



Academic Program Assistant Director - Special Education

BASIC FUNCTION

Under administrative direction, provide leadership to a centralized academic service and/or support program; participate in the development, implementation, monitoring, and evaluation of the operational and/or instructional vision and focused plans for assigned programs; supervise and support professional educators in program activities; manage operational support activities, staff and budgets; implement the District's Racial Equity Policy ensuring a culture of high expectation which provides every student with equitable access to high quality and culturally relevant instruction.

REPRESENTATIVE DUTIES

This description does not describe all duties performed. This summary provides examples of typical tasks performed.

INCLUSIVE PRACTICES LEADERSHIP “E”

- Participate in the planning, development, and implementation of district wide systems and structures in support of inclusive practices.
- Plan, oversee and coordinate staff development offerings for district staff, curriculum planning, textbook and materials selection and adoption, and instruction in collaboration with licensed staff and building administrators.
- Participate in the development and implementation of department budgets; manage and/or oversee assigned budget allocations to ensure appropriate use of resources.
- Develop and implement policies and procedures for identification, placement, and provision of services to students with a broad range of disabilities.
- Participate in the interpretation and implementation of state and federal legislation related to Special Education and/or 504 programs.

INSTRUCTIONAL LEADERSHIP “E”

- Coach and collaborate with building administrators in the delivery of innovative and research-based methodologies used to instruct students with disabilities.
- Participate in the development and evaluation of integrated special education programs based on identified student instructional and behavioral needs data.
- Participate on cross functional teams, collaboratives, and committees to advocate for students with disabilities.
- Lead and deploy assigned program improvement plans focused on integrated special education services and supports.

- Develop and Lead the evaluation and improvement of special education programs which provide access and support of students with disabilities to high-quality instruction.
- Implement and maintain information systems to track progress on program performance objectives and activity excellence indicators with a focus on student achievement.

COMMUNICATION AND STAKEHOLDER ENGAGEMENT “E”

- Articulate and solicit support in accomplishing the special education program mission, vision and core values.
- Develop and maintain collaborative relationships with buildings administrators, central office, and various employee groups throughout the district in support of the PPS Special Education mission and vision.
- Develop and maintain positive, responsive relationships with parents, advocates and community members in support of the PPS Special Education mission and vision.
- Participate on cross-functional teams, collaboratives, committees and similar partnerships to advocate for PPS students with disabilities.
- Represent the district and assigned schools in meetings, workshops, conferences and professional activities.

PROFESSIONAL TEAM GROWTH “E”

- Support district and school site administrators and staff by developing and deploying policies, procedures and professional development related to assigned programs.
- Supervise the performance of assigned personnel including special education administrative, licensed, and non-licensed staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions.
- Participate in building and leading a program team which reflect diverse perspectives
- Coach, counsel and mentor department staff in the effective delivery of program objectives and services.
- Perform related duties as assigned.

EMPLOYMENT STANDARDS**Knowledge of:**

Federal and State laws, regulations and interpretation regarding the delivery of education programs and services for students with disabilities.

Federal and State laws, rules and procedures regarding special education finance, budgeting and accounting.

K-12 Education public schools' laws, policies and guidelines related to administration, curriculum and leadership.

District labor organizations and collective bargaining agreements.

Grant writing and application processes.

Research-based instructional strategies and models for improving instructional practices for all students.

High Leverage Practices for Special Educators.

Effective leadership and management strategies and techniques.

Collection of and data use methods and progress monitoring.

Academic programs achievement standards which align to district goals.

District organization, operations, policies and objectives.

Existing and emerging technologies, including education, business, and internet software applications.

Ability to:

Manage systemic change and successfully implement reform initiatives that produce significant gains in closing the achievement gap for students with disabilities.

Monitor and evaluate program's progress and modify plans to meet intended outcomes.

Build a culture of equity that is student-centered.

Direct, supervise, and evaluate programs and staff.

Build and sustain productive relationships

Advocate, model and implement Portland Public School's Racial Equity Initiative and board policies.

Plan and pursue professional development for self and staff members.

Learn and implement the PPS Equity in Public Purchasing and Contracting board policy.

Focus on narrowing disparities between the highest and lowest performing students.

Welcome and empower students and families, including underrepresented families of color and those whose first language may not be English, as essential partners in student education, school planning and District decision making.

Operate a variety of computer technologies and related hardware and software.

Communicate effectively, both orally and in writing.

EDUCATION & EXPERIENCE:

A State of Oregon issued Administrative License is required at the time of appointment.

A minimum of three (3) years of experience as a PK-12 school-based \special educator including a minimum of one (1) year of experience as a Special Education or Building administrative leader with demonstrated results in improving the academic performance of students is required. Experience with demonstrate Experience working in a richly diverse school community and environment is highly desirable.

Special Requirements:

Positions in this classification may require the use of a personal automobile and possession of a valid driver's license.

Work hours will routinely include evening and weekend activities and meetings and district, school and student functions.

Some positions in this classification may require the ability to read, write and speak in a language other than English.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Remote Work Eligibility: ad-hoc.

FLSA:	Exempt	Approval Date:	May 2024
Classification:	Academic Programs Assistant Director		
Job Code	1676		
Bargaining Unit:	N/A		
Salary Grade:	Licensed Administrator Salary Schedule Pay Level 3		
Work Year(s):	260		

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. *The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service (Board of Education Policy 1.80.020-P).*

Human Resources partners with district leadership to recruit, develop, and support a culturally diverse workforce dedicated to the highest standards of equity and achievement that creates an environment of empowerment and success for our students, employees, and the communities we serve.