

# **JOB DESCRIPTION**

## **PATERSON BOARD OF EDUCATION**

**SUPERVISORS – Behavior Disorders  
1719-Supervisor of Special Education**

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**JOB TITLE:** SUPERVISOR OF BEHAVIOR DISORDERS PROGRAM  
**REPORTS TO:** Chief Special Education Officer  
**SUPERVISES:** Designated Self-contained programs and Child Study Team members

### **NATURE AND SCOPE OF JOB:**

The Supervisor of Special Education Instruction supports the development, organization, implementation, and coordination of the elementary and secondary special education programs designed to ensure that all inclusion students meet and exceed the State Core Curriculum Content Standards. Achieving excellence requires that the Supervisor works collaboratively to nurture members of the staff, and communicates effectively with parents, members of the community, and colleagues in other districts and schools. The supervisor will oversee the program for the emotional and behavior disorders program.

### **QUALIFICATIONS:**

The Supervisor of Behavior Disorders Program:

1. Hold a New Jersey administrative certificate in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11.
2. Hold a Master's degree in Special Education from an accredited institution.
3. Have a minimum of five (5) years of teaching/administrative experience and/or experience as a child study team member.
4. Demonstrate a thorough understanding of Special Education Instruction as established in N.J.A.C. 6A:14-4.2(a) et seq.
5. Demonstrate knowledge and understanding of effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
6. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.

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7. Hold a valid driver's license with no serious violations.
8. Have excellent administrative and/or teaching experience and work with students.
9. Have excellent integrity and demonstrate good moral character and initiative.
10. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.
11. Demonstrate the ability to use computers for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
12. Provide proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
13. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education. During the initial six month period provide a sworn statement that there have not been any convictions of a crime or a disorderly persons offense in accordance with 18A:6-7.1.
14. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.
15. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.

### **VERIFICATION OF COMPETENCY:**

1. District application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors, or other professional sources, or copies of recent evaluations and observations of teaching performance.

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4. Official college transcripts.
5. Employment interview.

### **EMPLOYMENT TERMS:**

The Supervisor of Behavior Disorders Program shall be employed under the following terms:

1. Work year of twelve months.
2. Salary or hourly wage, benefits, and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by laws and codes of the State, and policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

### **JOB FUNCTIONS AND RESPONSIBILITIES:**

The Supervisor of Behavior Disorders Program shall:

1. Assist in the supervision of and evaluation of special education staff by conducting site visits, walk-throughs, spot observations, feedback, modeling, and coaching to ensure high quality learning based on current research and child development.
2. Monitor teacher proficiency in planning and delivery of effective instruction for students with disabilities.
3. Work collaboratively with...for achieving the outcomes identified in the student's IEPs. (eliminate inclusion).
4. Supervise and monitor compliance of child study team members in fidelity of IEP content and finalization for implementation.
5. Develop, monitor, and assess behavior managements resources for instructional staff in an effort to reduce challenging behaviors.
6. Work collaboratively with each principal to evaluate the effectiveness of the special education program as designated in school improvement plans and develop student intervention programs to address specific content areas.
7. Provide leadership through the development of and participation in professional development activities such as Professional Learning Communities (PLC's) and grade level meetings for the special education staff and general education staff on effective instructional strategies, challenging behaviors, learning assessments and diagnosis and research related to different learning styles.

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8. Coordinate curriculum planning and implementation of Common Core State Standards, NJDOE Model Curriculum for special education students.
9. Promote development of and implementation of developmentally appropriate materials with special education staff to ensure effective instruction.
10. Maintain and submit monthly activity logs to the Director of Special Services and/or the Assistant Superintendent for Early Childhood/Special Programs.
11. Establish and promote high standards and expectations for students and staff for academic performance and responsibility for behavior.
12. Complete in a timely fashion all records and reports as required by law and regulation.
13. Collect and analyze data to support and increase student achievement for students with disabilities.
14. Answer correspondence promptly as requested by the Director of Special Services and/or the Assistant Superintendent for Early Childhood/Special Programs.
15. Develop a Professional Improvement Plan (PIP) with special education staff.
16. Ensure that personnel evaluation procedures are accomplished in a fair and consistent manner that encourages accountability, growth and excellence, in accordance with law, Board policy, and contractual requirements.
17. Recommend staffing needs and assist with the recruitment and selection of new personnel. Provide orientation and assistance and monitor the performance of new staff.
18. Provide opportunities for effective staff development that address the needs of the staff, including, workshops, conferences, visitations, demonstration lessons and sessions in which the staff shares successful practices and strategies.
19. Coordinate the purchasing of instructional materials and equipment following district procedures and guidelines.
20. Keep informed of all legal requirements governing N.J.A.C. 6A: 14.
21. Assume responsibility for own professional growth and development; for keeping current the literature, new research findings, and improved techniques, and for attending appropriate professional meetings and conventions.
22. Perform such other tasks and assume such other responsibilities as may from time to time be assigned by the Assistant Superintendent for Early Childhood/Special Programs and/or Director of Special Programs.
23. Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community.
24. Attend required staff meetings and serve, as appropriate, on staff committees.

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25. Continue to grow professionally through collaboration with colleagues and professional growth experiences.
26. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
27. Observe strictly to avoid the appearance of conflict, all requirements of the School Ethics Act (N.J.S.A. 18A:12-21 et. Seq.) regarding conflicts of interest in employment, purchasing, and other decisions, including solicitation and acceptance of gifts and favors, and submit in a timely fashion the required annual disclosure statement regarding employment and financial interests.
28. Perform any duties that are within the scope of employment and certifications, as assigned by the Director of Special Education Programs or Assistant Superintendent for Early Childhood/Special Programs and not otherwise prohibited by law or regulation.
29. Adhere to New Jersey School Law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.

## **PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand, and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

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### **ENVIRONMENTAL DEMANDS:**

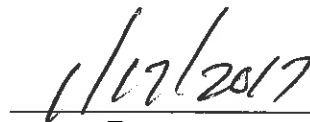
The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

### **EVALUATION:**

The Chief Special Education Officer shall evaluate the Supervisor of Behavior Disorders in accordance with Policy No. 3223 and Regulation Nos. 3223.1 and 3223.2; this Job Description and such other criteria as shall be established by the Board of Education.

  
Approved

  
Date