



**Orange County Department of Education
Human Resources Department
Certificated Management Class Specification**

Executive Director, Alternative Education

Class Code: 1619

Work Days: 225

GENERAL PURPOSE

Direct, manage, plan, and provide leadership for the activities and operations of the assigned Alternative Education (ACCESS) programs; provide performance management leadership to staff; coordinate assigned activities with other units, divisions, outside agencies, and the general public; and provide assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level management staff.
2. Exercises direct supervision over management, supervisory, professional, technical, and/or clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Coordinate and direct communications, information, personnel, and resources to assure smooth and efficient activities and operations related to ACCESS; direct the development and implementation of programs, projects, services, strategies, goals, and objectives related to ACCESS; and recommend and implement policies and procedures.
 2. Continuously monitor and evaluate the efficiency and effectiveness of service delivery methods and procedures; assess and monitor workload, administrative and support systems, and internal reporting relationships; and identify opportunities for improvement.
 3. Provide performance management leadership to staff; plan, direct, and coordinate with subordinate level managers to identify and resolve problems; assign work activities and projects; monitor workflow; and review and evaluate work products, methods, and procedures.
 4. Coordinate activities with those of other divisions and outside agencies and organizations, and prepare and present staff reports and other necessary correspondence.
 5. Develop, monitor, and evaluate the efficiency and effectiveness of service delivery methods and procedures; assess and monitor workload, administrative and support systems, and internal reporting relationships; identify opportunities for improvement; and develop a strategic plan to implement improvements.
 6. Develop and monitor assigned programs' budgets and recommend adjustments as necessary.
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7. Manage and participate in the development and administration of the Division's budget; forecast additional funds needed for staffing, equipment, materials, and supplies; coordinate the monitoring and approval of expenditures, recommending adjustments when necessary.
 8. Select, train, plan the work of, supervise, and evaluate staff; provide coaching to employees; collaborate on goal development; set clear expectations; provide constructive feedback; assist in improvement as needed; and check in regularly for understanding.
 9. Develop, facilitate, coordinate, and/or lead a variety of professional development activities.
 10. Recommend and administer policies and procedures that are consistent with the mission and values of the Orange County Department of Education (OCDE).
 11. Serve as the liaison for ACCESS with other OCDE units, divisions, local school districts, and outside agencies; negotiate and resolve significant and controversial issues.
 12. Attend and participate in professional group meetings; stay abreast of new trends and innovations in the field of curriculum and instruction, education, and administration.
 13. Assist in the interpretation of laws and regulations pertinent to ACCESS programs and assure compliance with applicable federal, state, and local rules, regulations, guidelines, and policies.
 14. Provide responsible staff assistance to higher level management staff and prepare and present staff reports and other necessary correspondence.
 15. Conduct a variety of organizational studies, investigations, and operational studies and recommend modifications to ACCESS programs, policies, and procedures as appropriate.
 16. Participate on a variety of boards and commissions; attend and participate in professional group meetings; and stay abreast of new trends and innovations in the field of alternative education.
 17. Analyze and interpret data and provide recommendations for Division or program planning.
 18. Demonstrate attendance sufficient to complete the duties of the position as required.
 19. Perform related duties similar to the above in scope and impact as required.

Additional essential functions specific to Special Education Services

1. Assume management responsibility for all special education programs, services, and activities for ACCESS.
2. Serve as the liaison for ACCESS special education programs with other Department units, divisions, and outside agencies; negotiate and resolve significant and controversial issues.
3. Attend and participate in professional group meetings; stay abreast of new trends and innovations in the field of special education as delivered in alternative education settings and general education settings.
4. Direct the development of curriculum for the ACCESS special education programs.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Operational characteristics, services, and activities of an alternative education program.
2. Organizational and management practices as applied to the analysis and evaluation of programs,

policies, and operational needs.

3. Modern and complex principles and practices of program development and administration.
4. Procedures, methods, and techniques of project and workflow management and organization.
5. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
6. Research-based strategies, instructional practices, and current trends that support academic achievement in alternative education settings.
7. Modern and complex principles and practices of curriculum and instructional strategy trends in alternative education.
8. Methods and approaches to planning instructional programs and services according to identified needs and requirements of the assigned alternative education program.
9. Evaluation and assessment techniques used in determining proper teaching and instructional methods.
10. External accountability processes and procedures, including but not limited to the accreditation process and Every Student Succeeds Act (ESSA) mandates.
11. Current research in effective schools, teaching, learning theory, program planning and development, analysis of student data, and development of school improvement strategies.
12. Principles of budget preparation and control.
13. Principles of training and performance evaluation.
14. California Education Code, California Administrative Code, and the policies, rules, and regulations of the Orange County Department of Education.
15. Pertinent federal, state, and local laws, codes, and regulations.

Ability and Skill to:

1. Provide administrative and professional leadership and direction.
2. Select, supervise, organize, train, coach, and evaluate professional, technical, and clerical personnel; and effectively delegate authority and responsibility.
3. Interpret the organizational and Division strategic plan and create relevant goals and plans for assigned areas.
4. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
5. Develop and present training materials.
6. Understand the political, social, economic, legal, and cultural context of learning.
7. Plan, direct, and coordinate various ACCESS programs.
8. Interface effectively with at-risk students.
9. Establish and maintain effective working relationships with various constituencies.
10. Interpret and explain laws, codes, contracts, policies, and procedures.
11. Prepare clear and concise correspondence, reports, and other written materials.

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12. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
 13. Communicate clearly and concisely, both orally and in writing, in English; and present information effectively in front of both large and small groups.

Special Education Services

Knowledge of:

1. Modern and complex principles and practices of special education program development and administration.
2. Methods and approaches to planning instructional programs and services according to identified needs and requirements of assigned special education programs.
3. Special education programs operated in California.

Ability and Skill to:

1. Interpret and explain special education program policies and procedures.
2. Provide administrative and professional leadership and direction for special education programs.

Education, Training, and Experience

A typical way of obtaining the knowledge, skills, and abilities outlined above is a master's degree in education, education administration, behavioral management, special education, and/or a related field and six (6) years of education experience involving work with special education, delinquent, and/or at-risk students, including three (3) years of administrative and supervisory experience; or an equivalent combination of training and experience.

Licenses; Certificates; Special Requirements

A valid California credential authorizing instruction or service in a public school program.

A valid California Administrative Credential.

Some assignments require background clearance conducted by the probation department.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class.

Physical Demands

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame, read written and electronic materials, and communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); perform deskwork for extended periods, and access and operate all required equipment for job duties. The

position may include occasional need to traverse uneven surfaces and may move items weighing up to 25 pounds.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

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

Employee typically works in an office environment that is fast-paced with moderate to high pressure.