



California Collaborative for Educational Excellence



Marin County Superintendent of Schools  
As Fiscal Agent for the  
California Collaborative for Educational Excellence

### ***Anticipated Opening***

*This is an anticipated opening. The actual opening is subject to consideration, modification, and approval by the CCEE Governing Board. The next scheduled meeting of the CCEE Governing Board is February 1, 2018. If the Board approves the opening, applications for the open position will be considered at that time.*

### **Professional Expert**

### **Director, Education – Special Education**

#### **DEFINITION:**

Under the direction of the Executive Director, the Director of Education – Special Education provides planning and organizing leadership of the operations, activities, educational services, and support functions for the California Collaborative for Educational Excellence (CCEE). The Director of Education – Special Education serves as the main instructional improvement and transformation strategist for technical assistance supporting students with disabilities that is provided to school districts, charter schools, and county offices of education (COEs) by the CCEE.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

*Any one position may not include all of the listed duties, nor do all of the listed examples include all tasks, which may be found in positions within this class. Job descriptions are written as a representative list of the ADA (Americans with Disabilities Act) essential duties performed by the entire job classification. Typical tasks include any duties and responsibilities assigned to the Director job family, and:*

- Assists districts in identifying and implementing strategic and intensive interventions for the purpose of providing a system of support focused on increasing student achievement and college and career readiness, especially for students with disabilities.
- Conducts research for the purpose of developing and supporting improved teaching and learning as well as systemic improvement to improve outcomes for students with disabilities between and among CCEE stakeholders.
- Develops professional development activities that are designed to:
  - Improve the performance of students, including students with disabilities, and students who are low income, English learners, or in foster care; and
  - Enhance teacher and staff understanding of educational practices, instructional strategies, curriculum standards, and instructional material guidelines, especially as they pertain to supporting students with disabilities.
- Coordinates with school district, charter school, and COE leadership to increase the use of student data to analyze, develop, and implement plans to improve student academic performance.
- Analyzes statewide student data for the purposes of program development to support the statewide system of support and improve outcomes for students with disabilities.
- Develops an evidence-based repository of best practices designed to close achievement gaps, especially for students with disabilities.

- Assists school districts, charter schools, and COEs in developing long- and short-range plans, programs, and annual budgets for the purposes of ensuring that district resources are effectively utilized to support student achievement.

Performs other duties as assigned requiring essentially the same effort, skill and responsibilities when work requirements are changed or modified.

### **MINIMUM QUALIFICATIONS**

*To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

#### **EDUCATION:**

Bachelor's degree from an accredited college/university is required. Master's degree or other advanced degree desired.

#### **EXPERIENCE:**

A minimum of five years recent successful experience in special education, with at least three years of experience with special education administrative duties and demonstrated turnaround experience at the school district level improving outcomes for students with disabilities is desired.

#### **KNOWLEDGE OF:**

- Current and effective instructional strategies, curriculum, practices, and research to support student academic success, particularly targeting students with disabilities
- Title I and other federal funding-related improvement planning
- Local Control Funding Formula (LCFF) policy, Local Control and Accountability Plan (LCAP) document and processes, especially as they relate to program services at the district level
- High leverage strategies for engaging education-focused state agencies, local educational agencies, nonprofits, and community partners
- Standard practices for engaging local, state, and national news media
- State of the science education research practices
- Basic budgetary practices

#### **ABILITY TO:**

- effectively plan, develop, administer, implement, and evaluate programs related to assignment;
- establish and maintain effective working relationships with staff, county office, school district personnel, the public, and other related individuals;
- analyze issues, create plans of action, and reach solutions; problem solve with data and equipment;
- implement and monitor instructional strategies that promote academic achievement and English language proficiency;
- interface with other departments to coordinate services for achieving special education goals; ability to interpret and remain current on all federal, state, and local mandates for special education and Section 504 services;
- develop and maintain program budgets;
- read technical information, compose a variety of documents, and/or facilitate group discussions;
- meet the frequent travel requirements of the position;
- establish and maintain cooperative and professional working relationships with staff, the public, and other agency personnel; perform overtime as needed and perform job safely.