

**Job Title:** Special Education Instructional Coach      **Wage/Hour Status:** Daily, Exempt  
**Reports to:** Principal      **Pay Grade:** TBA  
**Dept/School:** Elementary, Middle & High Schools      **Date Revised:** March 29, 2019

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**Primary Purpose**

Act as a support teacher to the building principal to assist teachers in improving instruction on the campus. Special Education Instructional Coach will work collaboratively with the active learning leader, literacy leader/coach, mathematics leader/coach, curriculum facilitators, and special education instructional support specialists to provide interventions and improve instruction for special education students in the continuum of services provided in the district..

**Qualifications**

**Education/Certification**

Bachelor's degree  
Valid Texas teaching certificate in Special Education EC-12

**Special Knowledge/Skills**

- Strong instructional ability as a classroom teacher
- Demonstrated leadership ability in working with other administrators, teachers, students, parents, and the general public
- Demonstrated ability in communication, organizational, presentation, curriculum writing, and implementation skills
- Familiarity with modification and accommodations for students with disabilities
- Knowledge of differentiating instruction

**Experience**

Five (5) years teaching experience (including at least three years teaching in Special Education)

**MAJOR RESPONSIBILITIES AND DUTIES**

**Instructional Management**

1. Provide comprehensive teacher support for student instruction through active participation and collaboration with all grade levels, core content areas, and campus departments that serve students with disabilities. In order to stay current with curriculum, instruction, and the implementation of instructional strategies and practices, only two courses will be taught by the special education instructional coach and they will not serve as the teacher of record.
2. Serve as a resource for the Campus Improvement Team (CIT) to inform and set instructional goals and plan campus instructional activities for students with disabilities to meet the District Strategic Priorities.
3. Provide support to the Campus Principal in obtaining and analyzing data for students with disabilities to identify areas of need.
4. Assign the case manager responsible for coordinating and monitoring the implementation of the student's Individual Education Plan (IEP).
5. Serve as a resource person and coach for the teaching staff.
  - a. Implement teaching techniques and classroom strategies to accommodate the various learning styles of students with disabilities.
  - b. Demonstrate "best practices" models and strategies for teachers in the classroom setting and provide follow-up discussion.
  - c. Assist with developing lessons to implement the TEKS and to address Individual Education Plans.
  - d. Meet with teachers in grade level and vertical teams.
  - e. Provide support to teachers.

- f. Collaborate with administration to monitor and ensure appropriate documentation of IEP in the district designated program to include but not limited to accommodations/modifications, contact hours for students, teachers and/or parents, progress reports and archived files.
- 6. Assist with ARDs
- 7. Help design and serves students in direct instructional settings to provide interventions related to the IEP.
- 8. Support counselors, transition specialist, and students with disabilities in the development of the Personal Graduation Plan.

**School/Community Relations**

- 9. Interact with and provide information to the community regarding special education programs.
- 10. Promote and communicate high expectations of student performance.
- 11. Communicate with parents regarding student progress, concerns, and programs.

**Professional Growth and Development**

- 12. Attend required staff development.
- 13. Attend Special Education meetings.
- 14. Participate in professional growth activities and stays current on IDEIA, ESSA 2015, local and state regulations.

**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: \_\_\_\_\_

The El Paso Independent School District does not discriminate in its educational programs or employment practices on the basis of race, color, age, sex, religion, national origin, marital status, citizenship, military status, disability, genetic information, gender stereotyping and perceived sexuality, or on any other basis prohibited by law. Inquiries concerning the application of Titles VI, VII, IX, and Section 504 may be referred to the District compliance officer, Rosa Ramos at 230-2031; Section 504 inquiries regarding students may be referred to Kelly Ball at 230-2856.

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.