PROGRAM DIRECTOR OF SPECIAL EDUCATION

A. QUALIFICATIONS:

1. The Program Director of Special Education shall have the general qualifications of a teacher of special education or assessment personnel as prescribed by the State Board of Educational Certification or Texas State Board of Examiners of Psychologists.

2. The Program Director of Special Education shall hold at least a master degree and a valid administrator’s certificate from an accredited college or university, or a master degree with eighteen (18) hours of coursework in the specialty area and a combination of fifteen (15) course hours in curriculum, supervision, research, tests and measurements, statistics, special populations, school finance, leadership/The Principalship, school law, and school finance.

3. The Program Director of Special Education shall have at least four (4) years of successful teaching in the area of special education, or four (4) years experience as special education assessment personnel.

B. APPOINTMENT:

The Board of Trustees shall appoint the Program Director of Special Education upon the recommendation of the Superintendent of Schools for a term of not more than two (2) years and the contract will be considered for extension at the regular March meeting.

C. REPORTS TO:

The Program Director of Special Education shall be responsible to the Executive Director of Special Education for the performance of all duties.

D. JOB PERFORMANCE STATEMENTS:

1. Instructional Management

   a. Works with school administrators, support staff, and teachers to establish effective special education programs and other support programs.

   b. Assists in improving the instructional program through classroom observation, visitation, and department meetings.

   c. Makes recommendations concerning the purchase and use of instructional materials.

   d. Evaluates and recommends improvement in the implementation of the special education instructional program, as well as related services.

   e. Communicates effectively with students, staff, parents, and community.
f. Demonstrates a clear sense of the department’s and district’s mission.

h. Promotes the integration of programs for identified students with disabilities in the least restrictive environment.

h. Coordinates procedures for appraisal, placement, transfer, and dismissal of students in the special education program.

2. School Climate
   a. Demonstrates ability to work with others in a positive, productive way.
   b. Fosters collegiality and team building among staff, encouraging their active involvement in decision-making.
   c. Mediates and facilitates effective resolution of conflicts in a timely fashion.
   d. Supports programs and actions that facilitate a positive, caring climate for learning and an orderly, purposeful environment.

3. School Improvement
   a. Identifies and builds a common vision with district staff for school improvement.
   b. Maintains the focus on academic achievement.
   c. Promotes the inclusion of identified students in special education in the least restrictive environment.
   d. Works with special education teachers to support instruction.
   e. Analyzes and applies research findings to facilitate school improvement.

4. Personnel Management
   a. Assists in identifying and/or encouraging participation in available staff development training options.
   b. Plans and implements the staff development program for special education.
   c. Plans and assists in implementation of appropriate district-wide staff development programs.
   d. Is supportive and instructive in monitoring the progress of assessment specialists.
e. Effectively provides guidance, support and orientation for special education staff members.

5. Administration and Fiscal/Facilities Management

a. Assists in the disaggregation of assessment data for use in placement and/or programming decisions relating to special education.

b. Is knowledgeable of and complies with district policies, state and federal laws and regulations.

c. Is effective in scheduling activities and the use of resources needed to accomplish determined goals.

d. Makes recommendations for special education department expenditures.

6. Student Management

a. Effectively communicates with parents, students, and school staff regarding the guidelines for disciplining students with disabilities and monitor to help ensure the guidelines are followed.

b. The guidelines for disciplining students with disabilities are followed.

c. Attend ARDs, staffing and conferences with parents to help resolve parent or student issues.

d. Provide materials needed as a means to manage student behavior.

7. School/Community Relations

a. Demonstrates awareness of school/community needs and initiates activities to meet those identified needs.

b. Effectively conferences with parents, administrators, and teachers concerning school and student issues.

c. Projects a positive image to the school and community.

d. Transports students, when necessary, for educational, medical, or appraisal purposes.

8. Professional Growth and Development

a. Uses information provided through assessment instruments, the district appraisal process, and evaluative feedback from supervisors to improve performance.
b. Utilizes information and insights gained in professional development programs for self-improvement.

c. Is prompt and thorough in completing assignments and attending to details accurately and efficiently.

d. Disseminates ideas and information to other professionals; provides leadership in addressing the challenges facing the profession.

e. Conducts oneself in a professional, ethical, and responsible manner.

f. Attend at least the minimal number of district required staff development hours.

9. Other

Perform other duties as assigned by the Superintendent of Schools.

E. EVALUATION:

1. The job performance statements shall constitute the criteria for an evaluation form with an evaluation code as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>Measure Not Being Taken.</td>
</tr>
<tr>
<td>1</td>
<td>No Measurable Progress.</td>
</tr>
<tr>
<td>2</td>
<td>Progressed Toward The Goal.</td>
</tr>
<tr>
<td>3</td>
<td>Met The Goal.</td>
</tr>
<tr>
<td>4</td>
<td>Exceeded The Goal.</td>
</tr>
<tr>
<td>5</td>
<td>Significantly Exceeded The Goal.</td>
</tr>
</tbody>
</table>

2. The evaluation form shall contain a place for comments and general observations made by the evaluating person. These comments shall constitute additional criteria for evaluation.

3. The Program Director of Special Education’s evaluation is a responsibility resting with the Executive Director of Special Education. An evaluation shall be completed in writing at least once during the course of the school year.

4. The Executive Director of Special Education shall submit to the Superintendent of Schools or the staff person designated by the Superintendent of Schools, the completed evaluation of each Program Director of Special Education at the time stipulated by the Superintendent of Schools.

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5. Appraisals will be conducted according to the following calendar:

   - Action Plan and Goal Setting Conference: July/August
   - Data Collection and Analysis: September - May
   - Contract Recommendation: January
   - Summative Conference: May/June

F. SALARY:

The salary of the Program Director of Special Education shall be based on the schedule adopted by the Board of Trustees for this position.

Source: Local
Approved: 10-15-2002
Revised: 8-19-2008
Reviewed: 8-17-2010