
Job Description – Instructional Specialist – Special Education (Low Incidence Classrooms)

Primary Function: Under the direction of the Executive Director of Special Services, provides multifaceted professional learning support to Special Education staff, campus, and district staff in effective design and delivery of curriculum which results in high levels of student engagement in challenging, authentic and meaningful ways; in effective assessment of learning practices; in meeting the unique needs of each student with disabilities; in writing standards-based IEPs and to promote positive change and commitment for 21st century learning leading to improved performance of all learners. Collaborate with parents and staff to build capacity in navigating the IEP process, engaging and supporting parents/guardians/families of students with disabilities, as well as identifying instructional resources for families.

Responsibilities/Duties: Program

Implementation

- Facilitates the intellectual and professional learning of special education staff
- Develops relationships with adults that lead to positive changes in instructional practices and student achievement
- Communicates and demonstrates researched-based instructional practices that result in increased student performance
- Reacts to change productively and handles other tasks as assigned
- Co-teaches and models instructional strategies that ensure rigorous core instruction for all learners
- Assists teachers with understanding state standards for proficiency at all grade levels and content areas
- Assists individual teachers and teams of teachers with analyzing multiple sources of data, including student work, to reflect on student growth and determine appropriate instruction
- Understands effective instructional practices for students with disabilities and assists staff in implementing these practices
- Understands effective IEP best practices and provides training/support in the implementation of these practices
- Assists parents in understanding effective IEP best practices and provides training/support in how to engage in meaningful participation
- Observes classroom instruction and provides timely and specific feedback with a focus on students' IEPs and learning behaviors
- Conducts coaching conversations with individual teachers and teams of teachers to promote reflection and instructional improvement
- Effectively communicates and collaborates with district and campus leadership, teachers, students, paraprofessionals, parents and community
- Supports and participates in meeting the objectives of the district and campus improvement plans
- Attends and participates in required meetings

Program Management

- Provides CPI Nonviolent Crisis Intervention Training and tracks training compliance for special program teachers
- Works with campus leaders and low incidence teachers in creating classroom schedules in compliance with student IEPs
- Supports the implementation, monitoring and/or evaluation of assigned programs for special education, curriculum and/or instructional support, and ensures that assigned programs are efficiently and effectively administered
- Maintains accurate records and reports as required by the District
- Aligns work with district efforts in area assigned
- Attends professional learning sessions and collaborates with other district instructional coaches to improve knowledge and skills

Professional Development

- Provides program guidance and curricular professional development for Life Skills, G3, and SDC classrooms
- Plans and delivers high-quality professional learning and support to teachers and teams of teachers, staff, and parents regarding the design and delivery of curriculum, effective instructional strategies to meet the needs of students with disabilities, and assessment of learning practices into day-to-day teaching and learning

Communication

- Plans and conducts teacher meetings, including coaching for special education staff
- Consults with administrators, counselors, teachers, parents and other relevant individuals regarding students with disabilities
- Maintains a professional relationship with all colleagues, students, parents and community members
- Uses effective communication skills to present information accurately and clearly
- Responds in a timely and positive manner to all requests for support from campus and district administrators
- Coordinates departmental activities with other district offices and administrators and provides assistance to requesting departments

Policy Implementation

- Supports the philosophy and vision of Lake Travis ISD
- Follows district and department policies and procedures
- Complies with policies established by federal and state law, including but not limited to State Board of Education and local Board policy
- Assumes responsibility for compiling, maintaining and filing all reports, records and other documents required

Other

- Demonstrates behavior that is professional, ethical and responsible
- Maintains confidentiality
- Serves as a role model for all district staff
- Participates in approved professional development opportunities
- Performs other duties as assigned

Knowledge and Abilities:

Knowledge of:

- Consulting/collaboration skills
- Effective instructional strategies, IEP best practices, research-based effective practices in content areas and effective use of instructional technology, Family/Community engagement activities
- Effective professional learning practices
- Oral and written communication skills
- Interpersonal skills using tact, patience and courtesy
- Methods of collecting and organizing data and information
- Operation of a computer and assigned software
- District and department policies and procedures
- Relevant federal and state laws and requirements

Ability to:

- Work independently with little direction
- Communicate effectively both orally and in writing
- Establish and maintain cooperative and effective working relationships with others
- Maintain regular and consistent attendance
- Analyze situations accurately and adopt an effective course of action
- Meet schedules and time lines.
- Plan and organize work
- Structure own time and manage multiple priorities
- Work closely with the building and district administrators to coordinate and implement the work of a professional learning community

Education/Licenses/Experience: Valid Texas Special Education teacher certificate. Master's degree from an accredited college/university preferred. Evidence of taking leadership positions over the past three years. Minimum of three years successful teaching experience in special education. Evidence of research/best practices in instructional area. Instructional coach experience preferred.

Working Conditions:

Mental Demands: Self-motivated, perform tasks with little or no supervision; work with frequent interruptions; able to manage multiple complex projects concurrently; maintain emotional control under stress; ability to communicate effectively (verbal and written); coordinate district support functions.

Physical Demands/Environmental Factors: Lifting/carrying - 15-44 pounds; frequent sitting, standing, walking, climbing, stooping/crouching/kneeling, pulling/pushing, reaching; repetitive hand motions; prolonged use of computer; speaking clearly; occasional district-wide, state-wide travel; work occasional irregular hours and prolonged hours.

Calendar and Salary Range: 217 work days. See Professional Compensation Plan.

Revised: 04.28.26

The foregoing statements describe the general function 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.

Employee Signature

Date