

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Administrator, Teaching and Learning	CLASSIFICATION:	Certificated Management, United Professional Educators (UPE)
SERIES:	None	FLSA:	Exempt
JOB CLASS CODE:	9778	WORK YEAR:	12 Months
DEPARTMENT:	Special Education	SALARY:	Range 58 Salary Schedule B
REPORTS TO:	Assistant Superintendent, Special Education, Innovation and Learning	BOARD APPROVAL:	11-03-05
		BOARD REVISION:	09-21-06
		HR REVISION:	08-25-15
		CABINET REVISION:	08-19-2020

BASIC FUNCTION:

The Administrator for Teaching and Learning works directly with school-site administrators and Instructional Assistant Superintendents to develop comprehensive programs for students at-risk and those served within special education; participates in a direct special education service delivery model at the school level to develop stronger problem-solving interventions and ensure best practice implementation for all students, including students with disabilities; and assists in professional development activities for both special education and general education staff.

REPRESENTATIVE DUTIES: (Incumbents may perform any combination of the essential functions shown below [E]. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

In accordance with District and school-based programs and efforts, assist in planning the implementation of literacy programs, behavior intervention models and other curricular programs to support the alignment of SCUSD essential standards with effective teaching practices in both general and special education. **E**

Address preconceptions and model open dialogue about race, culture, class and other issues of difference with peers, staff, students and the community. **E**

Demonstrate cultural proficiency, sensitivity, and equity to ensure all students', including students with disabilities, needs are met. **E**

Use research and best practices to inform the development of instructional strategies/practices, i.e., academic, behavior, and social, emotional and learning (SEL) and intervention to improve the delivery of special education and related services. **E**

Utilize the Multi-Tiered System of Support to help schools differentiate instruction and supports needed to ensure success for all students, including student with disabilities. **E**

Plan at the school level with principals, general, and special education teachers, e.g., Student Study Teams (SST), for the implementation of effective problem-solving strategies for student's at-risk. **E**

Facilitate the coordination of inclusive teaching and collaboration programs at the school site; monitor their effectiveness in terms of quality of services to students with disabilities, in the least restrictive environments. **E**

Coordinate and/or conduct professional development and coaching activities at the school level to improve teaching and learning in both general education and special education classrooms. **E**

Work with site administration to plan, develop, and support innovative programs for students with disabilities, that assesses the needs of students, identifies the barriers, and develops strategies to achieve established outcomes. **E**

Support and collaborate with school-site principals and Individualized Education Program (IEP) Teams to assist in the implementation of special education services at the school level. **E**

Engage in data-based problem solving for academics, behavior and SEL to drive decisions and achieve the best student outcomes. **E**

Collect and analyze school level SST data and referral patterns of students to ensure tiered and differentiated support is provided with fidelity over a sufficient period of time; monitor and adjust for student success. **E**

Work to ensure students with disabilities are educated in the least restrictive environment. **E**

Facilitate the coordination of appropriate placement of students at the school level and augment academic and/or behavior support to ensure success and benefit of special education services. **E**

Work closely with Special Education Local Plan Area (SELPA) Director and site personnel to secure required data related to compliance, quarterly and annual reviews, and related services. **E**

Monitor and facilitate corrections to the Special Education Information System (SEIS) school-based data, maintain class lists, and enrollment projections. **E**

Serve as an immediate communication conduit at the school level for parents/advocates and outside agency personnel. **E**

Represent District, as needed, in IEPs attended by attorneys and advocates. **E**

Represent the District, as needed, with SELPA Director at mediations and due process hearings. **E**

In coordination with the SELPA Director, support the implementation of settlement agreements, hearing orders, corrective actions resulting from state complaints and compliance reviews; participate in the development of SELPA improvement plans and their cycle of implementation. **E**

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; and plan, coordinate, and arrange for appropriate training of assigned staff. **E**

Provide a positive climate of interaction and communication between school staffs, families, and the community, as related to Special Education. **E**

Communicate and collaborate with other administrators, District personnel, and outside organizations to coordinate activities and programs, resolve issues and conflicts, and exchange information; model District standards of ethics and professionalism. **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**

Perform other related duties as assigned by the Assistant Superintendent of Special Education Innovation and Learning. **E**

TRAINING, EDUCATION, AND EXPERIENCE:

Bachelor's degree in related field with a minimum of five (5) years of certificated experience; Master's degree preferred. Other professional experiences should include at least three (3) years of experience working in an administrative position and supervising special education programs on a school site or within the central office.

LICENSES AND OTHER REQUIREMENTS:

Hold a current Administrative Services and a valid Teacher Credential with an English Language Authorization from the State of California Commission on Teacher Credentialing. A valid Education Specialist authorization or Education Specialist credential is preferred. Valid California driver's license; provide personal automobile and proof of insurance.

KNOWLEDGE AND ABILITIES:**KNOWLEDGE OF:**

- Planning, organization, and direction of Special Education Programs and activities.
- Curriculum for Special Education Programs.
- Multicultural community and demographics.
- District educational goals, objectives, policies, procedures, and organization structure.
- Current applicable laws, codes, regulations, policies, and procedures governing Special Education.
- School district organization, operations, policies, and objectives.
- Effective management principles, practices, and supervision techniques.
- Report writing and presentation.
- Oral and written communication skills.
- Interpersonal skills using tact, patience, and courtesy.
- Computer hardware and related software applications.

ABILITY TO:

- Demonstrate belief and hold oneself and others accountable for reaching high academic achievement of all students.
- Comfortable addressing matters of equity, race, disability and bias in decision-making.
- Understand and implement promising, innovative and effective instructional practices and models that improve outcomes for all students, including students with disabilities.
- Implement a strong data driven problem-solving model that ensures instructional best practice implementation for all students, including students with disabilities.
- Develop, coordinate, and implement District Special Education Programs which are aligned with a multi-tiered system of support and the vision/mission of the District.
- Plan, organize, and supervise Special Education programs and services in the District.
- Read, interpret, apply, explain and provide professional learning for rules, regulations, policies, and procedures.
- Demonstrate an understanding and willingness to learn special education legal mandates and regulations that govern the provision of special education and related services.
- The ability to communicate clearly and concisely, and respond to questions, both orally and in writing, for multiple audiences.
- Demonstrate leadership presence that gains the confidence of others.
- Actively listen to others and effectively interpret motivation/perceptions.
- Able to integrate feedback from others to achieve better results.
- Build positive relationships and coalitions.
- Maintain visibility and works collaboratively with diverse stakeholders at all levels, i.e., District staff, students, families, communities, advocacy groups, etc.
- Work independently with little direction to meet schedules and timelines.
- Supervise and evaluate the performance of assigned staff.

- Meet 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; and lift light objects.

SAMPLE HAZARDS:

Occasional contact with dissatisfied or abusive individuals.

(Former Classification: Supervisor, Special Education)

HEALTH BENEFITS: District pays a portion of the employee's health benefits through District-offered plans.