

**PLANO INDEPENDENT SCHOOL DISTRICT  
Job Description**

<b>JOB TITLE:</b>	Instructional Support Specialist	<b>WAGE/HOURS STATUS:</b>	Exempt
<b>REPORTS TO:</b>	Special Education Director	<b>PAY GRADE:</b>	820/830
<b>DEPT./SCHOOL:</b>	Special Education	<b>DATE REVISED:</b>	6/8/09

---

**PRIMARY PURPOSE:**

The Instructional Support Specialist for Special Education is responsible for collaborating with the Special Education Department; Curriculum Departments; and school campus staff, students and parents to provide guidance, training and technical assistance for special education classrooms in the area of transition and developing appropriate developmental, academic, and behavioral interventions for students with disabilities.

**QUALIFICATIONS:**

**Education/Certification:**

- Special Education Certification
- Prefer Master’s Degree in Education/ Special Education
- Valid Teaching Certificate

**Special Knowledge/Skills:**

Working knowledge of federal laws, state guidelines, and local district policies

In-depth knowledge of specialized instruction options and strategies for teaching students with special needs in the areas of academics and behavior.

Provide staff development sessions and the modeling of effective instruction and teaching strategies for students with special needs

Development and design of curriculum for high school and senior high school academic and transition courses for students with special needs

Willingness to attend training to further skills and knowledge in transition services and curriculum

Excellent communication skills

Willingness to execute written employment contract with Plano ISD

**Experience:**

Minimum three (3) years teaching experience with students with special needs.

Previous experience working with students and/ or adults who have more significant communication-based disabilities and experience in working with parents who have a child with disabilities.

**MAJOR RESPONSIBILITIES AND DUTIES:**

- Assume responsibility for the organization and operation of work within the area of supporting students and staff working with special education students following federal program guidelines as directed by the district and as specified in 34 Code of Federal Regulations §300.208 (a)(1).
- Provide campus support through modeling lessons, developing schedules, creating materials, demonstrating strategies, etc. for teacher of students with special needs.
- Evaluate the effectiveness of current transition practices.
- Collaborate with the Special Education Leadership Team, Curriculum Coordinators, and campus staff regarding transition needs and programs on campuses
- Develop and maintain contacts with local community resource agencies
- Develop academic and transition curriculum courses specific to high school and senior high school graduation plan.
- Provide consultation to special education staff, parents and students about transition programs and services in the community.
- Collaborate in the development of academic and transition curriculum.
- Provide training and follow-up on academic and district transition curriculum and community services.
- Conduct person centered planning, futures planning meetings, and training to staff.
- Provide transition services to at risk students
- Monitor compliance with district proficiency standards and indicators.
- Provide campus based support for teachers regarding instruction of students with special needs.
- Demonstrate behavior that is professional, ethical, and responsible and serve as a role model for district staff.
- Effectively implement educational programming in the least restrictive environment for students with moderate to severe disabilities through a well-defined system of support and individualized instructional programming.
- Modify lessons and materials to ensure meaningful learning opportunities.
- Follow attendance policy as assigned by supervisor.
- Follow rules, regulations, and policies of Plano ISD and follow directives from supervisor.
- Perform other functions that may be assigned by the Administration and/or supervisor.

None

**WORKING CONDITIONS:**

**Mental Demands:**

Ability to communicate effectively (verbal and written); interpret policy, procedures, and data; coordinate district functions; maintain emotional control under stress.

**Physical Demands/Environmental Factors:**

Frequent districtwide travel; occasional prolonged and irregular hours. Work with frequent interruptions. Frequent standing, stooping, bending, kneeling, pushing and pulling. Prolonged use of computer and repetitive hand motions. Occasional lifting up to 50 pounds.

---

---

The above statements are intended to describe the general purpose and responsibilities assigned to this job and are not intended to represent an exhaustive list of all responsibilities, duties, and skills that may be required. The Administration and/or supervisor have the right to add or change duties at any time.

This job description supersedes all prior job descriptions for this position as well as rescinding all past and present job descriptions that do not reflect the current requirements of this position.

Approved by \_\_\_\_\_

Date \_\_\_\_\_

Reviewed by \_\_\_\_\_

Date \_\_\_\_\_