



Position: Itinerate Special Education

Assignment: Program Implementation Specialist

Wage/Hour Status: Exempt

Reports to: Director of Special Education

Pay Grade: TC102/197 days

Dept./School: Special Education

Date Revised: Spring 2026

Primary Purpose:

Support teachers across the district in developing and maintaining effective classroom practices. The Implementation Specialist will provide intensive coaching and modeling before fading to teacher implementation in special education self-contained classrooms.

Qualifications:

Minimum Education/Certification:

- Bachelor's degree in education (Master's preferred)
- Valid special education teaching certification
- NCI (CPI) training, or willingness to obtain and maintain certification

Special Knowledge/Skills/Experience:

- Minimum 3 years of successful classroom teaching experience
- Experience with behavior and class (preferred)
- Coaching or mentoring experience (preferred)
- Demonstrates strong interpersonal skills grounded in compassionate, trauma-informed, and person-centered practices
- Exhibits excellent organizational skills with the ability to manage multiple priorities effectively
- Communicates clearly and professionally, with exceptional verbal and written communication skills
- Builds and maintains effective working relationships with campus administrators and staff
- Provides coaching and support to staff by teaching, modeling, facilitating practice, and delivering actionable feedback on classroom management and instructional strategies
- Maintains emotional control and composure in high-stress situations
- Effectively de-escalates students during crisis situations using appropriate strategies
- Possesses knowledge of special education self-contained settings, including COMM, BIC, ALS, AVLS, FLS, and SDI
- Holds a foundational knowledge of curriculum and instructional best practices

Major Responsibilities and Duties:

- Provide direct support to teachers and staff in implementing structural interventions for classroom behavior management (PreK–12)
- Model best practices in the classroom and deliver timely, actionable feedback through observations

- Support the development and refinement of effective classroom systems, including routines, procedures, and structures
- Assist teachers with lesson planning, instructional delivery, classroom management, and behavior support strategies
- Develop and share resources, tools, and exemplars to promote consistent implementation across classrooms
- Conduct ongoing check-ins and provide refresher support.
- Respond to and support crisis situations as needed, including assisting with student de-escalation
- Lead monthly paraprofessional onboarding and coaching sessions for new staff and/or staff requiring refreshers
- Ensure necessary time, resources, materials, and technology are available to support behavior classroom management and instructional implementation
- Encourage and support the development of innovative, research-based classroom management systems and instructional practices
- Participate in providing professional development for staff and/or campuses
- Demonstrate and promote the district’s vision for a Positive Learning Environment (PLE) across all settings
- Follow district safety protocols and emergency procedures
- Take necessary precautions to protect students, equipment, materials, and facilities
- Comply with all federal, state, district, and campus policies and regulations
- Perform other duties as assigned by the MTSS Behavior Administrator, Special Education Director, Assistant Superintendent, and Superintendent

Mental Demands/Physical Demands/Environmental Factors:

- Use standard office equipment, including computers and specialized positioning equipment
- Prolonged standing; frequent kneeling/squatting, bending/stooping, pushing/pulling, and twisting
- Frequent walking; occasional fast-paced movement
- Occasional lifting up to 25 pounds; assist non-ambulatory students; move adaptive and classroom equipment
- Promote safety during escalations using verbal de-escalation techniques and NCI-approved physical restraint (as a last resort)
- Assist non-ambulatory students as needed
- Primarily indoor work; occasional outdoor work; exposure to noise and biological hazards
- Maintain emotional control under stress; work irregular or extended hours as needed; manage frequent interruptions and multitasking

OTHER: All employees are to follow district safety protocols and emergency procedures.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required. This position is an in-person job and is to be performed at the location specified. It does not qualify for remote work or work from home status.

Signature

Date

Print Name