

TITLE:	SPED Instructional Coach	STATUS:	Exempt
REPORTS TO:	Director of Special Education	TERMS:	189 Days
DEPARTMENT:	Special Education	PAY GRADE:	T1

PRIMARY PURPOSE:

Plan and provide group professional development and support to special and general education educators to improve teacher and student success. Provide personalized and/or group support based on the goals identified by teachers, campus administrators, and/or the Department of Special Education.

QUALIFICATIONS:

Education/Certification:

Bachelor's degree from an accredited university
Valid Texas teaching certificate with Special Education Certificate

Special Knowledge/Skills:

Strong instructional ability as a classroom teacher
Demonstrated leadership ability in working with administrators, teachers, students, parents, and the general public
Demonstrated ability in communication, organizational, presentation, and curriculum writing skills
Familiarity with individualization of student programs, IEP development, and IEP implementation
Knowledge of Universal Design for Learning, Explicit Instruction, Differentiated Instruction, learning styles, data analysis, and special education regulations
Such additions and alternatives to the above qualifications as the Board of Trustees may find appropriate and acceptable

Experience:

Five years of teaching experience (including at least three years teaching in Special Education)

WORKING CONDITIONS:

Mental Demands/ Physical Demands/Environmental Factors:

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; sit; use hands for fine manipulation, handle or feel and reach with hands and arms using a keyboard and video display terminal. The employee is occasionally required to stand and stoop, kneel, crouch or crawl and climb stairs. The employee must maintain emotional control under stress, work frequent prolonged and/or irregular hours. Frequent district-wide travel is also required. The employee must regularly lift and/or move up to 10 pounds and occasionally up to 35 pounds. Specific vision abilities required by this job include close vision. The noise level in the work environment is usually low to moderate, but occasionally will be excessive.

Essential Functions:

1. Provide job-embedded coaching, modeling, and co-teaching support for special education teachers across ECSE, inclusion, resource, self-contained, alternate curriculum, and transition settings to strengthen instructional practices aligned with IEP goals.
2. Support teachers in designing and delivering standards-aligned instruction, including TEKS access points, adapted materials, and scaffolded supports for students receiving special education
Assist teachers in collecting, analyzing, and using student performance data (IEP goals, progress

monitoring, behavior data, and assessments) to guide instructional planning and instructional adjustments.

3. Promote effective inclusion practices by supporting co-teaching models, accommodations, modifications, and general education collaboration to ensure students are served in the least restrictive environment.
4. Provide coaching on proactive behavior strategies, FBA/BIP implementation, de-escalation techniques, and classroom systems that support positive behavior and reduce disruptive incidents.
5. Support ECSE teachers with developmentally appropriate instruction, play-based learning strategies, communication development, and early intervention practices aligned with early childhood standards.
6. Assist teachers serving students with significant cognitive disabilities in implementing alternate curriculum pathways, functional academics, life skills instruction, and adaptive instructional strategies.
7. Support transition programming for students ages 14+, including career readiness, independent living skills, community-based instruction, and collaboration with families and agencies.
8. Design and facilitate ongoing professional development, coaching cycles, and PLC support focused on instructional strategies, compliance practices, and evidence-based special education practices.
9. Collaborate with campus teams to ensure instructional practices align with IEP goals, accommodations, and services while supporting effective implementation of ARD decisions.
10. Support and maintain district compliance with State Performance Plan (SPP) Indicators and Results-Driven Accountability (RDA) requirements by monitoring special education performance data, identifying areas of risk, supporting corrective action planning, and collaborating with campus and district teams to ensure timely, accurate reporting and continuous improvement aligned with state and federal expectations.

The above statements are intended to describe major job functions of this position and are not intended to represent an exhaustive list of all responsibilities, duties, and skills required. The Superintendent or designee may assign additional duties when deemed appropriate.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in the job description are representative of the knowledge, skills, ability, and physical demands required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Special funding: If my position is funded by grants, federal funding, or other special funding, I understand that my employment is expressly conditioned on the availability of full funding for the position. If full funding becomes unavailable my employment is subject to termination or nonrenewal, as applicable. I understand this job description is supported by a single cost objective, even though funding could be split among multiple sources.

I have read and understand the responsibilities and duties required for this position as outlined above. I understand the duties and can perform all essential job functions listed above.



Signature

Printed Name

Date