



JOB DESCRIPTION: Director of Specialized Learning Program / Special Education Director

In the spirit of teaching and learning in a mission-driven school at ANS, we are leaders in excellence in inclusive practices and serving children with disabilities. ANS believes that every child has the right to learn within an inclusive community where children share the same needs to be challenged, to contribute, and to be respected for who they are.

Qualifications:

1. Evidence of advocacy for excellence in inclusive education where all teachers and children have a profound respect for diversity in how we think, learn, and act. At ANS, the printed words on a welcome banner are not enough to define our culture, rather every teacher and student reflects on a daily goal to be an active part of a community where we allow our differences to transform the way that we think, learn and act such that our culture is defined by kindness, justice, innovation, and rigor.
2. Possess a Bachelor's or Master's degree in special education, education; and/or a degree in a child-related field along with proven teaching experience in inclusive education.
3. Very strong English language skills and willingness to respect our expectations about Fidelity to Language in all settings to promote a supportive immersion model of language acquisition where academic bi-literacy is valued in English and Spanish. Spanish speaking skills would be helpful in the position, but not required.
4. Evidence of a collaborative spirit in which decisions about teaching and guiding a child are made within a team.
5. Model joy in professional learning that expects risk, and growth and allows for messiness and even failure now and then.
6. Demonstrate an awareness of how one's behavior and emotions can be interpreted by others and affect the child's performance.
7. Exemplify professionalism in communication with others, especially in stressful situations. 8. Willingness to ask questions, learn, and expand one's knowledge and skills to better serve the children.

Interfaces with: Teachers, Administrators, Parents, Counselors, Students

Reports to: Primary Principal and Secondary Principal

Job Goal:

The Specialized Learning Program at ANS seeks equity through a student-centered learning culture that embraces diversity with a profound recognition that our differences in how we learn, think and act are the very essence of what makes us a strong community.

The Director of Specialized Learning works in collaboration with the instructional administration team to provide a robust Tier I program by assuring that the classroom teachers and learners acknowledge a range of differences in the classroom and that they are prepared to support the development of strong academic and social skills in this inclusive learning environment. The Director of Specialized Learning designs and leads the implementation of a dynamic Tier II program to provide well-designed intervention in which students partner with



teachers to master critical academic skills. In addition, the Director of Specialized Learning oversees the implementation of the Tier III program to provide specialized instruction, consultation with specialists, and collaboration with students, parents, and teachers. Children with disabilities, learning differences, and giftedness are all included in this work to provide plans for specialized instruction.

The Director of Specialized Learning not only provides leadership for the development of a school-wide model that reflects the best practices in inclusive education but also builds the capacity of classroom and specialized lead teachers to share a common set of skills and mindset that rest on a proven methodology for growing a robust inclusive school.

The Director of Specialized Learning provides leadership for teachers by planning, collaborating, organizing, teaching, mentoring, and facilitating change to improve inclusive instruction.

PERFORMANCE RESPONSIBILITIES:

- ★ Take a leadership role as Director of Specialized Learning Program
 - Serve as a coach to build the capacity of our Classroom Teachers to differentiate for a range of differences in Tier I instruction and design Tier II intervention: robust differentiation, coherent with classroom instruction, flexible grouping, and research-based.
 - Serve as a coach to build the capacity of our Specialized Leads and Specialized Paraprofessionals to design Tier III intervention: develop Inclusion Plans, teach using research-based methods, and monitor progress to guide planning.
 - Facilitate the Primary and Secondary Specialized PLC meetings to grow leadership in the ongoing development of the Inclusion Program.

- ★ Serve as an advocate for every child.
 - Design and Implement a school-wide model for Inclusion to include:
 - Tier I (Community of Practice, universal screeners, and benchmark tests)
 - Tier II (Data Wall process, dynamic intervention, progress monitoring)
 - Tier III (Learning Plans, Advanced Learning Plans, specialized instruction, progress-monitoring).
 - Design and implement a standard set of forms that guide the documentation of a child's goals and work in Tier II and Tier III interventions.
 - Inclusion Plan (IP) that communicates what the child is already good at and what they are working on in a productive and positive-minded way.
 - Use the IP to communicate a "recipe for success" so that every adult who works with the child knows how to support the child's success in school.
 - Use "child first" labels to model respect and to avoid labels that stigmatize a child that often result in lowered expectation or exclusion.
 - Facilitate a collaborative approach to building a community of support for the child's growth and sense of belonging.



- ★ Facilitate collaboration with all classroom teachers and parents to support ongoing planning and growth for the child's academic and social success.
 - Establish agendas for Specialized Leads and Teachers to facilitate a meeting at the beginning of the year with teachers, parents, and students to develop the IP and revisit the IP as necessary.
 - Train and model building positive relationships with parents as partners in learning to support the child's academic and social success in school and at home.
- ★ Provide specialized services that reflect best practices and high-impact instruction.
 - Establish expectations for Specialized Leads to design weekly lesson plans and reflections on each child's progress. Review and provide feedback on a regular basis.
 - Oversee that each child's progress is being monitored with data from classroom teachers, assessments, teacher ratings, and child feedback.
 - Supervise the delivery of specialized services for coherency with classroom instruction, consistency in time/routines, and effectiveness based on student outcomes.
- ★ Serve as an expert on the child's learning profile to help guide the design and implementation of the Inclusion Plan, specialized instruction, and accommodations.
 - Carefully review previous evaluations, plans, and child progress.
 - Collect current data to best understand the child's progress relevant to classroom performance and grade-level goals.
 - Collaborate with outside providers to gain insight into the child's services and evaluation.
- ★ Demonstrate a commitment to a progressive model of research and professional growth to stay informed and prepared.
 - Connect with professional organizations or research journals.
 - Observe colleagues and participate in shared reflection to lift our level of instruction.
 - Eagerly teach and share your learning with others.

Please know that these qualifications and expectations are meant to be descriptive of the position and do not include every detail of the position. However, it is imperative that the Director of Specialized Learning understands that our goal is to build an inclusion program of excellence.