



Assess the distribution of Special Education support ensuring allocation is equitable and provides the best resources to efficiently and effectively meet the needs of all District students, families, and schools. **E**

Build positive relationships and coalitions, establish partners in innovation to support goals and secure consultants, specialists, and other community resources, as appropriate, to assist central office leaders, principals, and instructional staff in developing innovative teaching and learning for all students, including students with disabilities. **E**

Influence, Leadership and School Support

Demonstrate leadership presence that gains the confidence of others, communicate effectively tailoring messages for varied audiences, context, and modes of communication. **E**

Actively listen to others and effectively interpret motivations/perceptions, integrate feedback from others to achieve better results and proactively offer innovative solutions to seemingly intractable problems. **E**

Collaborate with principals, principal supervisors, and District departments to provide support for a variety of school settings and implement multi-tiered school support systems with necessary resources. **E**

challenge ideas and enable better decisions and outcomes for students. **E**, and dynamics to

Apply research and best practices to inform the

Talent Management and Professional Learning

Lead, supervise, mentor, and provide feedback and support to improve practice, build capacity, and maximize talent of staff. **E**

Promote collegiality, teamwork, and collaborative decision making among leadership and staff, continuously monitor progress and demonstrate persistence to overcome obstacles to achieve goals. **E**

Guide and support staff to develop, implement and evaluate strategies and ambitious project plans with a focus on results and goals. **E**

Increase the effectiveness of school-based special educators and assist in the recruitment, selection, and matching of candidates for special education and related services. **E**

Collaborate to refine and implement District evaluative frameworks, tools, and professional growth opportunities aligned with current research and significant developments on the state and national levels related to innovative instructional practices and continuous improvement strategies for students with special needs. **E**

Partner with District leadership to create district-wide professional development programs that build the capacity of teachers and leaders to implement inclusive practices for students with special needs. **E**

Make decisions based on research and best practices in special education, psychology, social work, health, counseling, student support team, and related services. **E**

Compile budgets, cost estimates, and timelines based on District needs, goals and improvement priorities and s , e.g., allocation of money, people, time, etc. **E**

Be accountable and hold administrators, teachers, and students accountable for increasing student achievement; value risk taking and innovation in support of performance improvements throughout the District. **E**

Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups by working with all of the diverse communities. **E**

Provide a positive climate of interaction and communication between school staffs, families, and the community, as related to special education, innovation, and learning. **E**

Perform related duties consistent with the scope and intent of the position.

**TRAINING, EDUCATION AND EXPERIENCE:**

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

Utilizing data and assessment results to inform instruction and provide effective interventions for improved student achievement.

District Curriculum, District content standards, and the California Standards for the Teaching Profession.

State and Federally identified school improvement models and requirements.

Commitment to effective decision-making and accountability for results.

Best practices and current on national trends and research for the instruction of diverse learners.

Communicate clearly and concisely, respond to questions, both orally and in writing, for multiple audiences.

Planning, organization, and direction of multilingual education.

Current research and theory of second language acquisition, effective English language development methods, and bilingual methodology.

Purpose, rules, and regulations of state and federal categorical programs.

Curriculum development policies and procedures.

Budget preparation and control.

Demonstrate knowledge and expertise of all state and federal multilingual programs; develop and manage the budget for the Multilingual Education Office.

Coordinate and promote seeking of additional funds through grants and other sources related to multilingual education.

Compile cost estimates and timelines based on District needs, goals and improvement priorities and prepare and present clear and concise reports, effectively present information and respond to questions for multiple audiences.

Work independently with little direction to meet schedules and timelines.

Prepare comprehensive narrative and statistical reports on a variety of educational topics.

Communicate clearly and concisely, respond to questions, both orally and in writing, for multiple audiences.

Read, interpret, apply, explain and provide guidance on special education rules, regulations, policies, and procedures.

Supervise and evaluate the performance of assigned staff.

Operate a computer and related software.

Meet state and District standards of professional conduct as outlined in Board Policy.

### **WORKING CONDITIONS:**

#### **SAMPLE ENVIRONMENT:**

Office environment; drive a vehicle to conduct work.

#### **SAMPLE PHYSICAL ABILITIES:**

Hear and speak to make presentations, and exchange information in person and on the telephone; dexterity of hands and fingers to operate a computer keyboard; see to read, prepare documents and reports, and view a computer monitor; sit or stand for extended periods of time; bend at the waist, and reach overhead, above the shoulders, and horizontally; lift light objects.

#### **SAMPLE HAZARDS:**

Occasional contact with dissatisfied or abusive individuals.

**HEALTH BENEFITS:** District pays a portion