



Flour Bluff Independent School District Job Description

JOB TITLE: Dyslexia Coordinator

WAGE/HOUR STATUS: Exempt

NUMBER OF DAYS: 206

REPORTS TO: Director of Special Education

DATE REVISED: 01/2025

PRIMARY PURPOSE:

- Assist with the implementation of multisensory instruction for students identified with dyslexia, dysgraphia, and/or reading difficulties at the designated campus or campuses. Coordinate with the building principal(s) and teachers in efficiently meeting the reading and writing needs of at-risk students.

QUALIFICATIONS:

EDUCATION/ CERTIFICATION:

- Bachelor's Degree
- Certification as per Texas Education Agency

SPECIAL KNOWLEDGE AND SKILLS:

- Demonstrate a working knowledge of the characteristics of dyslexia and related disorders along with common risk factors.
- Ability to deliver the highly structured and systematic dyslexia program used in the district with fidelity.
- Demonstrate training in the prevention and remediation of language-based reading and writing difficulties.
- Ability to analyze, interpret, and use student data to guide instruction for students.
- Ability to plan, monitor, and evaluate outcomes of targeted instruction and accommodations for students.

- Ability to facilitate differentiation of the instructional program while maintaining the integrity of the program.
- Understand the process of dyslexia identification as it pertains to Special Education services.
- Demonstrate a working knowledge of best teaching practices in the areas of reading and writing.
- Demonstrate strong organizational, communication, public relations, and interpersonal skills.
- Ability to communicate effectively (written and verbal).
- Ability to work as part of a multidisciplinary special education team.

MAJOR RESPONSIBILITIES AND DUTIES:

ROLE 1: PROGRAM MANAGEMENT

1. Adhere to and promote the district's comprehensive dyslexia and reading program philosophy.
2. Facilitate and implement dyslexia and related services programs for the campus.
3. Conduct formal and informal campus meetings regarding dyslexia and related service programs.
4. Encourage and support the development and implementation of campus and district instructional goals for the dyslexia program.
5. Facilitate the implementation of new materials, methodologies, philosophies, and innovations to meet the needs of students.
6. Schedule and conduct assessments related to dyslexia identification.

ROLE 2: SCHOOL CLIMATE

6. Ensure that district and campus goals and objectives are implemented with the involvement of directors, coordinators, principals, and teachers when appropriate.
7. Communicate and support expectations that are consistent with district and campus culture and objectives.
8. Maintain a positive and effective relationship with principals, coordinators, teachers, and students.
9. Comply with all district and local campus routines and regulations.

ROLE 3: SCHOOL IMPROVEMENT

10. Assist in clarifying and pursuing a common vision for district and campus improvement.
11. Actively support the efforts to achieve district goals and objectives and the campus academic performance objectives.
12. Support implementation of district and campus assessment strategies.
13. Monitor student achievement data and interpret, report, and act on results.

ROLE 4: PROFESSIONAL GROWTH AND DEVELOPMENT

14. Attend and participate in district and campus dyslexia and related services training sessions, meetings, and work sessions as required to support the instructional program.
15. Monitor professional research and disseminate ideas and information to other professionals, provide leadership in identifying trends and opportunities, as well as solve problems related to instruction.
16. Develop needed professional skills appropriate to the job assignment.
17. Demonstrate professional, ethical, and responsible behavior, and serve as a role model for all district staff.
18. Follow Flour Bluff ISD's rules, regulations, and policies, as well as follow supervisors' directives.
19. Follow attendance policy as assigned by supervisor.
20. Perform other functions that may be assigned by the Administration and/or supervisor.

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, twisting.

Motion:

Repetitive hand motions, frequent keyboarding, and use of mouse.

Lifting:

Occasional light lifting and carrying (under 15 pounds).

Environment:

Occasional districtwide and statewide travel.

Mental Demands:

Work with frequent interruptions; maintain emotional control under stress.

The above statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list.