



Middle School Educational Support Facilitator Job Description

Purpose of Position

Des Moines Christian School Teachers are student-focused professionals who fulfill the mission of DMC as the most significant school-related influence on student learning. DMC teachers are supported and empowered through a shared vision of learning to foster a school culture of academic excellence and spiritual growth where learners flourish.

The Educational Support Facilitator, who has a background in special education, focuses on working directly with students who have executive functioning, behavioral and/or academic needs. This includes direct delivery of instruction and research-based interventions in individual or small groups, both within the classroom environment and in individualized settings. The Educational Support Services Specialist also coaches and equips other teachers to provide the necessary accommodations and differentiated instruction within Tier I and Tier II instruction.

Position:

- Full-time
- Salaried, contracted employee
- Full-time Benefit Eligible / School Year

Reports To: Middle School Assistant Principal

Evaluated By: Middle School Assistant Principal

Qualifications:

- Minimum of a BS/BA in Education or related field (Master's degree preferred).
- Special Education Endorsement required
- Applicable Iowa License (or is able to obtain for the position).
- Professing believer in Jesus Christ as Lord and Savior and committed to growing in a relationship with Him.
- In agreement with the Des Moines Christian School *Statement of Faith*.
- In agreement with the Des Moines Christian School *Biblical Convictions for Christian Education*.
- Regularly attends and is actively involved in a church that affirms historic Christian orthodoxy (doctrine, faith, teaching, practice), consistent with the DMC Statement of Faith, through that church's public creed, confession, core beliefs, or statement of faith.

Professional Profile:

- Committed to the mission of DMC: *Equipping minds and nurturing hearts to impact the world for Christ*.
- A teacher and learner at heart who loves students of all ages and exudes enthusiasm for shepherding the growth of children.
- Demonstrates consistent spiritual leadership.
- Characterized with integrity and maintains confidentiality.
- Utilizes critical thinking and problem-solving skills.
- Demonstrates effective verbal and written communication skills.
- Adapts communication style to suit different audiences.
- Demonstrates patience, care, and kindness for all learners and families.
- Demonstrated ability to work collaboratively as part of a team.



Responsibilities:

Indirect Services

- Collaborates with the Vertical Student Support Team to establish the K-12 referral process, entrance criteria for receiving student support services, exit criteria for dismissal of services, along with the process for referral to a more specialized plan (ISP or IEP).
- Meets with the Vertical Student Support team monthly to view school-wide data and to make vertical decisions about cohesive support across all divisions.
- Collaborates with the Division Specific Horizontal Student Support Team, helping them to implement the K-12 referral process and exit/entrance criteria by examining and triangulating student data and progress.
- Collaborates with the Division Specific Horizontal Student Support Team to create student learning profiles / intervention plans through the evaluation of skills, analysis of neurodevelopmental and social and emotional learning patterns, and understanding of specific disabilities and medical diagnoses.
- Collaborates with the Division Specific Horizontal Student Support Team to determine when a formal DMC accommodation plan or specialized plan (ISP or IEP) is needed and plays an integral part in developing and communicating the plans.
- Oversees all accommodation plans and specialized plans (ISP or IEP) within one's division, ensuring these are reviewed and updated annually. Monitor's student progress related to the accommodation plan, ISP or IEP. Reports monthly to the student support team on progress.
- Coordinates the intake process with administrators for incoming students with an identified disability.
- Plans and/or participates in parent meetings for accommodation plans and specialized plans (ISP or IEP), contributing valuable insights to the development and review process.
- Communicates regularly with parents to nurture a supportive and cooperative relationship between home and school.
- Equips and empowers classroom teachers, providing support and guidance with Tier I and Tier II instruction, concerning students who are struggling to flourish in the learning environment.
- Provides materials for general educators' use in the classroom as appropriate to the unique learning styles and needs of learners.
- Coordinates and facilitates regular communication with general education colleagues. This includes frequent informal contacts, CPLC meetings and scheduled planning meetings.
- Coordinates and facilitates regular communication with the special education teacher and certified dyslexia specialist. This includes frequent informal contacts, and scheduled planning meetings.
- Trains paraeducators/associates, as needed.

Direct Services

- Coordinates executive functioning systems and processes across one's division.
- Provides students with small group and/or individualized direct instruction for executive functioning, behavioral and/or academic lagging skills according to student goals through co-teaching or pull-out settings.
- Provides specialized instruction related to student ISP/IEP goals (reverse consultation).
- Conducts ongoing assessments to monitor student progress and adjust instruction as needed.
- Through a demystification process, teaches students about their own learning profiles and empowers them to use and advocate for strategies that work well for them in the school setting.
- Facilitates classmates' understanding of disabilities. Coordinates peer buddy systems when needed.



Responsibilities of all Instructional Positions:

- Ensures the DMC mission drives all curricular and extracurricular activities.
- Exhibits a love of teaching and a passion to see each student succeed.
- Integrates a biblical worldview in daily instruction that examines God's creation, man's brokenness, the redemption of Christ, and God's future restoration. Coupled with classroom discussion, faculty create formational learning experiences (FLEx) that engage students in real-world opportunities to impact the world for Christ.
- Develops trusting, productive relationships with students in order to create a safe, positive, and productive learning environment.
- Possesses knowledge about cognitive, social, and emotional development of learners including how students learn at any given developmental level, how students progress in a certain subject area, awareness of individual needs and abilities, how to tailor instruction to meet each learner's needs, and how to assess learning appropriate for the age and content area.
- Demonstrates expertise in a given content or subject area as well as knowledge of the standards, learning targets, and appropriate materials for the student age and content area.
- Solicits feedback from students to self-reflect on their own teaching, set goals for improvement, and grow in the craft of teaching.
- Engages in ongoing professional growth conversations with the Principal.
- Demonstrates patience, care, and kindness for all learners and families.
- Partners with parents through effective, consistent communication.
- Serves as a collaborative, productive team member who participates in professional learning communities, school events, department meetings, and other committee work that enhances the experience for faculty and students at Des Moines Christian School.
- All other duties as assigned.