

Specific Job Duties and Responsibilities

ACADEMIC INTERVENTION FACILITATOR

Reports to: Principal (School-Based) OR Designated Senior Director (District-Based)

MAJOR FUNCTION:

Responsible for delivering appropriate teacher-to-teacher professional learning and coaching support, resulting in improved effectiveness of classroom instructional practices and enhanced student achievement.

ILLUSTRATIVE DUTIES:

The Academic Intervention Facilitator is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.

The Academic Intervention Facilitator will plan and implement with fidelity an appropriately rigorous program of instruction that adheres to the District's philosophy, goals and objectives as outlined in the strategic plan, school improvement plan and adopted courses of study. Must keep current in subject matter knowledge and learning theory and share this knowledge for the continual improvement of school curriculum. This position will uphold and enforce board policy; administrative procedures; school rules and regulations; and be supportive of them to the public. Will work cooperatively with teachers, administration and other staff members to strengthen the educational program for students. Will develop and deliver model lessons and serve as a professional learning community facilitator. Will serve as a mentor to new teachers. Will establish and maintain cooperative and collaborative working relationships with multiple and varied stakeholders.

This position will assist with progress monitoring and making appropriate adjustments in the instructional program based on assessed results. Will perform duties necessary to maintain the accountability for the instructional program as required by federal, state and district mandates. Will respect the confidentiality of records and information regarding students, parents and teachers in accordance with accepted professional ethics and state and federal laws.

May serve in a school-based position or be assigned to a district-based itinerant role.

MINIMUM QUALIFICATIONS:

Knowledge, Ability and Skills:

Thorough knowledge of scientifically-based curriculum/instructional research, data

manipulation, analysis and interpretation skills and exemplary practices in effective teaching. Special expertise is needed in designated content area(s), including the ability to effectively infuse and support other teachers in the use of appropriate technology for instruction. Must possess strong knowledge base in working with adult learners, documented skills in designing and delivering professional development for teachers, and experience in providing effective instructional coaching. Must possess excellent communication, presentation, interpersonal, time management skills. Must be highly organized. Must have a documented ability to establish and maintain effective working relationships with teachers, administrators, staff, parents, and students and staff associated with the Learning Focused Solutions Comprehensive Improvement Model, a district-wide initiative.

Training and Experience:

Graduation from an accredited college or university with a bachelor's degree is required. Master's Degree with advanced content area coursework is preferred. Must hold a valid Florida Professional Certificate and be fully qualified in the designated content area(s). An Academic Intervention Facilitator assigned to Reading in a school which falls under the Correct II category of the Differentiated Accountability Matrix must hold current Reading Endorsement or Reading K-12 Certification. A minimum of three to five years of experience as a highly successful classroom teacher is required, during which accomplishment in facilitating student learning gains was consistently demonstrated.

Completion of Learning Focused Days 1-4 Strategies is required OR attendance at Days 1-2 Strategies within the first three months of school, attendance at Days 3-4 Strategies during the school year in which they were hired as Academic Coach and attendance at the first available Learning Focused Train the Trainer session during the year hired as Academic Intervention Facilitator.

Physical Requirements:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

Special Conditions:

Subject to annual renewal in accordance with legislated accountability policies and availability of funds. If the funding Grant is reduced, discontinued or not renewed, the positions paid from the Grant will be discontinued.

Teachers Collective Bargaining Agreement		Local Code:	9972
Months Worked	10	State Code:	64020
Fund:	Local and/or Grant	EEO#:	043
Date Board Approved:	4/28/09	State Title:	Trainer, Instructional