INTERNATIONAL LEADERSHIP OF TEXAS

The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

Job Title: Assistant Area Director of Special Education Service Implementation	Exemption Status: Exempt Work Calendar 219 Days
Reports to: Area Director Executive Director of Sped Dept./School: Special Education	Date Revised: 2026–2027

Summary of the Position

The Assistant Area Director of Special Education serves as the operational leader responsible for ensuring the consistent implementation of Special Education services throughout an assigned feeder pattern. The primary responsibility of this position is to hold Special Education teachers, instructional aides, Campus Coordinators, and other campus-based Special Education personnel accountable for implementing district expectations, delivering high-quality instruction, providing behavioral supports, documenting services accurately, and maintaining professional standards.

Through routine observations, implementation reviews, service audits, documentation monitoring, and performance evaluations, the Assistant Area Director ensures students receive the services outlined within their Individualized Education Programs while maintaining accountability for employee performance and operational consistency.

Success in this role is measured not only by compliance, but by employee accountability, quality of instruction, fidelity of implementation, student progress, and the overall effectiveness of Special Education programming across assigned campuses.

Responsibilities

Employee Accountability and Performance Management

- Supervise Special Education teachers, instructional aides, Campus Coordinators, and assigned Special Education staff.
- Conduct routine classroom observations and implementation reviews.
- Monitor employee performance, professionalism, attendance, instructional practices, and implementation of district expectations.
- Review instructional documentation, progress reports, service logs, and implementation records.
- Document employee performance concerns.
- Develop and monitor performance improvement plans.
- Prepare written corrective documentation.
- Recommend disciplinary action when appropriate.
- Ensure employees consistently meet district expectations for instructional quality, implementation, and professionalism.

Student Services Implementation

- Ensure all Special Education services are delivered as identified within each student's IEP.
- Monitor instructional arrangements and service delivery.
- Verify implementation of accommodations, modifications, and specially designed instruction.
- Conduct routine service audits.
- Monitor student progress toward IEP goals.
- Ensure consistency of services throughout the assigned feeder pattern.

Instructional Quality

- Monitor classroom instruction.
- Review implementation of district curriculum.
- Monitor student engagement.
- Ensure instructional practices align with district expectations.
- Promote consistency in instructional delivery across assigned campuses.
- Monitor implementation of specially designed instruction and accommodations.

Instructional Aide Accountability

- Monitor instructional aide performance.

- Ensure instructional aides actively support instruction and student independence.
- Monitor implementation of behavior supports.
- Review professionalism, confidentiality, safety practices, and appropriate use of instructional time.
- Document performance concerns and implementation deficiencies.
- Hold instructional aides accountable for fulfilling assigned responsibilities.

Behavior Implementation and Administrative Partnership

- Monitor implementation of Behavior Intervention Plans (BIPs), Functional Behavioral Assessments (FBAs), behavioral goals, and other behavior supports identified within student IEPs.
- Partner with campus principals and assistant principals regarding behavioral concerns involving students receiving Special Education services.
- Collaborate with Behavior Specialists, Campus Coordinators, teachers, and administrators to address behavioral concerns before they significantly impact instruction.
- Monitor implementation of behavioral interventions across assigned campuses.
- Support campus administrators during significant student behavior incidents.
- Review campus behavior trends and recommend operational improvements.
- Ensure Special Education staff consistently implement behavioral interventions and crisis response procedures.

Areas of Accountability

The Assistant Area Director is accountable for ensuring:

Students

- Receive all services identified within the IEP.
- Receive high-quality instruction.
- Receive appropriate behavioral supports.
- Make meaningful educational progress.

Teachers

- Implement IEPs with fidelity.
- Deliver effective instruction.
- Maintain accurate documentation.
- Meet district expectations.

Instructional Aides

- Provide effective instructional support.
- Promote student independence.
- Implement behavioral supports consistently.
- Maintain professionalism.

Campuses

- Implement Special Education services consistently.
- Maintain safe and orderly learning environments.
- Utilize staffing efficiently.
- Meet district implementation expectations.

Key Performance Indicators

Performance will be measured through:

- Fidelity of IEP implementation.
- Teacher and instructional aide accountability.
- Classroom observation outcomes.
- Accuracy of service documentation.
- Student progress toward IEP goals.
- Reduction in implementation concerns.
- Consistency of Special Education programming across campuses.
- Resolution of employee performance concerns.
- Improved instructional quality.
- Positive campus outcomes for students receiving Special Education services.

Benefits of the Position

- Establish a clear administrative leadership structure for campus-based Special Education programs.
- Increase accountability for teacher and instructional aide performance.
- Strengthen instructional implementation across the charter.
- Improve consistency of Special Education services from Kindergarten through Transition Services.
- Provide campus administrators with a dedicated operational leader for Special Education implementation and behavioral support.
- Improve employee performance through direct supervision and accountability.

- Increase consistency across feeder patterns.
- Strengthen collaboration between campus leadership and the Special Education Department.
- Allow Area Directors to focus on strategic leadership, staffing, budgeting, compliance oversight, and district initiatives while Assistant Area Directors provide day-to-day operational oversight and employee accountability across assigned feeder patterns.

Mental Demands/Physical Demands/Environmental Factors

Tools/Equipment Used: Standard office equipment including personal computer and peripherals.

Posture: Prolonged sitting; occasional standing, bending, stooping, pushing, pulling, and twisting.

Motion: Frequent keyboarding, report review, and travel between campuses.

Lifting: Occasional lifting and carrying up to 20 pounds.

Environment: Frequent travel between campuses and occasional evening meetings.

Mental Demands: Work with frequent interruptions; maintain emotional control under stress; manage multiple priorities; analyze complex service delivery systems; maintain confidentiality; meet deadlines.

Reviewed Name and Date: _____

Approved By and Date: _____