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Job Title: SPED Instruction & Compliance Coordinator

Exemption Status: Exempt

Reports to: Director of Special Education Instruction & Support

Date Revised: June 2026

Dept./School: Special Education

Primary Purpose: The SPED Instruction & Compliance Coordinator serves as a charter level instructional and program leader responsible for supporting the effective implementation of special education services across the charter. This position provides instructional leadership, coaching, compliance oversight, ARD and IEP support, and program leadership to ensure students with disabilities receive high quality, evidence based instruction and services aligned with federal, state, and charter requirements.

The Coordinator collaborates with campus administrators, special education staff, dyslexia providers, and charter leadership to strengthen instructional practices, monitor program effectiveness, support student achievement, and ensure fidelity of implementation for special education programs across the charter.

Qualifications:

Education/Certification:

- Master's degree in Teaching/Education, Special Education, Reading or Literacy, or a related field required.
- Special Education certification required.
- Certification or advanced training in dyslexia intervention preferred.
- Texas Principal Certification preferred
- Leadership experience preferred

Experience:

- Minimum three years of successful teaching experience in Special Education, Reading or Math Intervention, Dyslexia Services, or a related instructional setting required.
- Minimum of three years providing instructional coaching, mentoring, professional development, or leadership to teachers and instructional assistants preferred.
- Demonstrated success supporting specialized learning classrooms at the campus, charter or regional level.
- Proven ability to collaborate with multidisciplinary teams, including campus administrators, related service providers, behavior specialists, and families

- Demonstrated expertise in designing and delivering professional development, job-embedded coaching and ongoing support for educators and support staff
- Skilled in analyzing student achievement and program implementation data to drive instructional decision-making and continuous improvement
- Demonstrated ability to supervise and develop paraprofessionals and other support staff
- Ability to effectively support educators across multiple campuses through both in-person and virtual coaching models

Special Knowledge/Skills:

- Strong knowledge of special education law, regulations, and compliance requirements.
- Knowledge of specially designed instruction (SDI), progress monitoring, MTSS, accommodations, modifications, and evidence based practices for students with disabilities.
- Experience working with students with diverse learning needs, particularly in literacy and dyslexia support.
- Knowledge of dyslexia screening tools, literacy assessments, and evidence based interventions.
- Knowledge of specially designed instruction (SDI), progress monitoring, MTSS, accommodations, and evidence based practices for students with disabilities.
- Strong communication, collaboration, coaching, and organizational skills.
- Knowledge of Skyward, Project Education, and PEIMS coding preferred.
- Ability to analyze data and use it to inform instructional decisions, intervention planning, and program improvement.

Major Responsibilities and Duties:

Special Education Instructional Leadership

- Provide instructional leadership and support to special education staff regarding evidence based instructional practices, specially designed instruction (SDI), intervention implementation, and progress monitoring.
- Collaborate with campus administrators, charter leadership, and special education staff to improve academic outcomes for students with disabilities through high quality instruction and data driven decision making.
- Support the development, implementation, and evaluation of specially designed instruction aligned with Individualized Education Programs (IEPs).
- Facilitate professional development related to special education instructional practices, compliance requirements, and evidence based interventions for students with disabilities.
- Support campuses in implementing inclusive instructional practices and appropriate accommodations, modifications, and intervention supports.
- Collaborate with multidisciplinary teams to ensure instructional programs are aligned with state standards, IEP goals, and charter initiatives.

Curriculum Development and Instructional Support

- Collaborate with educators and charter leadership to develop, adapt, and support instructional materials and resources that improve access to grade level curriculum for students with disabilities.
- Design and support differentiated instructional strategies and interventions that meet diverse learning needs.
- Support implementation of evidence based intervention programs and instructional practices across campuses.
- Collaborate with instructional teams to ensure curriculum access and meaningful participation for students receiving special education services.

Compliance and Program Evaluation

- Conduct periodic audits and monitoring activities to ensure compliance with federal, state, and charter special education requirements.
- Support campuses in addressing compliance concerns and implementing corrective action plans when needed.
- Assist with preparation for state monitoring activities, audits, program reviews, and corrective action responses.
- Support campuses in developing and maintaining effective systems for documentation, progress monitoring, and service delivery.
- Review and monitor implementation of special education procedures, services, and instructional supports to ensure consistency across campuses.
- Collaborate with charter leadership to develop, implement, and monitor compliance initiatives that support students with disabilities.
- Conduct periodic reviews of Individualized Education Programs (IEPs) to ensure compliance with federal, state, and district requirements and to promote high quality, standards aligned programming for students with disabilities.
- Provide guidance and support to campus staff regarding ARD committee processes, documentation requirements, procedural safeguards, and implementation of IEP services.
- Support campuses in developing measurable annual goals, appropriate accommodations and modifications, progress monitoring systems, and service delivery plans that align with student needs.
- Monitor implementation of IEPs and special education services to ensure fidelity, compliance, and consistency across campuses.
- Assist campus teams in addressing findings identified through internal reviews, state monitoring activities, complaints, due process proceedings, and corrective action plans.
- Collaborate with district leadership to identify compliance trends and develop targeted training and support plans to address areas of need.
- Provide technical assistance to campus administrators and special education staff regarding special education procedures, timelines, documentation, and regulatory requirements.

Data Analysis and Continuous Improvement

- Analyze student performance, progress monitoring, compliance, and program implementation data to identify trends and determine instructional and operational needs.
- Develop recommendations for continuous improvement based on data analysis and program outcomes.
- Collaborate with charter and campus leadership to monitor the effectiveness of instructional and compliance initiatives.
- Support data driven decision making to improve outcomes for students receiving special education services.
- Assist campuses in utilizing student performance and progress monitoring data to evaluate instructional effectiveness and student growth.

Dyslexia Program Support

- Provide support and guidance to Providers of Dyslexia Instruction (PDIs).
- Assist with implementation and monitoring of dyslexia screening processes and related procedures.
- Support campuses in implementing dyslexia accommodations and instructional supports.
- Assist with professional development and coaching related to dyslexia services and intervention practices.
- Serve as a resource regarding dyslexia identification, intervention, accommodations, and instructional support.

Coaching and Professional Support

- Provide job embedded coaching, modeling, and feedback to special education teachers, dyslexia providers, interventionists, and related service staff to strengthen instructional practices and improve student outcomes.
- Conduct classroom observations and instructional walkthroughs to provide actionable feedback and support continuous improvement in special education and compliance practices.
- Support campus administrators and instructional leaders in identifying instructional strengths, areas for growth, and professional learning needs related to special education.
- Develop and implement coaching cycles that utilize student data, observation evidence, and progress monitoring results to improve instructional effectiveness.
- Mentor newly hired special education staff and Providers of Dyslexia Instruction to ensure consistent implementation of charter programs, instructional practices, and compliance requirements.

Communication and Stakeholder Support

- Foster positive and collaborative relationships with teachers, administrators, families, and community stakeholders.
- Support campuses in maintaining clear, consistent, and compliant communication practices related to special education services and supports.
- Serve as a liaison between campuses and charter leadership regarding instructional and compliance initiatives.

Additional Duties

- Any and all other duties as assigned by your immediate supervisor.

Supervisory Responsibilities:

- Provides functional supervision, coaching, and support to special education instructional staff, interventionists, Providers of Dyslexia Instruction (PDIs), and related service personnel.
- Does not perform formal evaluation or direct supervisory responsibilities unless otherwise assigned by the Director of Special Education Instruction and Support.

Mental Demands/Physical Demands/Environmental Factors:

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

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

Motion: Repetitive hand motions; frequent keyboarding and use of mouse; occasional reaching

Lifting: Occasional light lifting and carrying (less than 15 pounds)

Environment: May work prolonged or irregular hours

Mental Demands: Work with frequent interruptions; maintain emotional control under stress

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This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed Name and Date: Dr. Torri Bryant 06/2026

Approved by and Date: _____