

<b>Job Title:</b>	Lead Dyslexia Instructional Coach	<b>Wage/Hour Status:</b>	Exempt
<b>Reports to:</b>	Facilitator DRD Associate Superintendent	<b>Pay Grade:</b>	TBA
<b>Dept/School:</b>	Learner Support and Intervention	<b>Date Revised:</b>	July 6, 2023

**Primary Purpose**

Serve as a lead teacher in the area of dyslexia and related disorders to regular, remedial, and special education teachers.

**Qualifications****Education/Certification**

Bachelor's Degree  
Valid Texas teaching certificate  
Special Education Certification

**Special Knowledge/Skills**

- In-depth knowledge of subject-specific (language arts) processes, acquisitions, assessment, and instruction
- Advanced knowledge/experience in the teaching of reading
- Demonstrated leadership ability in working with other administrators, teachers, students, parents, and the public
- Demonstrated ability in communication, organizational, presentation, curriculum writing, and implementation skills

**Experience**

Three (3) to five (5) years of exemplary teaching experience  
Familiarity with the characteristics of Dyslexia and Related Disorders is preferred

**Major Responsibilities and Duties****Instructional and Program Management**

1. Serve as a resource for the DRD teachers in implementing the core reading program for dyslexia.
2. Provide feedback related to student reading achievement and provide coaching while utilizing resources and exemplars from online modules rather than outside sources.
3. Demonstrate "best practice" models and strategies for teachers in a classroom setting and provide follow-up discussion and provide educators with the essential skills needed to ensure students develop a strong foundation in reading and writing.
4. Make contact with students through multiple delivery models (ex: demonstrates lessons modeling best practices, instructional coaching to teachers, and arranges for small group instruction within a classroom setting as need is identified).
5. Maintain inventory and distribute instructional supplemental materials to assigned campuses.
6. Assist in conducting training sessions for assigned campus personnel by providing competency-based professional development through online modules.
7. Meet with Dyslexia Facilitator periodically for planning and to review weekly report documenting contact with students and teachers.
8. Schedule to include one or more of the following activities:
  - a. Attend professional development training.
  - b. Collaborate with campus staff.
  - c. Conduct campus staff development.
  - d. Model "best practice" strategies.
  - e. Participate in conferences related to student, teacher, and parent needs.
  - f. Provide core program support for DRD teachers.
  - g. Maintain appropriate documentation to include, but not limited to, contact hours for students, teachers, and/or parents.

**Monitor Program**

- 9. Assist with monitoring procedures to ensure District compliance to federal, state, and local mandates.
- 10. Maintain a basic knowledge of federal, state, and local mandates in the area of dyslexia.

**Professional Growth and Development**

- 11. Attend designated staff development.
- 12. Conduct professional development training for campus staff in reading research and methodologies for struggling readers.

**School and Community Relations**

- 13. Interact and provide information to the campus community regarding the Dyslexia Program.
- 14. Provide workshops designed to assist parents in helping their children to become better readers.
- 15. Communicate with parents regarding student progress, concerns, and programs.
- 16. Promote and communicate high expectations of student performance.

**Supervisory Responsibilities**

None

**Physical and Mental Job Requirements**

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

Maintain emotional control under stress; occasional prolonged and irregular hours; frequent local, district, and state travel.

**Terms of Employment**

187 days; salary to be established by the Board of Trustees

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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.

Approved: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date: \_\_\_\_\_

Approved: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date: \_\_\_\_\_

My supervisor has reviewed this job description with me and has provided me a copy

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

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El Distrito Escolar Independiente de El Paso no discrimina en los programas de educación o en prácticas de empleo usando el criterio de raza, color, edad, sexo, religión, origen nacional, estado civil, ciudadanía, estado militar, discapacidad, información genética, estereotipo sexual o sexualidad percibida, u otra práctica prohibida por la ley. Preguntas acerca de la aplicación del título VI, VII o IX, y la Sección 504 pueden ser referidas al oficial del distrito, Rosa Ramos at 230-2031; preguntas sobre 504 tocante a estudiantes pueden ser referidas a Kelly Ball al 230-2856.