Educators for Quality Alternatives

Special Education Coordinator (Certified; Full time)

Job Description

Educators for Quality Alternatives

EQA serves students who have dropped out of or been expelled from high school or who have struggled academically or behavioral in traditional settings. Students at EQA schools earn a high school diploma and participating in career exploration and development in a variety of fields. Our students leave school with the skills, confidence and experience to succeed in the career and education path of their choice.

Position Summary

Approximately 25% of EQA students are identified as Special Education so EQA seeks an experienced and driven individual to lead each school's special education program.

The Special Education Coordinator at each school is responsible for:

- ✓ Program compliance with all state, federal, local, and organizational guidelines
- ✓ Managing the child find, student evaluation and re-evaluation processes
- ✓ Writing and Managing student progress on IEPs and IEP goals
- ✓ Coordinating servicing for all eligible students
- ✓ Providing direct services to students including students who struggle significantly with academics and/or behavior

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Position Requirements:

Education & Experience

- 5+ years teaching experience with at risk, special education middle/high school students
- 2+ years leadership or coaching experience
- Experience working with special education students with a demonstrate record of improving their academic and behavioral skills
- Valid LA Special Education certification required
- BA, MA preferred

Skills & Approach

- Passion for improving educational opportunities for urban students and for being a part of a strong, mission-driven team
- Commitment to EQA's mission, vision and values
- Excellent organization, communication, interpersonal and people management skills
- Skilled at program, monitoring and evaluation, workplanning, and execution
- Flexible and learning mindset dedicated to effectively & innovatively problem solving

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Detailed Responsibilities

Ensure program compliance with all state, federal, local, and organizational guidelines

- ✓ Stay abreast of all laws, regulations, policies and procedures and share them with the appropriate staff
- ✓ Develop, manage and continually update student IEP paper and electronic compliance files
- ✓ Complete internal checklists and audits to insure compliance of all components of the program
- ✓ Respond to all external audits as requested

Manage the child find, student evaluation and re-evaluation processes

- ✓ Work closely with staff, students, and families to identify students who have or have had IEPs or evaluations and to obtain the appropriate information
- ✓ Coordinate school-wide and individual vision, speech, and hearing screenings at least once a semester
- ✓ Work closely with staff and leaders to identify students through the RtI process who may need to be evaluated
- ✓ Manage Psychologists, Education Diagnosticians, Speech Therapists and other evaluation personnel to insure high quality, 1508 compliant evaluations and re-evaluations
- ✓ Manage process to insure that all evaluation components are completed in keeping with appropriate deadlines

Write and manage progress on IEPs and IEP Goals

- ✓ Develop high quality IEP goals which align with state policies, EQA values, and student needs
- ✓ Write high quality IEPs which integrate all student plans, needs, and services
- ✓ Coordinate and lead IEP meetings to insure students and families are empowered in the plan development and implementation process

- ✓ Work toward integrating the IEP into all components of a student's journey at EQA to insure it is a living document that adds value for students and staff, as well as insures compliance

Coordinate servicing for all eligible students

- ✓ Coordinate academic, counseling, and behavioral servicing for all eligible students including, but not limited to push in, pull out, small group and individual services, counseling and other interventions
- ✓ Insure all students receive the appropriate hours and document all services and hours
- ✓ Coordinate related services for all eligible students including, but not limited to: Speech, TAV, OT, etc.

Provide direct services to students including students who struggle significantly with academics and/or behavior

- ✓ Design and teach small group and individual interventions including, but not limited to:
  - Reading
  - Math
  - Test prep
  - Social-behavior skills
  - Career prep skills
- ✓ Provide push in, pull out, co-teaching, individual interventions as appropriate to students' needs each semester

Program development and continual program and personal professional growth

- ✓ Develop & improve special education program policies, procedures and structures
- ✓ Set goals for student and program performance and analyze data to continually improve special education at EQA
- ✓ Actively reflect on your own work and monitor progress toward goals
- ✓ Productively seek, give, and use feedback
- ✓ Positively contribute to the school's collegial community
- ✓ Participate in all scheduled professional development activities and seek out additional opportunities

School Faculty/Leadership responsibilities

- ✓ All EQA staff participate in school related duties and functions such as, but not limited to: duty, test proctoring, event planning
- ✓ Involve yourself in the continual development and improvement of the school's curriculum, culture, and program

Special Education Coordinator
Recruitment Plan

Note: NOAH may retain one of RAHS's staff members for this position. However, as that has not yet been decided, a recruitment plan is included here.

Recruitment Plan
To insure a talented and diverse candidate pool, EQA's recruitment plan for leadership positions is as follows:

Activity	Responsible
Develop: - Job description - Selection Rubric - Selection Process	Executive Director and direct manager

Advertise:
- Locally including, but not limited to:
  o Craigs List
  o Eastbank Collaborative
  o Indeed
  o LA Charter School Association
  o New Schools for New Orleans
  o WorkNOLA
- Nationally including, but not limited to:
  o Big Picture Schools
  o Chalkbeat
  o Charter School Jobs
  o Idealist.corg
- Network including, but not limited to:
  o Current and former staff
  o New Leaders for New School
  o Teachers College Summer Principal Program
  o Teach for America
	Executive Director/ Talen Manager

○ TeachNOLA ○ Education Pioneers ○ Local universities	

Special Education Coordinator
Selection Materials

At EQA we believe that the interview process is two dimensional: On one side, we are assessing who will be a great member of our team and who will help us grow; on the other hand, we want to help each candidate get a strong and accurate sense of what it is like to work at EQA.

We recognize that we have a unique school, in a unique context. We also recognize that this position is a unique one and one that carries a lot of responsibility. Thus, we hope that by creating a rigorous selection process and by sharing that process and rubric with candidates, we can be as transparent as possible about the school, the position and our expectations for this role.

Important Contact Information

Elizabeth Ostberg, Executive Director
eostberg@thenetnola.org
(504) 228 4294

Materials for Candidates

Information about the School:

- Annual Reports: see school website at www.thenetnola.org

Information about the Position:

- Job description (attached)
- Selection Process & Rubric (in this document)
- Professional Map (attached)
- Frequently Asked Questions (in this document)

Suggested Readings

- Lost at School by Dr. Ross Greene: *captures The NET's restorative philosophy and approach to behavior development*
- The Big Picture: Learning is Everyone's Business by Dennis Littky with Samantha Grabelle: *captures The NET's philosophy of student engagement and individualized learning*
- MindSet: the New Psychology of Success by Carol Dweck: *captures The NET's philosophy of continual growth and puzzle solving*

Selection Process: External Candidates

Steps are progressive, not all candidates will be invited to complete all steps

Phone Interview

Interview: Out of state candidates will complete this over skype

Technical & Reflection: This activity includes writing a workplan and observering and writing a student observation

References: These should include a supervisor who gives you feedback and a colleague who you manage/coach

Selection Criteria

All individuals at EQA are required to meet the following criteria:

- ***Believe** in each and every student*
- ***Achieve meaningful results with each student***
- ***Take personal responsibility for professional, school and student growth***
- ***Continually grow through constant reflection and feedback***
- ***Are passionate about and skilled in their subject, their craft and the mission***
- ***Work collaboratively to design innovative and effective solutions***

For the Special Education Coordinator position, this looks like:

Criteria	Components	Indicators	Present?	Evidence/Notes
Aligned Belief	Is mission driven	• Demonstrated commitment, through employment choices, to closing the achievement gap/working with struggling students • Experience building alignment to achieve results • Expresses excitement about and urgency towards the situation/challenge • Is driven to lead others to fulfil the EQA's mission		
	Believes in every student and his/her ability to achieve at high levels	• Genuinely values and respects students as individuals • Builds appropriate, meaningful and productive relationships with students • IEPs, IEP meetings and other interactions message to students that they are talented and capable • IEPs expose students to possibilities which stretch his or her expectations of themselves • Strives to push students towards transformational growth, regardless of where they start • Never gives up on individual students		
	Holds rigorous Holds rigorous expectations for	• Teaches students productive behavior, habits & decision making and holds them responsible		

	student behavior & academics	• Develops clear routines and policies for behavior and academics and consistently enforces them • Plans & teaches rigorous lessons and interventions • Works toward mastery, not passing • Holds students accountable for their progress & achievement • When a student doesn't achieve, takes responsibility for continually working with the student until appropriate progress is made		
	Meets students where they are and engages them on multiple levels	• IEPs and intervention plans address students' multiple needs, talents and goals • IEPs and intervention plans challenge students to be creative, curious and self-motivated • Constantly reaches out and adjusts plans to address students' needs and crisis • Teaches staff to differentiate for students with academic, behavioral and/or attendance challenges		

Criteria	Components	Indicators	Present?	Evidence/Notes
Results Focused	Past student achievement	• Current/previous student data consistently shows high levels of value-added growth in academics and behavior		
	Goal driven	• Sets and monitors progress toward goals • Articulates an relentless focus on achieving goals for self and students • Teaches students to set and monitor goals • Designs and uses sophisticated organizational systems for effective work management		
	Past achievement	• Has a history of seeking out challenges and succeeding in challenging situations		

Criteria	Components	Indicators	Present ?	Evidence/Notes
Personal Responsibility	Believes adults in general, and he/she in particular, are/is accountable for student success	• Experience building adult alignment and holding adults accountable for alignment to a mission and vision • Develops clear academic and behavioral routines and policies and consistently follows them • Takes 100% responsibility for what happens in the school and with individual students • Expresses personal sense of responsibility for students' struggles • Never gives up on individual students		
	Takes initiative	• Has a history of proactively solving problems in and out of the classroom • Steps forward when problems/inconsistencies in current/previous school/organization develop • Demonstrates record of resourcefulness		
	Persistence	• Has a strong work ethic • Demonstrated record of reliability • Identifies areas for growth & follows through on plans to improve • Never gives up on individual students		
	Resilience	• Highly adaptable • Understands and embraces need for flexibility • Rebounds quickly from frustrations/ disappointments • Able to reflect on past failures and see them as opportunities for growth		

Criteria	Components	Indicators	Present ?	Evidence/Notes
Learning Mindset	Analytical Aptitude	• Success in challenging academic career • Able to problem solve quickly • Able to identify complexities of situations, then create solutions investing multiple stakeholders • Demonstrates an intellectual curiosity about & commitment to teaching & learning both academically and behaviorally		
	Reflective	• Articulates specific strengths, weaknesses and plans for improvement • Identifies the challenges he/she may struggle with in this position & school • Able to reflect on past failures and see them as opportunities for growth		
	Continual drive for improvement	• Has a history of seeking out and succeeding in challenging situations • Articulates specific strengths, weaknesses and plans for improvement • Specifies a desire for intense professional development & feedback • Articulates the differences between personal and professional critique and thrives on professional critique • Has a history of seeking and using feedback to improve in and out of the classroom • Demonstrates an ability to accept & grow from feedback		

Criteria	Component	Indicators	Present ?	Evidence/Notes
Skillfulness	Student relationships and management	• Has experience with similar student body • Builds meaningful and purposeful relationships with students • Teaches students and personally models productive behavior • Consistently holds students accountable for productive behavior • Develops clear routines and policies and consistently enforces them • Demonstrates sense of "with-it-ness" • Has tools for working with students with special academic and extreme behavioral needs		
	Content expertise	• Demonstrated effectiveness in IEP writing and management • Demonstrated effectiveness in providing interventions and supports for special education students both academically and behaviorally • Demonstrated effectiveness in FBA/BIP writing and management • Has an academic/job history with high school instruction & RtI • Expresses a love for/intellectual curiosity about the field and stays abreast of current developments and best practices • Demonstrated effectiveness in maintaining 100% compliance		
	Systematic design & planning of differentiated instruction	• Lesson & intervention plans show an attention to rigor, detail and differentiated student needs • Systematically collects a variety of data points (daily, weekly) on students and uses this data to drive planning		

		• Understands the need for creativity and flexibility in planning for a diverse group of student needs • Uses formative and summative assessment to drive instruction		

Criteria	Components	Indicators	Present ?	Evidence/Notes
Collaboration for innovative problem solving	Interpersonal skills	• Builds meaningful relationships with students, parents, partners and staff • Fluent with appropriate conversation & presentation skills • Conveys sense of "with-it-ness:" notices and responds to others • Contributes positive energy to a group/conversation • High quality communication habits		
	Collaborative	• Experience building a professional community of educators • Seeks a collaborative planning model • Does not require "star status" to succeed • Steps forward when problems/inconsistencies arise in current/previous school • Provides insight to team members and seeks discernment from them • Understands the differences between personal and professional critique and thrives on professional critique • Takes responsibility for achieving group success		
	Resolves conflicts productively	• Record of productively solving conflicts with students, parents & colleagues • Uses language that diffuses rather than aggravates		

		• Articulates conflict as an opportunity to increase alignment rather than increase division • Ability to appropriately plan and hold “difficult conversations” • Commitment to constantly improving communication skills		