



COMMUNITY COLLEGE
OF RHODE ISLAND

Division of Institutional Equity and Human Resources

POSITION DESCRIPTION

TITLE	RI BEST Adult Education (AE) Facilitator
POSITION NO.	502758
LOCATION	Providence Campus
REPORTS TO	Director of Adult Education & Literacy
GRADE/PSA 11	
WORK SCHEDULE	Non-Standard: 30 hours per week (some evening and weekend work will be required)
SUPERVISION	Does this position supervise others
LIMITATION (if applicable)	This position is grant funded and limited to 06/30/2019
REVISION DATE	November 2018

JOB SUMMARY:

Adult Education Facilitators work with Bridge to Best and RI-BEST students to develop long-term independent skills in content area foundations and pre-college mathematics. AE Facilitators help students become independent learners and to transition from tutorial support as they enter CCRI pathways. AE Facilitators develop program practices that support working adults to access post-secondary education and to complete credit-bearing college courses.

DUTIES AND RESPONSIBILITIES:

Non-Credit Bridge to Best (Bridge) Program:

- Develop Bridge program practices that reflect the diversity, needs and issues of the adult learner population
- Maintain a professional environment characterized by respect and equal opportunity for all students regardless of race, ethnicity, national origin, language, gender, religion, economic status, disability or sexual orientation
- Facilitate 6-8 Bridge modules per year by encouraging collaborative learning and engaging students in determining the most effective learning environment
- Explicitly define, model and support skills and attitudes necessary for lifelong learning, and facilitate self-directed learning enabling students to connect learning to their lives
- Develop group and individual facilitation strategies aligned with student needs and with objectives that lead to achieving common and individual goals
- Adapt and modify facilitation approach from day to day and even within the course of each day in response to student needs and interests
- Determine students' level of language proficiency and adjust activities accordingly using mathematical, linguistic, literary and scientific skills to meet the needs of English Language Learner, Adult Basic Education and Adult Secondary Education students
- Lead a range of activities that include activation of background knowledge, modeling, academic application, physical action and real world application and that accommodate the full range of learner skills and abilities
- Encourage the development of communication and higher order thinking skills by using peer editing techniques and standard editing markup to collaborate with developing student writers
- Record and evaluate attendance and participation, and gauge student proficiency with hands-on assessments
- Use other formal and informal assessments to guide student development and review of learning plans
- Coach students preparing for GED and Accuplacer testing
- Collaborate with Bridge team to evaluate student work and generate educational options for students
- Work with Bridge team to create public educational resources
- Conduct intake, midpoint, and exit interviews with all students to evaluate and document academic progress and to assist in understanding of educational options
- Assess the vocational interests, aptitudes and skills of students; provide vocational information and exploration necessary for career decision-making
- Assist students in the interpretation of testing / assessment results for GED, Accuplacer and other assessments as needed
- Help students articulate their goals and assist in the development of learning plans that complement their career pathways

- Collaborate with coordinator to connect students to resources needed to overcome barriers to accessing education
- Facilitate college transition activities for adult student groups

RI-BEST Collaboration with Faculty in Credit Courses:

- Collaborate with CCRI faculty and Bridge program team to incorporate adult education best practices that support cohorts of adult education students in entry-level credit-bearing courses
- Work with faculty to design and facilitate group and individual activities connected to core content skills and entry-level college courses using evidence based knowledge of principles and best practices of adult education
- Collaborate with faculty to provide individual students with academic support through strategy based initiatives (time management, planning for long term assignments, preparing for tests/exams, note taking, and course assignment support)

Adult Education Professional Development:

- Work with Bridge team on activity development, facilitation approaches, assessment and professional development
- Collaborate with other AE Facilitators to share strengths and address weaknesses in their practice
- Participate in regular peer observation and feedback, and draw from multiple sources in order to improve practice
- Use NRS (National Reporting System for Adult Education) data to identify and suggest course and program improvements

Technology:

- Use Google and other digital platforms to collaboratively develop materials and share information with Bridge team
- Encourage students to use technology to communicate and represent ideas
- Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate and use information resources to support research and learning

Other Responsibilities:

- Demonstrate a commitment to the philosophy and mission of a comprehensive community college
- Work collaboratively in a diverse, inclusive and student-centered environment, with students of various learning styles, cultures, identities, and life-experiences
- Other job-related duties required by the position

LICENSES, TOOLS, AND EQUIPMENT:

Various office equipment which may include computers and related software, typewriters, telephones, copy and fax machines, calculators, etc.

ENVIRONMENTAL CONDITIONS:

This position is not substantially exposed to adverse environmental conditions.

REQUIRED QUALIFICATIONS:

- Bachelor's degree
- Three years of experience working with adult students or adults with learning difficulties and an understanding of differentiation and universal design
- Experience motivating students in the learning process
- Excellent interpersonal communications
- Knowledge and proficiency in Google G-Suite and/or Microsoft Office

PREFERRED QUALIFICATIONS:

- Master's degree in Education and/or secondary education certification
- CASAS (Comprehensive Adult Student Assessment System) Certification
- Knowledge of adult education system in Rhode Island
- Five years of experience in education with 5th – 10th grade content
- Experience in 2014 GED Test preparation
- Post-Secondary concentrations in Mathematics and Science
- Experience or training in college counseling or academic advising

- Tutoring experience

All requirements are subject to possible modification to reasonably accommodate individuals with disabilities.