



**JESSE BACON, SUPERINTENDENT**  
ADRIENNE USHER, ASSISTANT SUPERINTENDENT  
BRANDY HOWARD, CHIEF ACADEMIC OFFICER  
TROY WOOD, CHIEF OPERATIONS OFFICER

**TO:** Dr. Jesse Bacon, Superintendent  
Dr. Adrienne Usher, Assistant Superintendent

**FROM:** *AAH* Dr. Althea Hurt, HR Director

**DATE:** March 13, 2025

**RE:** Item for the MARCH Board Meeting - UJob Description - Special Education Instructional Low Incidence Coach

**Requested is approval of the job description for “Special Education Instructional low Incidence Coach.”** The purpose of this position is to increase the capacity of teachers of students with significant cognitive disabilities to understand and effectively implement research-based and best practice instructional strategies to increase student learning for ALL students. The low incidence coach will work collaboratively with the Department of Special Education and the Student Learning Department to promote and implement district goals and initiatives, as necessary, along with supporting the mission and goals of schools.

**Attachment: Job Description**

*Submitted via Monday.com 3/15/25*

**BULLITT COUNTY PUBLIC SCHOOLS IS AN EQUAL EDUCATION AND EMPLOYMENT INSTITUTION**

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### **POSITION: Special Education Instructional Low Incidence Coach**

**POSITION SUMMARY:** The purpose of this position is to increase the capacity of teachers of students with significant cognitive disabilities to understand and effectively implement research-based and best practice instructional strategies to increase student learning for ALL students. Areas of focus include pedagogical planning/preparation, the classroom environment and daily classroom instruction. The low incidence coach models continuous improvement, a growth mindset, professional leadership and goes above and beyond for student success. The low incidence coach will promote reflection, provide guidance and structure where needed and focus on strengths, collaboration and common issues of concern. This role is responsible for high-quality instruction in classrooms serving students with significant cognitive disabilities through modeling, co-planning, co-teaching, coaching cycles, providing professional learning opportunities and providing feedback to teachers. The low incidence coach will work collaboratively with the Department of Special Education and the Student Learning Department to promote and implement district goals and initiatives, as necessary, along with supporting the mission and goals of schools.

### **QUALIFICATIONS:**

- Kentucky Special Education Teacher Certification, Rank II/Masters Degree, with a minimum of five years of successful teaching experience in special education
- Approval for Teacher Consultant in Program for Exceptional Children
- Demonstration of exemplary teaching skills, teacher leadership and high student learning growth using data
- Demonstration of excellent written and oral communication skills and the ability to work positively and cooperatively with others

### **TERMS OF EMPLOYMENT:**

- 187 days plus 6 extended days and supplement according to district pay scale
- Contract renewable each year with satisfactory evaluation and recommendation from the Director of Special Education
- School placement decided by Director of Special Education

**REPORTS TO:** Director of Special Education



# **BULLITT COUNTY PUBLIC SCHOOLS**

## **PERFORMANCE RESPONSIBILITIES:**

### **Essential Functions:**

- Support the Bullitt County Public Schools' mission, vision and goals
- Create positive relationships with teachers and administrators
- Facilitate the intentional and professional development of teachers of students with disabilities
- Gather, analyze and interpret data at the district, school and classroom level
- Promote, support and facilitate the professional learning community process across the district and schools within collaborative teams
- This position will also serve the role of a District Wide Assistive Technology Consultant.

### **Low Incidence Coach Performance responsibilities:**

- Support the instructional development of teachers of students with significant cognitive disabilities through modeling, co-teaching, coaching cycles, co-planning related to instructional strategies, classroom/behavior management, student engagement, intervention strategies, etc.
- Work with teachers of students with significant cognitive disabilities to problem solve and develop appropriate learning experiences/modifications
- Assists in adapting instructional and behavioral support materials for students with significant cognitive disabilities
- Assists teachers with the transition of students with significant cognitive disabilities from elementary to middle school, middle to high school, and high school to post-secondary programs
- Work with the district to design, expand and evaluate programs serving students with significant cognitive disabilities.
- Informally observe (non-evaluative) lessons and provide specific feedback for a teacher's professional growth and students' success
- Observe teachers of students with significant cognitive disabilities in a non-evaluative manner, looking for data related to critical teaching behaviors, fidelity to scientifically proven best practice, student behavior and performance and additional specific teacher concerns.
- Provide support and resources related to Alternate K-PREP requirements including aligning alternate standards with Kentucky Academic Standards, Employability and Academic Skills (EFAS) and College and Career Readiness requirements (TAR/ESAR)
- Use data analysis to facilitate the initial conversations regarding Guidelines for Participation in the Alternate Assessment

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- Collaborate with the District Assessment Coordinator to maintain accurate student rosters for Alternate K-PREP Assessment participation and maintain any data needed for KDE reports
- Contribute to the development of systems and structures to improve teacher practice at the district and within schools
- Support teachers of students with significant cognitive disabilities in their use of instructional and assessment programs
- Assist teachers of students with significant cognitive disabilities in developing standards-based units of study and standards-based lessons
- Support teachers of students with disabilities and administrators in using data to improve instruction on all levels
- Promote, support and facilitate the professional learning community process for all school levels for teachers of students with significant cognitive disabilities
- Work with school level collaborative teams in their efforts to deconstruct standards, analyze student work, create common assessments, analyze interim assessment results
- Consistently demonstrate knowledge of current best practices related to coaching teachers and utilizes these best practice instructional coaching methodologies/strategies when working with teachers
- Serve as a resource for teachers of students with significant cognitive disabilities on assistance or corrective action plans, as requested
- Attend meetings or conferences as needed to grow own professional growth for position
- Perform such other duties as assigned by the Superintendent/designee

### **Assistive Technology Coach Performance Responsibilities:**

1. Acts as an instructional coach to teachers and school staff who serve students with disabilities

Works with teachers to problem-solve and makes recommendations for technological solutions to provide accessibility for students with disabilities.

2. Makes recommendations for purchases of assistive technology equipment for student use and assists with the ordering process.
3. Assists with the distribution of assistive technology equipment to schools and maintains records of inventory.
4. Provides training and support to students on the use of technological devices. Monitors progress of students in ability to perform activities independently while using assistive technology.
5. Provides training and support to educational staff on the use of technological devices.
6. Assists in IEP development to incorporate AT when appropriate.

7. Assists the principal(s) in providing effective leadership and assists in responsibility for

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### PHYSICAL DEMANDS:

	Seldom/ Rare	Occasional (Up to 1/3 of Work Day)	Frequent (Up to 1/3 to 2/3 of Work Day)	Repetitive (Up to 1/3 of Work Day)
Standing/Walking				✓
Sitting			✓	
Handle/Finger/Feel			✓	
Reach/Push/Pull			✓	
Bend/Stoop/Crouch			✓	
Kneel/Crawl		✓		
Climb/Balance	✓			
Lift/Carry (Check Frequency)				
Up to 10 lbs.			✓	
Up to 20 lbs.			✓	
Up to 50 lbs.		✓		
Up to 100 lbs.	✓			
Over 100 lbs.	✓			

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Certified Personnel.

The statements herein are intended to describe the general nature and level of work being performed by employees assigned to this job classification. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned. Responsibilities and duties assigned are at the discretion of the supervisor.

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_