



T U L S A

PUBLIC SCHOOLS

Job Title: Executive Director of Exceptional Student Support Services

Department: Exceptional Student Support Services

Reports To: Chief Learning Officer

Grade: XG-02

Number of Days: 12 Months

Security Access: Education Service Center

Current Date: July 1, 2017

Overtime Status: Exempt

Mission and Vision: Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers and life.

Our mission is to inspire and prepare every student to love learning, achieve ambitious goals and make positive contributions to our world.

Core Values: Our core values guide how we work and interact with each other at every level of the organization. We embrace and embody these values every day:

- **Equity:** All children deserve the opportunity to develop their full academic and social potential. Our diversity is a community treasure, and we must foster an inclusive environment by examining biases and resolving unfair practices.
- **Character:** We are honest, trustworthy and have high standards of behavior. We do the right thing even when it is hard. While we do not always agree, we treat one another with kindness and respect.
- **Excellence:** We work hard together and expect a lot of one another because high standards produce exemplary knowledge, skills, abilities and mindsets.
- **Team:** We care for one another, support the personal and professional development of one another, and work together to improve our community
- **Joy:** Joy at school and at work makes us more productive, because when we create, innovate and imagine, our motivation grows. We want to ensure that everyone knows the excitement that comes from working deeply on a problem, task or concept and experiencing breakthrough moments.

Position Summary: The Executive Director for Exceptional Student Support Services serves in a leadership role in carrying out management, administrative and supervisory functions to plan, develop, implement and monitor student intervention services to all eligible children and families as required by the Individual with Disabilities Education Act. Key areas of focus include proactive planning of resources, staff and budget, advocating for necessary resources and ensuring the department goals are aligned to district priorities, encompass necessary compliance requirements and are tracked and reported upon regularly. Key areas of responsibility include staffing recommendations from all fund types to implement the services required by students on IEP/504 plans and oversight of data collection and reporting procedures related to District, state

and federal compliance. Additionally the Executive Director serves as an advocate of children with disabilities in the design and implementation of district-wide policies and procedures, monitors and tracks the effectiveness of the implementation, and makes recommendations for policy or procedure changes based on the data. The Executive Director is also responsible for developing and fostering positive working relationships with school, district, state, federal and community agencies.

Minimum Qualifications:

- Masters' degree in administration or closely related field with emphasis in Human Services or Special Education is preferred
- Minimum of three years successful teaching experience in special education is required
- Minimum of three years of administrative and supervisory experience within special education or related position in a large urban public school preferred
- Certification in special education is required; administrative endorsement preferred
- Endorsement as a Mild/Moderate certified special education teacher is required

Responsibilities and Essential Functions: The following characteristics and physical skills are important for the successful performance of assigned duties.

- Provide leadership, direction and coordination of resources to ensure successful implementation of student programs and services in areas of special education, psychology, social work, counseling and health services
- Initiate the development of programmatic goals and instructional objectives on a district wide basis
- Provide leadership in establishing new and innovative programs and revised methodology to upgrade and update the curriculum
- Create and maintain organizational structures that promote and support delivery of exemplary programs and services in the areas of special education, psychology, social work, health, counseling, student support teams (SST), and other related services
- Establish and monitor procedures for the screening, placement, evaluation, assignment and reappraisal of students with regard to the special education program
- Assist immediate staff, principals, school staff, and the community in gaining knowledge and making decisions about research-based best practices in the delivery of knowledge and making decisions relating to the delivery of the best practices of special education, psychology, social work, health, counseling, student support team (SST), and other related services
- Assist the talent management office with interviewing and recommending qualified candidates for special education professional staff positions
- Demonstrate a record of data-driven decision making and fiscal responsibility to sustain continuous improvement. Establish a performance-based culture that establishes effective management systems to support exemplary programs and high quality teaching and learning
- Analyze the results of assessments to identify gaps in programs and services and develop strategic plans to address needs and implement state-of-the-art programs and services
- Recruit, retain, lead and motivate a high performing leadership team
- Establish and monitor district procedures and guidelines to ensure full compliance with federal and state statues and requirements for the efficient operation of the program
- Facilitate high-level problem solving and dispute resolution to ensure appropriate services for students and efficient use of district resources

- Understand the organization's financial processes; prepare, justify, and administer the program budget; oversee procurement and contracting to achieve desired results; monitor expenditures and use cost-benefit thinking to set priorities.
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- Build and manage workforce based on organizational goals, budget considerations, and staffing needs; ensure that employees are appropriately recruited, selected, appraised, and rewarded; take action to address performance problems; manage a multi-sector workforce and a variety of work situations.
- Keep up-to-date on technological developments; make effective use of technology to achieve results; ensure access to and security of technology systems
- Identify the internal and external politics that impact the work of the organization; Perceive organizational and political reality and acts accordingly
- Maintain positive, cooperative, and mutually supportive relationships with the administration, instructional staff, students, parents, and representatives of resource agencies within the community
- Maintain a cutting-edge awareness of the promising practices and innovations in programs and policies special education that are emerging locally and nationwide and help bring these practices to TPS
- Treat others with courtesy, sensitivity, and respect; consider and respond appropriately to the needs and feelings of different people in different situations.
- Behave in an honest, fair, and ethical manner; show consistency in words and actions; model high standards of ethics
- Write in a clear, concise, organized, and convincing manner for the intended audience or purpose
- Other duties as assigned

Skills and Abilities Required: The following characteristics and physical skills are important for the successful performance of assigned duties.

Instructional Knowledge and Expertise:

- Ability to monitor and evaluate service delivery systems of special education and 504
- Budgetary experience with both restricted and unrestricted funds
- Knowledge of federal and state laws governing special education
- Ability to lead a culture of collaboration and achievement
- Strong analytic, performance management, accountability, and systems-thinking orientation necessary to inform strategy development and execution
- Proven ability to cultivate a team and a highly effective community of practice.
- Proven ability to lead a special education or related department/division

Empathy and commitment to cause:

- Deep understanding of the urban school system environment and commitment to improving student achievement
- Ability to manage conflict with an emphasis upon finding solutions which advance the agenda of advocacy for children with disabilities
- Passionately believes that all students can achieve at high levels
- Demonstrate cultural competence and a deep understanding of and empathy for issues facing urban families

Communication, interpersonal and team skills:

- Build and maintain strong relationships
- Work successfully alone or on a team
- Coach, coordinate, and lead teams
- Strong verbal and written communication skills; tailor message for the audience, context, and mode of communication
- Actively listens to others and able to effectively interpret others' motivations and perceptions
- Build consensus and resolve conflicts; exhibit willingness to have difficult conversations
- Skillfully navigate existing political structures/systems

Problem solving and systems thinking:

- Understand how various systems / departments interact to achieve the long term goal.
- Make decisions using data and technology
- Take initiative to solve problems and create stakeholder buy-in
- Identify and prioritize mission critical issues with alignment of people, time and resources
- Offer innovative solutions to seemingly intractable problems
- Exhibit strong focus on goals and results. Sets clear metrics for success
- Thrive in achievement-oriented and fast-paced environment
- Remove barriers or obstacles that make it difficult for staff to achieve their goals and ensure that staff have the resources they need to succeed
- Demonstrate excellent execution and project management skills, including attention to detail, organizational skills, ability to balance the big picture with detailed steps to reach the end goal, and ability to balance multiple projects under tight deadlines

Leadership skills:

- Motivate, inspire, and move other adults to action to achieve ambitious goals
- Skilled at re-envisioning, building, and managing a team, especially in a time of growth and change; excellent at identifying talent and taking advantage of each person's skills and contribution to team effort
- Build and maintain positive relationships with individuals and groups
- Move groups to consensus and resolve conflicts. Exhibit willingness to have difficult conversations
- Build coalitions and work collaboratively with diverse stakeholders at all levels, including but not limited to district personnel, students, families, communities, and/or advocacy groups
- Establish the clear expectations, deliverables and deadlines
- Sets clear agendas and facilitates effective meetings
- Ability to train, supervise, and evaluate staff from different cultural backgrounds and skill sets

Supervisory Responsibility:

Directly supervises the Special Education Coordinators, Medicaid Program Supervisor, Special Education Data Supervisor, Coordinator of SPED Compliance Monitoring, Audiologist, Budget Technicians, Instructional Specialist of Developmental Disabilities, Itinerant VI Orientation & Mobility Specialist, Child Find Data Collection Specialist, Lead Hearing Impaired Teacher, Lead Speech Pathologist and clerical support staff for a total of 23 direct reports

Working Conditions: Exposure to the following situations may range from rare to frequent based on circumstances and factors that may not be predictable.

- Regular office environment
- Must be mobile in order to attend events, meetings, and visit school sites frequently.

Tulsa Public Schools is committed to building a diverse and inclusive team of individuals who contribute to the district's mission with their talent, skills and energy. Tulsa Public Schools is an equal opportunity employer and does not discriminate against persons because of age, race, color, creed, religion, disability, gender, ethnic or national origin, or veteran status. Tulsa Public Schools prohibits discrimination against individuals with disabilities and will reasonably accommodate applicants with a disability, upon request, and will also ensure reasonable accommodation for employees with disabilities.