Job Title: Director of Special Programs

Exemption Status/Test: Exempt/Executive* or Administrator in an Educational Establishment

Reports to: Associate Superintendent of Curriculum, Instruction, and Assessment

Date Revised: June 10, 2015

Dept./School: Curriculum and Instruction

Primary Purpose:

To facilitate the operation of special programs, including federal programs, advanced academics, gifted and talented, student success and AVID, within board policies and to direct programs aimed at continuous improvement of special programs and special populations.

Qualifications:

Education/Certification:
Valid Texas Teacher Certification
Master’s degree
Administrative Certification
Minimum of five years of public school service

Special Knowledge/Skills:
Oversee the following areas:
  Advanced Academic programs
  GT Testing
  GT/Magnet Programs
  Title I Programs
  Summer school and grade recovery programs
  AVID
  SpringBoard implementation
  Ability to manage budget and personnel
  On-going district level committees

Experience:
Three years’ experience as a classroom teacher
Two years’ experience in leadership roles

Major Responsibilities and Duties:

Instructional and Program Management

1. Utilizes knowledge of special programs, procedures, and objectives to facilitate staff development and implementation of appropriate learning experience for pupils, regarding AVID, Advanced Academics, Gifted and Talented, Title I, Title I instructional technology, and Students Academic Success Programs.
2. Works with appropriate staff to develop, maintain, and revise special program documents based on systematic review and analysis.
3. Coordinates the development and implantation of innovative special programs to achieve identified needs, including enrichment and recovery.
4. Oversee support to magnets and academy schools, including professional development for campus and central office staff.
5. Oversee college and career readiness opportunities for students to excel on PSAT and SAT, and through increased numbers of students participating in college preparatory courses such as Advanced Placement, Dual Credit, and International Baccalaureate.
6. Oversee support to AVID campuses in the development and implementation process, including necessary professional development for campus and central office staff.
7. Oversee the development of Title I budgets and compliance with Title I requirements.
8. Oversee orientation sessions, as needed, for effective implementation of Title I guidelines and instructional programs.

School/Organizational Climate

10. Demonstrates high expectations for staff through monitoring goals and program implementation, development and continuous improvement.
11. Uses surveys and feedback to maintain or create a positive organizational climate.
12. Relates to staff, students, and parents in ways that convey mutual respect, concern, and high expectations.

School/Organizational Improvement

13. Communicates with campuses and appropriate directors to ensure desired outcomes of each area within special programs.
14. Supports efforts by principals to achieve district goals and campus goals where appropriate.
15. Systematically monitors effectiveness of assigned special programs – ensures that goals of each inter-department team are being met.
16. Assists in planning delivering effective staff development activities for instructional personnel.

Policy, Reports, and Law

17. Implement the policies established by federal and state law, State Board of Education rule, and local board policy in special programs area.
18. Compile, maintain, and file all reports, records, and other documents as required.

Administration and Fiscal/Facilities Management

19. Supports and follows local, state, and federal rules and policies.
20. Interprets and implements school district policies and procedures.
21. Defines program and other needs in the budget development process.
22. Works with staff to develop budgets for each inter-department team within Special Programs.
23. Performs other duties as assigned.

Personnel Management

24. Prepare, review, and revise job descriptions in special programs department.
25. Conferences regularly with assigned staff to discuss performance and to jointly develop improvement objectives for professional growth opportunities.
26. Select, train, evaluate, and supervise staff and make recommendations relative to assignment, retention, discipline, and dismissal.

Communications

27. Establish and maintain a professional relationship and open communication with principals, teachers, staff, parents, and community members.
Community Relations

28. Articulate the district’s mission, instructional philosophy, and curriculum implementation strategies to the community and solicit its support in realizing district’s mission.
29. Demonstrate awareness of district-community needs and initiate activities to meet those needs.

Professional Growth and Development

30. Improves personal performance and leadership skills through staff development opportunities and/or professional associations to ensure continued district improvement.

Supervisory Responsibilities:

Supervise, evaluate, and recommend the hiring and firing of instructional supervisors and support staff in the special programs department.*

Mental Demands/Physical Demands/Environmental Factors

Tools/Equipment Used: Standard office equipment including personal computer and peripherals
Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting
Motion: Repetitive hand motions, frequent keyboarding and use of mouse; occasional reaching
Lifting: Occasional light lifting and carrying (less than 15 pounds)
Environment: Frequent district wide travel; occasional statewide travel
Mental Demands: Work with frequent interruptions; maintain emotional control under stress

*To meet the executive exemptions test, the primary duty must be management and employee must supervise at least two full-time employees.

This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsible and duties that may be assigned or skills that may be required.