's services.

Responsibility

Responsibilities include: working under direct supervision using standardized procedures; directing other persons within a small work unit; operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 20% sitting, 40% walking, and 40% standing. This job is performed in a generally clean and healthy environment.

Experience: Job related experience is not required.

Education: High school diploma or equivalent.

Equivalency:

Required Testing

As required by the Utah State Office of Education

Continuing Educ. / Training

Certificates and Licenses

State of Utah Teaching License

Clearances

Continuing Education/Training

Regularly as needed to perform changing essential functions of position

Criminal Justice Fingerprint Background Clearance

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

Salary Grade