Supervisor- Special Education Services

**Special Education Services Mission Statement:**
We support principals and teachers to provide effective, high quality, standards based instruction and resources that enable each student with a disability to achieve their individual goals to his or her potential.

**Special Education Services Goals:**
Program excellence, fiscal responsibility, and public relations

**Position Description**
Under the supervision of the Assistant Superintendent of Special Education Services, Special Education Supervisor is responsible for partnering in the development, coordination, and facilitation of Special Education services. This position will support the development of inclusive educational services as well as the redesign of the special education department. This position coordinates with other departments and divisions to enhance available educational services and support and to provide support in meeting district, state, and federal accountability requirements through innovative approaches and models.

This position also provides professional learning and leadership coaching and mentoring to SFUSD educators that work with students receiving Special Education services.

**Essential Job Functions**
• Supports the design and implementation of structures for building in an equity focus to all SFUSD work and to all professional learning work across the district with emphasis on Inclusive pedagogy and strategies that addresses the needs of students who receiving Special Education services;

• In partnership with the team of Instruction, Innovation and Social Justice (IISJ), provides leadership in the identification, design, dissemination, implementation, and evaluation of inclusive and promising/best practices in core curriculum and assessment, culturally and linguistically responsive pedagogy, reform, transformation, and innovation; facilitates implementation of research-based intervention programs and curricula that have demonstrated success with students receiving Special Education services;

• Establishes and evaluates district goals, priorities, processes, and systems for the effective delivery of inclusive, culturally and linguistically responsive pedagogy, systems, and tools, including those that serve language/ethnic minority students and students with disabilities;

• Manages various professional learning and leadership projects related to strengthening the delivery of Inclusive Special Education services across SFUSD;

• Plans and facilitates various relevant community committees and networks that support staff and students in inclusive education, differentiated teaching and learning experiences;

• Supports equity centered professional learning and leadership;
• Co-designs and develops new professional learning and leadership resources, processes, and structures that support closing the achievement and access gaps in inclusive educational settings, accelerating and sustaining student achievement;

• Supervises and evaluates Teachers-on-Special-Assignment and other department staff;

• Collaborates with and supports Principals concerning their special education programs as well as community agencies to provide core a continuum of educational opportunities for young children with disabilities;

• Is responsive to requirements of the California Department of Education;

• Oversees various Professional Development opportunities for Special Education Staff;

• Other duties assigned by the Assistant Superintendent.

Job Requirements
• Knowledge of Article 7, IDEA, and Section 504. This includes knowledge of nondiscriminatory evaluation, placement and reevaluation criteria, parental participation, individual education components, related services, least restrictive environment, due process proceedings, and suspension/expulsion procedures.

• Experience as a special education teacher in an inclusive setting and/or public school district special education administrator; designing and implementing equity centered professional development opportunities; identifying innovative, promising, and best practices for creating successful and sustainable development and achievement for students receiving Special Education services and underserved student populations.

• Skill in managing resources to implement and accomplish long and short term program goals; using student, school, and community data to assess professional learning needs; facilitating group processes; researching, interpreting, analyzing, reporting, and implementing promising practices and innovations; developing and coordinating curriculum and instruction strategies as they relate to Standard English Learners and other underserved students and schools.

• Knowledge of adult learning and professional development; web-based professional learning and leadership standards; curriculum and instruction applicable to underserved student populations; California ELD and academic standards; pedagogical principals and practices in effective teaching and learning for underserved students, and their educators and parents; existing approaches which have been successful in closing the achievement/access gaps and increasing the college-going rate of underserved students; existing and emerging local, state, and national resources; federal, state, and local laws, codes, regulations, and requirements pertaining to low performing schools.

• Ability to establish program goals consistent with the district strategic plan; train and supervise staff; establish and manage priorities, processes and procedures; work independently; establish and maintain appropriate project deadlines; manage multiple projects; work with a variety of individuals and groups;
communicate effectively orally and in written form; exercise sound judgment, model norms of behavior that reflect high expectations for staff, students, and community members; travel to various locations.

Minimum Qualifications
• Job requirements indicated above;
• Possession of a valid California Driver’s License;
• Possession of a valid California Administrative Services Credential or current enrollment in an approved Administrative Intern program
• Five (5) years of experience teaching special education in schools serving underserved students
• Experience coaching and designing/facilitating professional development opportunities
• Experience with educational issues as they relate to accelerating the learning of linguistic, ethnic, and cultural minority student populations
• Demonstrated ability to work in collaborative teams that include parents/families and professionals
• Technologically literate

Desired Qualifications
• Experience helping a school or district implement RtI and/or PBIS
• Experience planning staff development programs;
• Experience as a facilitator, coach, and/or presenter;
• Experience using multimedia technologies for classroom and professional development Applications;
• Autism/ABA experience preferred
• Possession of CLAD/BCLAD certification;
• Bilingual/Biliterate.