

## **Job Description**

**Job Title:** Special Education Instructional Coordinator  
**Reports To:** Director of Learning Supports  
**FLSA Status:** Exempt  
**Prepared Date:** 4/13/2018

### **EXECUTIVE SUMMARY**

The Special Education Instructional Coordinator will assist in the planning, coordination, and implementation of high quality programs and services for students with disabilities. Overall, the job of the coordinator is to build the capacity of the schools and the staff to meet the learning and behavioral needs of all students with disabilities. The coordinator's goal is to ensure that school staff and leadership acquire an understanding of the professional responsibilities associated with special education and the skills to enhance instructional practices at the classroom level and raise the level of student achievement.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following:

Adheres to Board policies, district procedures, and contractual obligations.

Demonstrates professional and instructional leadership, models professional and ethical behavior, and maintains professional confidentiality.

Provides leadership for teachers by planning, collaborating, mentoring and facilitating change to improve specially designed instruction.

Facilitates planning and implementation of district-based professional development. Collaborates with principals and teacher leaders to assist in planning and implementation of building-level professional development to support building-level goals and needs to support students with disabilities.

Works directly with parents and building leadership to mediate and resolve problems, find solutions to difficult situations and to reconcile conflicting positions regarding students with disabilities.

Assists the Director of Learning Supports with maintenance of records to document and administer special education programs.

Develops and sustains trusting, productive relationships with teachers, administrators, para-educators, AEA staff, and other colleagues individually and in teams.

Uses data to examine current programming structures, professional development opportunities, and instructional practices and to determine district and building needs in the area of special education.

Provides training and support to building administrators to increase their knowledge and ability to support effective, quality special education programs and practices.

Works with the Special Education Instructional Coaches in implementation of the district's coaching initiative, especially as it pertains to implementation of research based practices in special education.

Conveys enthusiasm about learning, models and supports the belief that all students can succeed, and fosters excellence in teaching and learning.

Maintains knowledge of available resources within the district and elsewhere, and assists staff and leadership with access to such resources when needed.

Collaborates to coordinate Extended School Year Services in the district.

Collaborates to coordinate Alternate Assessment activities in the district.

Collaborates to coordinate various grant activities in the district.

Completes other duties as assigned.

### **QUALIFICATIONS**

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, education and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **COMPETENCIES**

To perform the job successfully, an individual should demonstrate the following competencies as defined and approved by the Iowa Department of Education.

1. Demonstrates ability to enhance academic performance and support for implementation of the Sioux City School District's student achievement goals.
2. Demonstrates competence in content knowledge appropriate to the teaching position.
3. Demonstrates competence in planning and preparing for instruction.
4. Uses strategies to deliver instruction that meets the multiple learning needs of students.
5. Uses a variety of methods to monitor student learning.
6. Demonstrates competence in classroom and resource management.
7. Engages in professional growth.
8. Fulfills professional responsibilities established by the school district.

### **EDUCATION and/or EXPERIENCE**

Minimum qualifications include a valid Iowa teaching certificate with an endorsement in special education from an accredited college or university with a major in education or an appropriate content area, and a minimum of three years teaching experience. Must possess proper state certification and licensure for position. Employee is expected to demonstrate continued professional growth.

## **TERMS OF EMPLOYMENT**

The Special Education Instructional Coordinator retains the regular teaching contract issued in accordance with Iowa Code Chapter 279. Total number of contract days including supplemental contract shall not exceed 220.

## **EVALUATION**

Job performance will be evaluated according to the terms defined in the negotiated agreement.

## **KNOWLEDGE and EXPERIENCE in SPECIAL EDUCATION**

Evidence of professional learning and implementation of best practice strategies and programs in special education. Evidence of student success through specially designed instruction and behavioral intervention. Familiarity with Iowa Core Curriculum and instructional strategies. Graduate work in special education preferred.

## **COMMUNICATION SKILLS**

Strong written and verbal communication skills are critical to the success of this position. Must possess the ability to communicate and collaborate effectively with a variety of individuals, including school staff, administrators, AEA staff, parents, and outside agency staff. Individual must have effective listening skills.

## **POSITIVE RELATIONSHIP SKILLS**

Promotes the District and special education programs through positive support, modeling, and conversations. The Special Education Instructional Coordinator will be a collaborative team member that speaks positively and in a supportive way about education, teaching, learning, and the District.

## **COACHING, PROBLEM-SOLVING, & FACILITATION SKILLS**

Must be an effective coach and facilitator in a variety of situations. Position requires the ability to support educators and leaders in enhancing skills and program planning for students with disabilities.

## **ANALYTICAL and REASONING SKILLS**

Must have skills in observing, gathering, and analyzing data. Position requires assisting educators and leaders in data gathering and analysis to develop educational plans.

## **PLANNING SKILLS**

Must have the ability to plan both long-term and short-term goals and for coordinating efforts for timely accomplishment of those goals.

## **INITIATIVE and SELF-DIRECTION SKILLS**

Must have the ability to show initiative working independently and with groups and the ability to be self-directed. Position requires determining how to prioritize, allocate, and schedule time daily and weekly to address needs across the district.

**ORGANIZATIONAL SKILLS**

Position requires strong organizational skills. Must have the ability to organize and assimilate information, diagnostic data, scheduling, and other needs related to special education programming.

**ATTENDANCE**

Excellent attendance record is required.

**PHYSICAL DEMANDS AND WORK ENVIRONMENT**

Normal office physical demands. May be required to lift up to 50 pounds infrequently. The noise level in the work environment is usually moderate. Generally employee works inside.

**OTHER DUTIES AS ASSIGNED**

Will perform other duties as may be assigned by the superintendent or designee, necessary and appropriate to achievement of the program and/or District goals and objectives.