

JOB DESCRIPTION

POSITION TITLE:	Special Education Supervisor, Early Intervention/Early Childhood Program
DEPARTMENT & PROGRAM:	Early Learning Early Intervention / Early Childhood Special Education
WORK YEAR:	12 Months 240-day contract
SALARY PLACEMENT:	Range 8
SUPERVISED BY:	Program Coordinators / Director
ASSOCIATION:	Non-represented. Meet & Confer.
FLSA STATUS:	Exempt

GENERAL DESCRIPTION OF THE POSITION:

The Supervisor assists the Coordinator in managing the instructional program for children with special education eligibility birth to age 5, supports program improvement activities, and assists in the District's compliance with state and federal standards pertaining to special education. The Supervisor prioritizes and manages time to be regularly in EI/ECSE settings with children and staff. The Supervisor contributes to a program culture and instructional program conducive to children's learning and staff professional growth.

ESSENTIAL FUNCTIONS:

1. Assists the Coordinator in planning and organizing personnel, fiscal, and technological resources to enable children to receive a Free Appropriate Public Education in the EI/ECSE Program
2. Supervises and evaluates the performance of licensed and classified employees; supervises the evaluation of educational assistants
3. Participates in recruitment, selection, and assignment of program personnel
4. Communicates with staff within the role and strategies agreed upon with the Coordinator and the Director
5. Participates in establishing program goals, gathers data on instructional improvement needs, and assists in professional development, supervision of instruction, and related services, including behavior, motor, and speech-language
6. Supervises the implementation of established program-specific procedures and directives and participates in systematic oversight strategies to monitor compliance with program procedures
7. Assists in supervising the daily operation of the program; fulfills delegated responsibilities to maintain safe, efficient, and effective learning environments; and supervises staff in natural environments which will include children's homes
8. Administers all program functions in compliance with state and federal special education laws, and ESD and department policies
9. Provides input to the Coordinators prior to developing program budgets, and recommends expenditures within budget appropriations
10. Assists in promoting the use of the most effective and appropriate technologies to support teaching and learning for children served in the program, including augmentative communication and assistive technology
11. Acts as the ESD representative at IFSP team meetings, as assigned
12. Develops positive working relationships with parents, component school districts, and community partner agencies
13. Operates the program within the conditions, procedures, and practices established in the labor contracts
14. Participates as a member of the department's leadership team
15. Informs the Coordinator of significant issues that may impact the program, ESD, or component school districts
16. Collects and maintains accurate records including children's education files and applicable personnel documents, as assigned

ADDITIONAL FUNCTIONS:

1. Follows and supports district and program values, policies, procedures and requirements
2. Works cooperatively and harmoniously with families, co-workers, supervisors, and community partners of diverse backgrounds
3. Maintains professional and technical knowledge by participating in professional development activities
4. Maintains regular communications including checking and replying to work email on a regular daily basis
5. Maintains regular and punctual attendance
6. Performs other duties as may be assigned

The description contained herein reflects general details as necessary to describe the principle functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload. Employees who hold this position may be asked to perform other duties as assigned.

ESSENTIAL COMPETENCIES:

1. **CULTURAL RESPONSIVENESS:** Actively demonstrates a commitment to supporting equity and inclusion, and serves as an advocate with colleagues, partners, and communities.
2. **ACCOUNTABILITY:** Takes responsibility and ownership for successfully accomplishing work and agency objectives, and delivering results. Sets high standards of shared performance for self and others.
3. **ACCURACY AND ATTENTION TO DETAIL:** Ensures work is thoughtfully completed, accurate, and error-free to the highest degree possible.
4. **PLANNING, ORGANIZATION, AND PRIORITIZATION:** Assesses the work to be performed and considers how it should be organized and accomplished, with appropriate priorities and realistic time parameters.
5. **RECORDKEEPING AND DOCUMENTATION:** Gathers, organizes, and maintains records, following confidential information and security protocols as needed. Accurately documents relevant/essential actions, processes, and practices.
6. **TEAMWORK:** Works collaboratively with others to achieve shared goals and make decisions.
7. **COMMUNICATION:** Maintains a high standard of written and verbal communication skills, and ability to present to diverse audiences, specifically individuals of differing abilities and racially, ethnically, and socioeconomically diverse communities.

MINIMUM QUALIFICATIONS:

1. Master's degree in Education
2. Appropriate administrative license as required by Teacher Standards and Practices Commission
3. Recent successful special education teacher or administrative experience in public education with skills sufficient to perform the essential functions
4. Working knowledge of best instructional practices and curriculum for children birth to age 5
5. Working knowledge of current state and federal laws, policies, administrative rules, and model programs related to implementation of the education goals set forth in IDEA
6. Proven excellence in interpersonal skills and communication
7. Demonstrated ability to use judgment in the analysis of facts to formulate recommendations for courses of action
8. Demonstrated skill in prioritizing multiple complex tasks and managing time to fulfill a laser- like focus on established goals
9. Demonstrated ability to compose and produce clear, coherent professional documents
10. Demonstrated ability to facilitate groups in meetings and workshop settings
11. Demonstrated ability to work with a team toward common goals
12. Written and oral communication skills sufficient to perform essential functions
13. Physical and mental attributes sufficient to perform essential functions

WORKING CONDITIONS:

1. Travel required delivering services in multiple sites during day and week throughout the areas served by program
2. Work settings vary from ESD offices, ODE, schools, school districts and stakeholder locations
3. Travel modes can include the use of public transportation
4. Some evenings and weekends may be required for program events

EQUIPMENT USED:

1. Personal vehicles
2. Personal cell phone

PHYSICAL JOB TASK REQUIREMENTS:

The physical requirements checked are essential to successfully performing the duties associated with this position.

- Light work.** Light work involves lifting no more than 20 pounds at a time with frequent lifting or carrying of objects weighing up to 10 pounds. Even though the weight lifted may be very little, a job is in this category when it requires a good deal of walking or standing, or when it involves sitting most of the time with some pushing and pulling of arm or leg controls. To be considered capable of performing a full or wide range of light work, you must have the ability to do substantially all of these activities. If someone can do light work, we determine that he or she can also do sedentary work.

Never	Rare / Intermittent	Occasionally	Frequently	Continuously
Not At All	Less than 1 hour or 1- 5% per day	1 – 3 hours per day or 6 – 33% per day	3 – 6 hours per day or 34 – 66% per day	6 – 8 hours per day or 67 – 100% per day

Lifting (X = REQUIRED)									
Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student not evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift.									
01-30 lbs		Never		Rare		Occasionally	X Frequently		Continuously
26-50 lbs		Never		Rare	X	Occasionally		Frequently	Continuously
> 50 lbs	X	Never		Rare		Occasionally		Frequently	Continuously

Employee may need to: (X = REQUIRED)										
Bend		Never		Rare		Occasionally	X	Frequently		Continuously
Climb	X	Never		Rare		Occasionally		Frequently		Continuously
Crawl	X	Never		Rare		Occasionally		Frequently		Continuously
Drive		Never		Rare	X	Occasionally		Frequently		Continuously
Kneel		Never	X	Rare		Occasionally		Frequently		Continuously
Reach (above shoulder)		Never		Rare	X	Occasionally		Frequently		Continuously
Reach (forward)		Never		Rare	X	Occasionally		Frequently		Continuously
Sit		Never		Rare		Occasionally		Frequently	X	Continuously
Squat		Never	X	Rare		Occasionally		Frequently		Continuously
Stand		Never		Rare		Occasionally	X	Frequently		Continuously
Twist		Never		Rare	X	Occasionally		Frequently		Continuously



Walk		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Run	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
Stairs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Lying Down	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
Hands may be used for: (X = REQUIRED)										
Grasping		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Pinching		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Finger Manipulation		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Wrists may be used for: (X = REQUIRED)										
Twisting/Turning		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Pushing/Pulling: (X = REQUIRED)										
01-30 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
31-50 lbs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
Carrying: (X = REQUIRED)										
01-30 lbs		Never		Rare	<input checked="" type="checkbox"/>	Occasionally		Frequently		Continuously
Description	Objects carried, for a maximum distance of 30 feet, include school supplies, teaching materials, and food items.									
31-50 lbs		Never	<input checked="" type="checkbox"/>	Rare		Occasionally		Frequently		Continuously
Description										
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare		Occasionally		Frequently		Continuously
Description										

MENTAL JOB TASK REQUIREMENTS:

The mental functions checked are essential to successfully performing the duties associated with this position.

X = Requirement | = Not Required

REASONING ABILITY:

- Complete routine, repetitive tasks with simple instructions
- Follow detailed instructions that require few changes
- Follow detailed procedures with several potential variables
- Accurately interpret behaviors and nonverbal communication and act on decisions
- Demonstrate logical or deductive thinking
- Provide creative, innovative solutions to job problems

CALCULATIONS:

- Perform simple copying, addition, counting, subtraction
- Perform multiplication and division
- Understand the metric system and conversions
- Manipulate fractions, decimals, and percentages
- Understand and use statistics
- Understand and use charts and graphs
- Understand and use advanced mathematics
- Understand the theoretical application of statistics and complex math

LANGUAGE:

- Read and understand product labels, policies written at the 10th grade level
- Follow verbal or demonstrated instructions
- Explain simple directions, copy data from one form to another
- Complete form letters or answer routine correspondence
- Compose correspondence independently
- Read and interpret complex technical material
- Speak and understand a second language
- Prepare complex reports and documents
- Speak with individuals and small groups in an articulate manner
- Speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

By signing below, I indicate that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request an accommodation to perform the essential functions of the position, and
3. I can perform the essential functions of this position without accommodation.

Print Name: _____

Signature: _____ Date _____

Clackamas Education Service District is proud to be an equal opportunity workplace. We respect and seek to empower each individual and support the diverse cultures, perspectives, skills and experiences within our workforce along with the students and families that we serve.