

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
Position Description**

<b>TITLE:</b>	Assistant Superintendent, Special Education, Innovation, and Learning	<b>CLASSIFICATION:</b>	Non-Represented Management - Certificated
<b>SERIES:</b>	Assistant Superintendent	<b>FLSA:</b>	Exempt
<b>JOB CLASS CODE:</b>	9779	<b>WORK YEAR:</b>	12 Months
<b>DEPARTMENT:</b>	Special Education	<b>SALARY:</b>	Range 24 Salary Schedule A
<b>REPORTS TO:</b>	Chief Academic Officer	<b>CABINET APPROVAL:</b>	06-23-2020

**BASIC FUNCTION:**

The position of Assistant Superintendent for Special Education, Innovation, and Learning develops and implements SCUSD’s policies and procedures for identifying and meeting the needs of diverse learners, leads comprehensive planning and coordination, and provides system leadership to ensure equitable access to high-quality special education and related services. Major responsibilities of the role include, but are not limited to: plan, organize, and supervise Special Education Programs and services in the District which are in harmony with and supportive of District goals; develop, assess, and recommend innovative ideas and school models that will have a positive impact on student achievement, increase equity, and close opportunity and achievement gaps; and ensure that District goals and objectives for students with disabilities are developed using collaborative processes and problem-solving techniques in order to support and accelerate improved outcomes for students with disabilities.

Collaborate and communicate closely with the Superintendent and other leadership to set the vision and strategy for students with disabilities and respective programs and services. Craft a comprehensive strategy that enables District leaders to develop and implement a clear, understandable and transparent vision of equity and learning. Develop innovative school structures so students engage in rigorous, technology-rich, problem-solving learning that enables them to solve authentic challenges and develop pathways to goals. Evaluate the effectiveness of continuous improvement innovations to best serve students with disabilities and mitigate disempowering differences so all students thrive academically, socially, and civically as District strategies evolve. Perform other duties as assigned by the Superintendent and Chief Academic Officer.

**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.)**

Equity Leadership and Student Success

Set a clear vision and goals for the Office of Special Education to increase academic achievement and provide support for students with special needs. **E**

Cultivate a commitment among all District staff that all students will achieve high standards. **E**

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

Demonstrate cultural proficiency, sensitivity, and equity to ensure students’ needs are met. **E**

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**

Comfortable pushing group's thinking; skillfully navigating political structures, relationships, and dynamics to challenge ideas and enable better decisions and outcomes for students. **E**

Apply research and best practices to inform the development of theories of pedagogy, intervention programs, and improve the delivery of special education and related services. **E**

Plan, develop, and implement an innovative comprehensive program for students with disabilities, which assesses the needs of students, identifies the barriers, establishes objectives and priorities, develops strategies to achieve objectives, and evaluates programs. **E**

Assist with the administration of the District's two special schools for students. **E**

#### Systems and Policies

Ensure responsive and efficient services including appropriate due process in the best interest of students with special needs. **E**

Garner feedback from schools to inform District-level special education policies and practices; assess the effectiveness of the department to effectively prioritize, plan, innovate, and implement improvements as needed. **E**

Establish processes for quality controls, operational efficiency, and accuracy in departmental work. **E**

Use and analyze data to drive decisions and guide problem-solving to achieve the best student outcomes. **E**

Share data with broad audiences to improve transparency and communication; facilitate problem-solving and dispute resolution to ensure appropriate services and resources are in place for students. **E**

Develop and implement promising, innovative special education programming that improves student success and address systemic issues efficiently, effectively, and consistently. **E**

Consult with central and school-based staff on specific individual cases when further interpretation of federal, state and/or local policies are required. **E**

Provide technical assistance to staff, families, and outside agencies based on expert understanding of special education law, including legal mandates and regulations governing special education and related services. **E**

### 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 strategically manage and allocate resources aligned to students' needs, 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:**

Any combination equivalent to: Master's degree in special education, educational administration or a related field from an accredited college or institution; doctorate preferred. Six (6) years of supervisory, administrative, and/or management experience in special education or related field, preferably in a large urban school district. Experience as a teacher and/or school leader with documented success in improving student outcomes preferred. A clear track record of improving academic outcomes for students with special needs.

### **LICENSES AND OTHER REQUIREMENTS:**

Hold a current Administrative Services Credential and Teaching Credential from the State of California Commission on Teacher Credentialing; Education Specialist Instruction Credential preferred. Valid California driver's license; provide personal automobile and proof of insurance.

**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.
- Applicable laws, codes, regulations, policies, and procedures.
- School district organization, operations, policies, and objectives.
- Interpersonal skills using tact, patience, and courtesy.
- Effective oral and written communication skills.
- Principles and practices of management, supervision, and training.
- Technical aspects of field of specialty.
- Evaluation approaches, strategies, and techniques.
- Operation of a computer and related software.

**ABILITY TO:**

- Experience in teaching and leading adults in a school-based setting, and providing educators with feedback.
- Demonstrated success in delivering high-quality professional development.
- Facilitate the development, enhancement, and improvement of curriculum and instructional programs.
- Assure compliance with District content standards and the California Standards for the Teaching Profession (CSTP).
- Develop and plan professional development, curriculum, and training programs.
- Prepare and submit federal and state reports to as needed and makes presentations as required by the Chief Academic Officer.
- Interpret and clarify data, goals, and outcomes of the District's multilingual educational programs as needed to the Board of Education, Superintendent, District, and school leadership and the community.
- Demonstrate knowledge and understanding of bilingual/ESL education theory and practices, use this information and other data to guide continuous program improvement innovation to support student progress and success.
- Read, analyze, and interpret professional journals, technical procedures, and governmental regulations related to multilingual programs and instructional best practices and communicate to leadership and staff.
- Understand, develop, and implement English Learner assessment literacy strategies to ensure District and school staff use assessment results to guide instruction and program priorities.
- Analyze and identify present and potential problems, develop and evaluate alternate solutions and propose plans of action related to development and implementation of District multilingual programs.
- Provide direction to others and make independent judgments, keep and maintain accurate records, meet deadlines, and communicate effectively both orally and in writing with individuals of varied cultural and educational backgrounds.
- Participate in meetings, workshops and seminars for the purpose of conveying/gathering information required to perform job functions and/or maintaining relationships with other agencies, e.g., state and regional committees and conferences, workshops, and orientations.

- 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 of the employee's health benefits through District-offered plans.