

## Course Instructor/Classroom Facilitator Position Requirements



FLDOE ID#: 49-3963 CEEB: 101-151

### Course Instructor/Classroom Facilitator

#### Qualified Candidate Attributes:

Our qualified candidate(s) should be energetic and outgoing professional who shall support diagnosis, assessment, intervention, prevention, health promotion, program development, and staff training. Our qualified candidate(s) shall serve as a course instructor and classroom facilitator who works cooperatively with parents/guardians, faculty/staff, and external organizations, as needed, to promote the healthy development of children and families in our community. Our qualified candidate(s) shall enrich our community through a strong cross-curricular approach to create a sense of belonging that empowers students to engage daily.

#### Our Mission:

The Mission of Pathlight Preparatory is to value diversity, inclusion, and embrace life-long collaborative partnerships among students, teachers, and parents by fostering an optimal learning environment where students can access effective instructional modalities that nurture independent critical thinking and intrinsically motivate life-long learning that is both academically challenging and responsive to students' social and emotional needs, thereby promoting and reinforcing core values that prepare students to successfully meet the challenges of a changing world in the Twenty-First Century.

#### Our Vision:

The Vision for Pathlight Preparatory is to provide an engaging and relevant curriculum to students. Student individual learning needs are identified through ongoing formative assessments in order to guide appropriate and effective instructional intervention strategies that would reveal students' full potential. Pathlight Preparatory will offer a comprehensive system of supports to parents and students in order to ensure students are on track with satisfying graduation requirements and are college and career ready.

#### Role and Essential Duties:

- Abides by the policies and guidelines contained in the Employee Handbook.
- Educate students about self-awareness and self-esteem. Teach problem solving and conflict resolution skills.
- Collaborates with instructors, therapist, residential staff, families, administrators, and community members in order to support student success.
- Maintains consistent communication with, therapists, residential staff, families, administrators, and other personnel to maximize effectiveness of student services and supports.
- Committed to professional development and staying abreast of current changes and trends in the field of school education and student social-emotional/behavioral health.
- Plans, prepares, and oversees the implementation of academic courses.

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### Role and Essential Duties (continued):

- Conducts regular thorough follow-up in order determine the effectiveness of instructional methods.
- Assists in the early identification of students' academic challenges, behavior, and social-emotional concerns.
- Recognizes overt indicators of student distress or abuse and take appropriate action.
- Assists in conducting relevant in-service training for faculty and staff.
- Maintains documentation, logs, and appropriate communication in accordance with professional standards.
- Consults with parents/guardians, teachers, support staff, administrators, medical professionals, and community mental health personnel.
- Attends all appropriate organizational meetings, training, and events.
- Develops, designs, and implements academic - based support plans.
- Using various instructional strategies to actively engage students in learning.
- Adjusting instruction and curriculum in response to student needs.
- Using differentiated instructional techniques to assist all students and families in learning.
- Knowledge and ability to utilize technology for classroom instruction and assessment.
- Evaluating students through diagnostic, formative and summative assessments to ascertain direction of instruction.
- Demonstrating leadership and administrative management in the classroom.

### Work to Support Students By:

- Providing one-on-one course remediation and/or small group (maximum 8 students) instruction.
- Implementing effective classroom management strategies and techniques.
- Monitoring student progress in order to ensure that proper student progression is established and maintained
- Establishing and implementing student academic support plans.
- Assisting students manage their emotions and overcome challenging situations.
- Fostering effective coping skills and strategies in learning that would inspire students to reach their full potential.
- Managing student academic course pacing and established daily, weekly, and monthly course completion standards.

### Work to Support Families By:

- Providing regular updates via phone or email to families.
- Assisting families manage their emotions as it relates to student academic performance and progression.
- Maintaining periodic communication with families/caregivers.
- Facilitating collaboration by conducting student/teacher/parent meetings and/or phone conferences.

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### Qualifications:

In accordance with Section 1002.421 (1)(h), Florida Statutes. A potential course instructor/classroom facilitator **MUST** show proof of any of one of the following requirements:

1. Hold a Bachelor's (Baccalaureate) Degree or higher in any subject (copy of diploma or completed transcript).
2. Three or more years of K-12<sup>th</sup> grade teaching experience in public or private schools (written proof of contacting previous employer).
3. Special skills, knowledge, or expertise that qualifies the candidate to provide instruction in K-12<sup>th</sup> grade subjects (provide documentation such as certification, professional development, curriculum training, etc.). Pre-K experience and certifications would not meet this requirement.

### Additional Requirements:

- Able to instruct and/or provide course facilitation in the following core subject areas:
- **English/Language Arts:** (Grammar, Reading, Writing, ect.)
- **Mathematics:** (Pre-Algebra, Algebra 1, Algebra 2, Geometry, Math for College Algebra, and Pre-Calculus)
- **Science:** (Biology, Chemistry, Earth/Space Science, Environmental Science, and Physical Science)
- **Social Studies:** (World Geography, World History, United States History, United States Government, Economics with Financial Literacy)
- **Social Science:** (Psychology and Sociology)
- Working knowledge of technology and virtual meeting programs preferred.
- A positive, open-minded, and enthusiastic attitude towards students, administration, parents, and other internal and external customers.
- Experience working with students, parents, teachers, and families.
- Well-versed in reading and writing.
- Experienced in creating and implementing (classes) social-academic learning skills programs and classroom instructions for students.
- Strong organization/time management and interpersonal skills.
- Ability to work both collaboratively and independently
- Must be able to develop high levels of trust and rapport with students, parents/guardians, and colleagues.
- A growth mindset and desire to challenge students to excel.
- An understanding of diversity and faith-based ministry.
- A vibrant, personal relationship with Jesus Christ.
- An evident love for assisting students to reach their full potential.

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