

Job Title: Facilitator of Emotionally Disturbed/Autism/TBSI/CPI**Wage/HourStatus:** Exempt**Reports to:** Exe Dir of Special Education**Pay Grade:****Dept./School:** Campus Assigned**Date:** 07/01/08

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.

Primary Purpose:

Responsible for providing support to the Social, Emotional Achievement classes and the Structured Learning Classes to ensure appropriate learning activities and experiences are designed to help students fulfill their potential for intellectual, emotional, physical and social growth.. Assist with coordination of district wide TBSI and CPI training and certification. Assist and support the Coordinator of Specialized Instructional Programs to ensure administration and execution of the District's Special Education specialized programs to provide quality instruction.

Qualifications:**Education/Certification:**

Bachelors degree from accredited university
Valid Texas Teacher Certificate

Special Knowledge/Skills:

Knowledge of special needs of students in assigned area,
Knowledge of the Admission, Review and Dismissal (ARD) Committee process and Individual Education Plan (IEP) goal setting process and implementation

Experience:

Explanation of the Scale	
5	Excellent: The performance is consistently superior to what is normally expected. This function of the job is fully meeting expectations. Invest no more time and effort than is required to maintain present status.
4	Exceeds expectations: The performance demonstrates proficiency and is consistently at or above what is normally expected. This function of the job is fully satisfactory, but does warrant continued attention.
3	Meets expectations: The performance meets expectations and presents no significant problems. This function of the job is minimally acceptable. Devote somewhat more time and effort to improvement in this area.
2	Below expectations: The performance is consistently below expectations. The supervisor is not happy with how the job is performing here. Devote considerably more time and effort to improving this function.
1	Unacceptable: Performance is consistently unacceptable. Significant problems exist. The performance of the job in this area is clearly not acceptable. It must be improved.

GPISD (2 of 4)
Facilitator of Emotionally Disturbed/Autism/TBSI/CPI

Name _____ Appraiser _____

Major Responsibilities and Duties:

Instructional Management

- _____1. Assist and consult with teachers on the implementation of Individual Education Plans.
- _____2. Assist the Coordinator of Specialized Instructional Programs with designing and delivering quality professional development for Functional and Daily Living Skills teachers and paraprofessionals.
- _____3. Assist the Coordinator of Specialized Instructional Programs with program design and monitoring.
- _____4. Assist the Coordinator of Specialized Instructional Programs with developing standards and procedures for staffing and teacher/paraprofessional assignments.
- _____5. Conduct regular classroom visits to provide direct support and consultation to teachers and paraprofessionals.
- _____6. Demonstrate effective communication skills with campus staff, administrators and parents.
- _____7. Maintain accurate records of specialized unit staff and students.
- _____8. Assist the Coordinator of Specialized Instructional Programs with ongoing review of staffing patterns and unit locations
- _____9. Performs all other tasks and duties as assigned

_____ **Subtotal/9=** _____

Comments: _____

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_____ **Total/1=** _____

Supervisory Responsibilities:

None.

Working Conditions:

Mental Demands/Physical Demands/Environmental Factors:

Maintain emotional control under stress.

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SUMMATION

Comment on overall performance (optional)

Date of Summative Conference_____

Facilitator's Signature_____

(Indicates Receipt)

Appraiser's Signature_____