

Killeen Independent School District

Job Description

Job Title: Reading & Language Arts Campus Instructional Specialist – Secondary

Exemption Status/Test: Exempt

Reports to: Campus Principal

Date Revised: December 19, 2025

Dept./School: Assigned Campus

Pay Grade: AP3 (205A/210A); This position may be eligible for a stipend.

Primary Purpose:

The Reading/Language Arts Campus Instructional Specialist (CIS) job description centers on supporting teachers and improving student reading and writing achievement through coaching, professional development, and curriculum development/support. Key responsibilities include improving literacy instruction, building teacher capacity, providing coaching to teachers on researched based instructional strategies (RBIS), modeling effective instruction, and analyzing student data to identify strengths and weaknesses. The specialist also assists in planning and implementing reading and writing interventions, aligning instruction with standards, and sometimes engaging with families.

The RLA CIS is an integral part of the campus leadership team, and will collaborate with other campus leaders, teachers, and Learning Services Department to ensure strong communication and partnership among all stakeholders. The primary focus of this role will be devoted to campus-based instructional leadership and teacher coaching; and other duties may be devoted to district-level responsibilities such as professional development delivery, curriculum development, and cross-campus collaboration.

Qualifications:

Education/Certification/License:

Requires five years of successful teaching experience in the subject and level of assignment. Demonstrate competency in the subject area assigned. Requires a valid Texas teaching certificate in the subject and level of assignment or other certification credentials as allowed by the Texas State Board for Educator Certification. Bachelor's degree from accredited institution. Master's degree in the subject area assigned, preferred. Principal certificate or enrollment in leadership preparation program, preferred

Special Knowledge/Skills:

Experience coaching teachers in a high-need 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****

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 RLA professional development.

Mentor, coach, and provide feedback to RLA teachers and monitor implementation of improvement plans.

Lead the campus RLA 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 RLA classrooms to calibrate quality of instruction and provide immediate feedback.

Collaborate with the principal, assistant principal, and other instructional leadership staff 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.

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****

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 RLA curriculum projects; assist in writing RLA curriculum and pacing guides.

Participate in cross-campus leadership meetings and provide expertise in RLA instruction for other campuses.

Contribute to district-level initiatives in RLA assessment, instructional planning, and professional learning.

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

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 (less than 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.

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.