

**Killeen Independent School District**

**Job Description**

**Job Title:** MS Reading/Language Arts Campus Instructional Specialist – Turnaround Schools

**Exemption Status/Test:** Exempt

**Reports to:** Campus Principal

**Date Revised:** November 5, 2025

**Dept./School:** Assigned Campus

**Pay Grade:** AP3 (210A)

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**Primary Purpose:**

The Middle School Reading/Language Arts Campus Instructional Specialist is a critical member of the campus leadership team responsible for accelerating reading/language arts achievement at turnaround middle schools. This leader coaches' teachers, drives PLCs, and implements data-driven instructional strategies to achieve rapid student growth. As the second-tier instructional lead for reading/language arts, the Specialist holds functional authority to direct curriculum and instruction and serves as a pipeline role in future school leadership. Approximately 80% of this position's duties focus on campus-based instructional leadership and teacher coaching; up to 20% may be devoted to district-level responsibilities such as professional development delivery, curriculum development, and cross-campus collaboration.

**Qualifications:**

**Education/Certification/License:**

Master's degree and three years of successful teaching experience required. Teaching certificate required. Principal certificate or enrollment in leadership preparation program.

**Special Knowledge/Skills:**

Experience coaching teachers in a high-need or turnaround environment. Evidence of achieving significant student growth gains in reading/language arts. Ability to lead courageous conversations and manage adult learning. Ability to utilize computer software and interpret computer printout data, especially testing data. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

**Major Responsibilities and Duties:**

**\*\*Campus-Based Responsibilities (approximately 80%)\*\***

Lead the implementation of district reading/language arts curriculum and aligned resources to ensure high-quality Tier 1 instruction in every classroom.

Design and deliver campus-specific math professional development aligned to turnaround goals.

Mentor, coach, and provide feedback to reading/language arts teachers and monitor implementation of improvement plans.

Lead the campus reading/language arts professional learning community (PLC) to ensure lesson internalization, data analysis, reteaching plans, and student work analysis occur weekly.

Coordinate tiered interventions and progress monitoring for at-risk student populations.

Conduct high-leverage walkthroughs of reading/language arts classrooms to calibrate quality of instruction and provide immediate feedback.

Collaborate with the principal and assistant principal to evaluate teacher performance and build teacher leadership capacity.

Lead data meetings with teachers and administrators after every formative assessment, progress check, or benchmark to adjust instruction.

Assist with local testing, including scheduling, administration, and analysis of results.

Organize and distribute resource/instructional materials for classroom use (excluding state adopted textbooks).

Communicate clearly with teachers, administrators, and the community in oral and written form.

Serve as a liaison and communication link between district curriculum instruction personnel and the local campus leadership team.

Perform other duties as assigned by the principal or Executive Director of Schools.

**\*\*District-Level Responsibilities (up to 20%)\*\***

Serve as a campus and/or district trainer in professional development initiatives including New Teacher Induction (NTI), mentor training, appraisal system, and others.

Act as project leader on math curriculum projects; assist in writing reading/language arts curriculum and pacing guides.

Participate in cross-campus leadership meetings and provide expertise in reading/language arts instruction for other campuses.

Contribute to district-level initiatives in reading/language arts assessment, instructional planning, and professional learning.

Performs other duties as assigned.

**Supervisory Responsibilities:**

Provides functional supervision and leadership to reading/language arts teachers and PLC leads in collaboration with the campus administrative team.

**Mental Demands/Physical Demands/Environmental Factors:**

**Tools/Equipment Used:** Standard office equipment including personal computer and peripherals. Phone systems, and peripherals.

**Posture/Physical Demands:** Prolonged sitting; regular kneeling/squatting, bending/stooping, pushing/pulling, twisting. The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to sit and talk or hear, to use hands to finger, handle, or feel, and to stand and walk. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

**Motion:** Repetitive hand motion; frequent keyboarding and use of mouse; regular walking, grasping/squeezing, wrist flexion/extension, reaching.

**Lifting:** Regular moderate lifting and carrying (up to 44 pounds); occasional heavy lifting and carrying (45 pounds and over).

**Environment:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. District-wide travel to multiple campuses, as assigned. Possible travel outside of the district. The noise level in the work environment is usually moderate. Occasional work during the weekends and evenings for special school functions. May work outside with extreme temperatures (hot and cold) and humidity extremes, regular exposure to noise and computer monitors.

**Mental Demands:** Work with frequent interruptions; emotional control under stress.

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This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.