

## SCHOOL DISTRICT OF SARASOTA COUNTY

### JOB DESCRIPTION

#### FDLRS - FLORIDA INCLUSION NETWORK FACILITATOR

**SALARY SCHEDULE: INSTRUCTIONAL**

**COST CENTER: PROFESSIONAL DEVELOPMENT (9053)**

**QUALIFICATIONS:**

- (1) Master's Degree from an accredited educational institution in Education with Exceptional Student Education (ESE) certification
- (2) Minimum of 3 years teaching experience; instructional leadership experience preferred
- (3) Experience working with students with disabilities and special and general education staff in collaborative and inclusive classroom environments.

**KNOWLEDGE, SKILLS AND ABILITIES:**

Demonstrate a working knowledge and application of Florida's Professional Development System Evaluation Protocol in the design and delivery of professional development and technical assistance activities. Ability to maintain ongoing documentation of all project activities including weekly, monthly and quarterly accountability and budget reports based on project objectives, schedule of deliverables, a professional calendar, district and school service plans. Ability to work in collaboration with others, including colleagues, Discretionary Project personnel, district and school-level administrators, instructional teams and families. Demonstrate knowledge of research based practices for inclusive education and systems change.

**REPORTS TO:** FDLRS Project Manager/Executive Director of Pupil Support Services

#### JOB GOAL

Provide inclusive opportunities and support to ESE Directors in Manatee, Sarasota and Charlotte counties regarding the design of Educational Services for students with disabilities in the least restricted environment.

**SUPERVISES:** N/A

**PERFORMANCE RESPONSIBILITIES:**

- \* (1) Serve as liaison to plan, develop, and provide training and technical assistance to districts, schools, families, institutes of higher education, and communities to facilitate the implementation of policies and research-based practices to improve the achievement of all students with mild and significant disabilities in the general education curriculum.
- \* (2) Support the development and implementation of inclusive educational practices for students with mild and significant disabilities, including needs assessment, strategic planning, flexible scheduling, collaborative instructional approaches, evidence-based instructional strategies, systems change, capacity building, adult learning principles, and ongoing technical assistance for individuals and teams.
- \* (3) Collaborate with FIN state and regional colleagues in the planning, implementation, and monitoring of services and supports to districts and schools.
- \* (4) Collaborate with families and school, districts, schools, families, other Discretionary Project, and State Department of Education staff to support systemic change and strategic planning efforts for inclusive education in all schools, including public and private schools, serving students with disabilities in pre-kindergarten, elementary, middle, and/or high school general education environments.

**FDLRS – FLORIDA INCLUSION NETWORK FACILITATOR (Continued)**

- \* (5) Guide district and school teams in data analysis and data-based decision-making to increase and improve effective inclusive practices across the district and schools.
- \* (6) Engage teams, including district and school level leaders, other education personnel, and families in activities that build capacity to increase, improve, and sustain the implementation of inclusive best practices in all districts and schools.
- \* (7) Use multiple sources of data to establish educational goals and deliver professional development and technical assistance resulting in increased achievement of students with disabilities in the Least Restrictive Environment
- \* (8) Plan, develop, and provide professional development and technical assistance using alternate delivery methods such as teleconference, video conference, online presentations, online collaboration, and other web-based formats.
- \* (9) Provide and disseminate resources and consultation on inclusive best practices to families of students with disabilities.
- \* (10) Prioritize and plan work activities; uses time efficiently; sets goals; works in an organized manner
- \* (11) Develop and write, in collaboration with FDLRS Project Manager and FIN administrative staff, all annual project application documents for submission to the State Department of Education.
- \* (12) Use critical thinking skills to make decisions. Exhibit sound and accurate judgment.
- \* (13) Demonstrates knowledge of and experience conducting district and school needs assessments using the *Best Practices for Inclusive Education (BPIE)* assessment instrument and process.
- \* (14) Demonstrate a working knowledge and application of the *8-Step Problem-solving Process* to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- \* (15) Ability to maintain ongoing documentation of all project activities including weekly, monthly and quarterly accountability and budget reports based on project objectives, schedule of deliverables, a professional calendar, district and school service plans.
- \* (16) Express ideas and thoughts verbally and in written form. Exhibits good listening and comprehension skills. Keeps others adequately informed. Select and use appropriate communication methods.

**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.

**TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the District's approved compensation plan.  
Length of the work year and hours of employment shall be those established by the District.

**EVALUATION:**

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

**Job Description Supplement No. 11**

\*Essential Performance Responsibilities