

JOB DESCRIPTION

Clackamas ESD

POSITION TITLE: Special Education Supervisor, Life Enrichment Education Program

DEPARTMENT: Special Education

RANK: TSPC-Licensed Supervisor

WORK YEAR: 230 Days

SUPERVISED BY: Special Education Coordinator

ASSOCIATION: Manager

GENERAL DESCRIPTION OF THE POSITION:

The Supervisor assists the Coordinator in managing the instructional program for students enrolled in the ESD's Life Enrichment Education Program (LEEP), 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 classrooms with students and staff. The Supervisor contributes to a program culture and instructional program conducive to student learning and staff professional growth.

ESSENTIAL FUNCTIONS:

1. Assists the Coordinator in planning and organizing personnel, fiscal, and technological resources to enable students to receive a Free Appropriate Public Education in the LEEP Program
2. Assists the Coordinator in placing and enrolling eligible students into LEEP classrooms; collects data on individual student needs; completes student observations; works with local school districts and parents; and attends placement meetings, as assigned
3. Acts as the ESD representative at IEP teams meetings, as assigned
4. Assists in promoting the use of the most effective and appropriate technologies to support teaching and learning for students served in the program, including augmentative communication and assistive technology
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
8. Administers all program functions in compliance with state and federal special education laws, and ESD and department policies
9. Provides input to the Coordinator in developing program budgets and recommends expenditures within budget appropriations
10. Participates in recruitment, selection, and assignment of program personnel
11. Communicates with staff within the role and strategies agreed upon with the Coordinator and the Director

12. Supervises and evaluates the performance of licensed and classified employees; supervises the evaluation of educational assistants
13. Develops positive working relationships with parents, component school districts, and community partner agencies
14. Operates the program within the conditions, procedures, and practices established in the labor contracts
15. Participates as a member of the department's leadership team
16. Collects and maintains accurate records including students' education files and applicable personnel documents, as assigned
17. Informs the Coordinator of significant issues that may impact the program, ESD, or component school districts

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 students with significant cognitive disabilities
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

PHYSICAL JOB TASK REQUIREMENTS:

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

1. Employee may need to:

- | | | | | |
|----------------------------|--|--|--|-------------------------------------|
| Bend: | <input checked="" type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Climb: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Crawl: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Drive: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Kneel: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Lift: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Reach:
(above shoulder) | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Sit: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Squat: | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Stand: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Twist: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Walk: | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |

2. Employee may use hands for:

- | | | | | |
|-------------------|---------------------------------------|--|---------------------------------------|-------------------------------------|
| Single Grasping | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Pushing & Pulling | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
| Fine Manipulation | <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |

3. Employee may use wrists for:

- | | | | | |
|------------------|---------------------------------------|-------------------------------------|--|-------------------------------------|
| Twisting/turning | <input type="checkbox"/> Continuously | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
|------------------|---------------------------------------|-------------------------------------|--|-------------------------------------|

4. Employee may use feet for repetitive movement as in operating foot controls:

- | | | | |
|---------------------------------------|--|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> Continuously | <input checked="" type="checkbox"/> Frequently | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Not At All |
|---------------------------------------|--|---------------------------------------|-------------------------------------|

5. Lifting:

- Light Work: Lift 20 pounds maximum with frequent lifting and/or carrying of objects weighing up to ten pounds. Even though the weight lifted may be only a negligible amount, a job is in this category when it requires walking or standing to a significant degree or when it involves sitting most of the time with a degree of pushing and pulling of arm and/or leg controls.

MENTAL JOB TASK REQUIREMENTS:

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

REASONING ABILITY:

- Routine, repetitive tasks with simple instructions
- Ability to follow detailed instructions that require few changes
- Ability to follow detailed procedures with several potential variables
- Problem solving ability and interpretation of events required for practical matters
- Ability to accurately interpret behaviors and nonverbal communication and act on decisions
- Logical or deductive thinking required frequently
- Creative, innovative solutions to job problems

CALCULATIONS:

- Simple copying, addition, counting, subtraction
- Ability to divide and multiply
- Understanding the metric system and conversions
- Fractions, decimals, and percentages
- Statistics, use of graphs
- Advanced mathematics
- Theoretical application of statistics and complex math

LANGUAGE:

- Ability to read and understand product labels, policies written at the 10th grade level, and ability to follow verbal or demonstrated instructions
- Ability to explain simple directions, copy data from one form to another
- Completes form letters or answers routine correspondence
- Composes correspondence independently
- Reads and interprets complex technical material
- Ability to speak and understand a second language
- Can prepare complex reports and documents as required
- Ability to speak with individuals and small groups in an articulate manner
- Ability to speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

Employee _____ Date _____

Supervisor _____ Date _____