



<b>Job Title:</b>	<b>Special Education &amp; Instructional Support Programs Administrator</b>
<b>FLSA Status:</b>	EXEMPT
<b>Department:</b>	Instructional Support Programs
<b>Dept Code:</b>	ISP
<b>Job Code:</b>	621
<b>Primary Supervisor:</b>	Compliance, Accountability, & Academic Director
<b>Secondary Supervisor:</b>	Superintendent
<b>Grade Band Served:</b>	AGB
<b>Location:</b>	In-Person/ On-site
<b>Minimum Hours/Days:</b>	7:15am to 4:00pm, Monday through Friday
<b>Salary Range starts at:</b>	\$70,000.00/per year

**SUMMARY:** Under general direction, the Special Education & Instructional Support Programs Administrator position is a highly qualified, state certified educator responsible for providing focused oversight in assisting school-based personnel in improving the quality of teaching and learning for students in selected services of Special Education, MTSS, Section 504, EIP/REP Programs, Gifted, and ESOL services. The Special Education & Instructional Support Programs Administrator is responsible for overseeing compliance with all instructional support programs, as it relates to individual student achievement and to the overall academic performance of students participating in instructional support programs in an online environment.

**ESSENTIAL FUNCTIONS:** The below statements are intended to describe the general nature and scope of work being performed by this position. This is not a complete listing of all responsibilities and/or duties required; other duties may be assigned. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties.

- Provides leadership and supervision in developing comprehensive program plans as well as implementing and evaluating the planned programs areas of Special Education, Gifted, EIP, REP, MTSS, Section 504, Remediation Programs, Credit Recovery, Summer School Program, and ESOL Services
- Shares information about programs with various stakeholders in serving as liaison between the school system and other agencies
- Monitors schoolwide data reports to interpret data, determine intervention efficacy and plan next steps of support
- Participates in local and state meetings pertaining to programs
- Stays informed of best practices, state, and federal laws regarding student services
- Coordinates and conducts professional development activities
- Collaborates with parents, district administrators, and leaders in the selection and placement of students, as well as hearings and resolutions
- Organizes curriculum and instruction for target groups
- Creates and maintains standard operating procedure manuals
- Recommends and writes policies
- Works with Testing Coordinator to facilitate appropriate assessments
- Supports data collection for timely and accurate state reporting purposes
- Serves as main contact resource person and collaborates with the school administration to identify needs and coordinate Summer School and Credit Recovery Programs
- Work with faculty and staff in schools to conduct training regarding the implementation of Special Education, MTSS Academic and Behavior programs, EIP, REP, Gifted, 504 Plans, ESOL, and Hospital/Homebound Services in order to improve instruction and to target academic achievement where learning and achievement gaps are present
- Meets with administration, collaborating teachers, students, and parents to discuss student progress and instructional supports through the Special Education, MTSS, ESOL, EIP, REP, Gifted, and 504 processes as needed
- Participates in the development of the Special Education, MTSS Academic and Behavior programs, EIP, REP, ESOL, 504 Plans program, Gifted, and Hospital Homebound program
- Plans and proctors Progress Learning, Beacon, NWEA, Let's Go Learn, CogAT, TTCT, GAA, and ACCESS screening assessments
- Provides consultation and direction to teachers, counselors, and administrators regarding the provision of Special Education, MTSS Academic and Behavior intervention, REP/EIP, ESOL, Gifted, Remediation, and 504 Plan services
- Manages review of Special Education, MTSS Academic and Behavior intervention, REP/EIP, ESOL,

Gifted, EIP, REP, 504 Plans, and Hospital Homebound eligibility referral process and documentation of EIP, REP, Gifted, ESOL, 504 Plans, and Hospital Homebound for compliance

- Creates, edits, and disseminates all letters, forms, and templates related to Special Education, MTSS Academic and Behavior programs, EIP, REP, Gifted program, ESOL program, Hospital Homebound program, and 504 Plans initiatives
- Develops the annual Special Education, MTSS Academic and Behavior Interventions Gifted, EIP, REP, and ESOL program(s) calendar in collaboration with school-based staff
- Coordinates and provides professional development opportunities to increase rigorous and supportive instructional practice to include regular PLC meetings, trainings, model-lessons, and individual conferences (as needed)
- Identifies and provides resources to schools in support of Special Education, Gifted, MTSS Academic and Behavior interventions, ESOL instruction, EIP, REP, Hospital Homebound program and 504 Plans initiatives
- Works in collaboration with Academic Leadership to review and procure appropriate Special Education, EIP, REP, Gifted, MTSS Academic and Behavior program supports/tools/resources and ESOL curriculum/tools/resources
- Oversees management of Special Education, Gifted, MTSS Academic and Behavior interventions, ESOL, EIP, REP, 504 Plans, and Hospital Homebound assessment materials, inventory, training, distribution, and reporting
- Collaborates with district state reporting staff; manages FTE district data reporting for Special Education, EIP, REP, Gifted, ESOL, 504 Plans, and Hospital Homebound services
- Collaborates with school administration on teacher scheduling, staffing patterns, and staff responsibilities in support of the Special Education, EIP, REP, SE, Gifted, and ESOL programs
- Develops and oversees the school-based implementation of all Special Education, MTSS Academic and Behavior programs, Gifted, EIP, REP, ESOL program, 504 Plans, and Hospital Homebound policies and procedures at the Elementary and Middle School levels in collaboration with key stakeholders
- Develops and implements a results-oriented program design, based on current and historical data, with measurable program evaluation metrics
- Verifies teacher credentials for SE, Gifted, EIP, REP, and ESOL instructional courses
- Reviews and updates (annually), the Special Education, Gifted, MTSS Academic and Behavior Programs, ESOL, EIP, REP, 504 Plans, and Hospital Homebound Manuals
- Works with stakeholders to produce new opportunities to improve and expand the Coweta Charter Academy (CCA) Special Education, Gifted, EIP, REP, MTSS Academic and Behavior programs, ESOL Program, and Hospital Homebound Services
- Observes and monitors teacher instructional practice and provides indirect insights into annual evaluations of teachers offering Special Education, EIP, REP, Gifted, and ESOL instruction
- Develops and monitors annual Special Education, MTSS Academic and Behavior programs, EIP, REP, Gifted, and ESOL budgets for assigned funds; to include district-level and school-based expenditures
- Facilitates monthly ISP, MTSS Academic and Behavior programs, Gifted, EIP, REP, ESOL, 504 Plans, and Hospital Homebound staff meetings; provides district-wide professional development on topics related to these programs/supports/services
- Serves as school-based point of contact and provides regular communication regarding implementation of Instructional Support Programs initiatives
- Actively participates in data, academic, and compliance meetings
- Attends, as necessary and appropriate, training sessions/conferences related to assigned responsibilities to effectively use data to inform school improvement initiatives.
- Attends department, school, district required meetings.
- Partners with school and leadership personnel to assist in staffing, training, and hiring activities
- Complete other tasks/duties as assigned by their supervisor; and if federally funded, as allowable under the federal requirements under that fund.

**Supervisory Responsibilities:** Under the guidance of the Superintendent/Head of School, this position could directly supervise 5-25 Full-time Equivalent (FTE) employees and/or contractors. Carries out supervisory responsibilities in accordance with the organization's policies, procedures, practices, and all applicable laws, rules, and regulations. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

**Competencies:** To perform the job successfully, an individual should demonstrate the following competencies:

- **Adaptability/Flexibility:** Adapts to change, is open to new ideas, takes on new responsibilities, handles pressure, and adjusts plans to meet changing needs.
- **Integrity/Ethics:** Deals with others in a straightforward and honest manner, is accountable for actions, maintains confidentiality, supports company values, and conveys good news and bad.
- **Teamwork:** Meets all team deadlines and responsibilities, listens to others and values opinions, helps team leaders to meet goals, welcomes new-comers, and promotes a team atmosphere.
- **Professionalism:** Be professional at all times in communications, appearance, work product, and in representing Coweta Charter Academy in a positive manner.

**MINIMUM REQUIRED QUALIFICATIONS:**

- Master's degree in Education, Special Education, or related field of study AND
- Four (4) years of leadership experience AND
- Three (3) years successful experience working with EIP/REP students/programs AND
- Two (2) years successful experience working with Gifted or ESOL students/programs AND
- Five (5) years of successful teaching and/or special education experience OR
- Equivalent combination of education and experience

**CERTIFICATES AND LICENSES:**

- *desired* Advanced Degree in Special Education, Education, Psychology, or related field of study
- GA PSC Educational Certificate
- *desired* GA PSC Special Education certification, Consult/Collaborative/Adaptive
- Clear Fingerprint/Background Check Required

**OTHER REQUIRED QUALIFICATIONS:**

- Knowledge of SE, Gifted, EIP, ESOL, 504 Plans, and Hospital Homebound federal and state laws, rules, policies, procedures
- Knowledge of the GaDOE SE, Gifted, EIP, ESOL, and 504 Plans Standards/Requirements as well as SE, Gifted, EIP, and ESOL Program Implementation Models
- Ability to interpret policy and law, provide leadership to assigned personnel
- Educational leadership or management experience
- Advanced data analysis skills
- Knowledge of the Georgia Performance Standards and GADOE Implementation Manual
- Understanding of the GADOE Implementation Manual guidelines for Special Education
- Knowledge of the SCSC Comprehensive Performance Framework
- Knowledge of GaDOE CCRPI
- Knowledge of MTSS process, procedures, and data collection
- Knowledge of principles, theories, practices, methods, and techniques used in reading instruction
- Proficiency using computer-based software and online resources to develop training materials
- Ability to work collaboratively with other staff members to plan and deliver speech-language services
- Ability to create and deliver staff development
- Ability to communicate well with school personnel, parents, students, and cabinet office staff while complying with the confidentiality requirements in local, state, and federal policies
- Ability to display a professional attitude in working with school personnel with parents
- Must be able to manage large volumes of paperwork and maintain adequate records
- Strong data-collection, differentiation, and specialized instructional strategy skills
- Ability to adapt learning plans to meet various needs and learning styles
- Ability to create engaging lessons utilizing a variety of instructional strategies
- Ability to manage the classroom environment effectively
- Ability to write IEP's and Special Education Eligibility reports
- Ability to read and interpret student academic data and educational reports
- Ability to inspire students to reach improvement initiatives and goals
- Experience working with diverse student populations
- Ability to be flexible and adaptive to ensure excellent student outcomes
- General knowledge of computers, computer commands, peripherals, and various operating systems
- Proficiency using computer-based software and online resources to develop training materials
- Ability to rapidly learn and adapt to new technologies, teaching platforms, and online tools/resources
- Advanced/Proficient in MS Excel, MS Word, MS PowerPoint, Project, Visio, OneNote, and G-Suite

- Familiarity with online synchronous teaching should it be necessary to transition due to Pandemic, Epidemic, or inclement weather concerns
- Ability to display a professional attitude in working with school personnel, parents, and students
- Ability to communicate well with school personnel, parents, students, and office staff while complying with the confidentiality requirements in local, state, and federal policies
- Demonstrates strong interpersonal skills using tact, patience, and courtesy
- Excellent presentation and public speaking skills
- Communicate effectively; both orally and in writing
- Ability to work independently as well as collaborate effectively within a team
- Ability to problem solve independently with strong critical thinking, planning, and implementation skills
- Excellent organization skills, including ability to incorporate methods and build systems that can be used across the district
- Outstanding attention to detail and strong decision-making skills
- Demonstrate initiative and the ability to handle multiple tasks simultaneously
- Ability to manage competing priorities within established deadlines
- Dependable and able to work under pressure
- Strong work ethic and self-motivation
- Must be able to manage large volumes of paperwork and maintain adequate records
- Demonstrate prompt and regular attendance
- Believe in the mission of Coweta Charter Academy
- Maintain a professional home office without distraction during 8-4 workday should you need to transition to working virtually due to Pandemic, Epidemic, or inclement weather concerns.
- Consistent access to reliable high-speed internet should you need to transition to working virtually due to Pandemic, Epidemic, or inclement weather concerns.
- Valid driver's license and availability of private transportation
- Ability to travel 10% of the time as required

#### **DESIRED QUALIFICATIONS:**

- Advanced Degree in Special Education, Education, Psychology, or related field of study
- Leadership degree or endorsement or similar additional certification
- Gifted, ESOL, SE, and/or EIP certifications or endorsements
- Previous experience with 504 Plans
- Google Certifications
- Experience proctoring iReady, MAP, Milestones, ACCESS and/or assessments
- Previous experience with GaDOE Cross functional or Special Education audits
- Previous experience in Cognia (AdvancED) accreditation process
- Working knowledge of iReady support curriculum
- Working knowledge of Classworks support curriculum
- Experience using NWEA MAP, WriteScore, Gallopade, A-Z Learning, Writable, Edgenuity, NEWSOLA, WordlyWise, Spelling Classroom, Wowzers, Progress Learning, IXL, BrainPOP, Edmentum, Let's Go Learn, Learning A-Z, Zearn, ALEKS, Red Bird, SuccessMakers, and Study Sync etc.
- TKES/LKES credentialed
- Proficient/Advanced data analysis skills
- Three (3) years of experience working in a similar capacity
- Proficient/Advanced G Suite for Education skills
- Proficient/Advanced experience with Microsoft Office Excel, OneNote
- Experience with Securly
- Experience with CLEVER
- Proficient/Advanced experience with Infinite Campus (SIS)
- Proficient/Advanced experience with Canvas (LMS)
- Proficient/Advanced experience with Google Classroom
- Proficient/Advanced in use of Zoom or GoTo conferencing tool
- Some virtual educational environment experience
- Previous experience as a Parent, Advisor, or Teacher at Coweta Charter Academy
- Previous experience as an online educator or service provider
- Previous experience with online educational tools/curriculum/assessments
- Bi-lingual

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- This is primarily a Monday through Friday, 7:15am to 4:00pm, 5 days/week, in-person, on-site position that may require traveling up to 10% of the time.
- During critical/emergency periods, additional days or virtual instruction may be required.
- In-person attendance at professional development, training, conferences, job fairs, meetings, school events, marketing events, and testing sites will be required several times per year.
- Ability to stand and walk for extended periods is required.
- Light lifting up to 30lbs is required.

***The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor; and if federally funded, as allowable under the federal requirements under that fund. All employment is "at-will" as governed by the law of the state where the employee works. It is further understood that the "at-will" nature of employment is one aspect of employment that cannot be changed except in writing and signed by an authorized officer.***