

**Job Title:** Coordinator Special Education  
**Reports to:** Director of Special Education  
**Dept./School:** Special Education  
**Wage/Hour Status:** Exempt  
**Pay Grade:** Admin-Professional/ Level 3 (220 days)  
**Date Revised:** May 2021

### **Primary Purpose:**

The Special Education Coordinator, under the direction of the Director of Special Education, coordinates special education programs, teachers and aides, cluster assessment staff and other programs as designated by the Director.

### **Qualifications:**

#### **Education/Certification:**

- Master's degree in education or related field preferred
- Valid Texas teaching certificate with endorsement in Special Education
- Valid Texas supervisor or Administrator Certificate

#### **Special Knowledge/Skills:**

- Knowledge of diagnostic procedures, education of special education students, human development, and learning theories
- Ability to interpret data
- Excellent organizational, communication, and interpersonal skills

#### **Experience:**

Minimum of 3 years teaching experience

### **Major Responsibilities and Duties:**

#### **Assessment:**

1. Assists in improving the instructional program through classroom observation, visitation, and department meetings.
2. Engages in and facilitates research and evaluation to determine the effectiveness of current practice special education programs and identify potential programs to meet documented needs.
3. Makes recommendations for assignments and/or reassignments of Special Education staff.
4. Coordinates special transportation for students based on their IEPs.
5. Encourages plans for improved behavior of students with disabilities that reflect enhanced opportunities for learning.
6. Participates in Admission, Review, and Dismissal Committee meetings as needed, and always when a parent advocate attends.

7. Assists in developing individualized instructional plans.
8. Works with parents, campus personnel, and other central administrators to analyze and solve problematic situations involving students with disabilities in the earliest stage possible.

**Consultation:**

1. Disseminates instructional resources and materials to support teaching staff in accomplishing instructional goals.
2. Recommends improvement in the purpose, design, and implementation of the special education instructional program, as a support program related to the mission of the school/department/district.
3. Assists teachers in identifying and coordinating an instructional program that matches student's individual needs and instructional levels.
4. Assists in identifying and/or encouraging participation in available in-service training options.
5. Effectively provides guidance and orientation for new Special Education staff members at the District and/or campus levels.
6. Effectively schedules activities and the use of resources needed to accomplish determined goals.
7. Assists special education teachers in the use of criterion referenced testing.

**Program Management:**

1. Systematically and continuously monitors instructional processes to ensure that program activities are related to program outcomes.
2. Facilitates least restrictive environment placement of students with disabilities.
3. Works with staff to ensure that curriculum accountability and renewal is continuous and responsive to student's needs.
4. Establishes and maintains an environment which is conducive to positive staff morale and directed towards achievement of the Special Education Department/District's mission.
5. Promotes and disseminates current legal issues and policies.
6. Promotes the development, maintenance and utilization of appropriate information systems and records necessary to attainment of the special education department's mission and overall school improvement efforts.
7. Complies with District policies, as well as state and federal laws and regulations, in pursuing the mission of the department/District.
8. Coordinates with the Public Education Information Management System (PEIMS) secretary for accuracy of the instructional arrangement code assigned to each student.
9. Uses information provide through assessment instruments, the District appraisal process, and evaluative feedback to improve performance.
10. Strives to improve leadership skills through self-initiated professional development activities.

**Communication:**

1. Communicates and promotes high expectation levels for staff and student performance in an enabling, supportive way: provides proper recognition of excellence and achievement.
2. Communicates effectively with students, staff, parents, and community: projects a positive image and enhances the department/District's mission.
3. Articulates the Special education philosophy and rationale to the community and solicits their support in making that mission become a reality.

4. Demonstrates the use of appropriate and effective techniques for community and parent involvement.
5. Emphasizes and nurtures two-way communication between school and community.
6. Projects a positive image to the community.
7. Disseminates ideas and information to other professionals: provides leadership in addressing the challenges facing the profession (e.g., active involvement in professional associations, professional presentations at conferences, etc.)
8. Conducts oneself in a profession, ethical manner, in accordance with generally accepted community standards: complies with TEA code of ethics.

### **Equipment used:**

Personal computer, printer, copier, fax machine, and calculator

### **Working Conditions:**

**Mental Demands:** Ability to communicate effectively (verbal and written), interpret policies and procedures, reason, read, understand verbal instructions, analyze, differentiate, coordinate, compile, instruct, and maintain emotional control.

**Physical Demands:** Prolonged standing, frequent kneeling/squatting, bending/stooping, pushing/pulling, and twisting. Frequent walking; may require regular heavy lifting (45lbs or more) and positioning of students with physical disabilities, control behavior through physical restraint, assist non-ambulatory students, and lift and move adaptive equipment; may work prolonged or irregular hours. Exposure to biological hazards; may require district wide travel.

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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***

Received by: \_\_\_\_\_

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