



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

Principal, Deaf and Hard of Hearing Program

**Class Code: 1450
Work Days: 220**

GENERAL PURPOSE

Manage, supervise, plan, and coordinate the activities and operations of the Orange County Department of Education's Deaf and Hard of Hearing Program; coordinate assigned activities with other schools, outside agencies and the general public; and provide highly responsible and complex staff assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

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

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work 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. Develop and implement goals, objectives, policies, priorities, and strategic plan; identify resource needs; establish schedules and methods for providing specialized services; recommend and implement policies and procedures.
 2. Coordinate the organization, staffing, and operational activities for OCDE's Deaf and Head of Hearing Program, including directing the educational and support programs conducted at sites.
 3. Select, train, schedule, supervise, lead, and evaluate assigned staff; provide resources and guidance to support staff success; work with employees to improve performance.
 4. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
 5. Direct, coordinate, and review the work plan with host district administration for a deaf and hard of hearing program integrated on a comprehensive school campus; meet with staff to identify and resolve problems; assign work activities and projects; monitor work flow; review and evaluate work products, methods and procedures.
 6. Identify opportunities for improving service delivery methods and procedures; review with appropriate management staff; implement improvements.
 7. Oversee, review, and participate in the development and design of educational curriculum; establish and administer curriculum priorities.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

8. Participate in the development and administration of the deaf and hard of hearing program budget; forecast additional funds needed for staffing, equipment, materials, and supplies; direct the monitoring of and approve expenditures; recommend adjustments as necessary.
9. Coordinate IEPs and consult with special education staff and administrators at other schools, districts, agencies, and organizations.
10. Provide staff assistance to higher level management staff; prepare and present a variety of reports, records, and statistical data on school activities, attendance, facilities maintenance, and instructional requirements, and services.
11. Coordinate activities at a deaf and hard of hearing school site with those of other schools and outside youth-serving agencies and organizations; provide staff assistance to higher level management staff; prepare and present staff reports and other necessary correspondence.
12. Direct and monitor support activities necessary to implement a deaf and hard of hearing school program including clerical assistance, instructional assistance, and transportation coordination.
13. Coordinate student transition to adult programs, district programs, and various related programs.
14. Direct activities to support a program of student counseling and discipline; confer with students, parents, health and guidance staff, and teachers concerning student needs and problems.
15. Assist in planning, developing, and maintaining community relations programs; explain deaf and hard of hearing school programs and curriculum to parents through parent teacher associations, school open houses, conferences, and bulletins.
16. Assist teachers in maintaining order and appropriate discipline as required.
17. Provide consultation to local school districts regarding educational issues related to DHH students.
18. Oversee the efficient and effective operation of assigned school facilities; ensure the safety and security of facilities, students, and personnel.
19. Prepare and present a variety of reports, records, and statistical data on school activities, attendance, facilities maintenance, and instructional requirements and services.
20. Attend and participate in professional group meetings; stay abreast of new trends and innovations in the field of education and administration.
21. May participate in the teaching of classes as required.
22. Demonstrate attendance sufficient to complete the duties of the position as required.
23. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Operational characteristics, services, and activities of a deaf and hard of hearing program.
2. Principles, theories, practices, methods, and techniques used in classroom instruction, especially as they relate to students in a deaf and hard of hearing school setting.

Knowledge of (cont.):

3. Methods and approaches to planning instructional programs and services, according to identified needs and requirements of assigned deaf and hard of hearing program.
4. Evaluation and assessment techniques used in determining proper teaching and instructional methods.
5. School physical plant design and upkeep, special equipment, and facilities designed for physically disabled persons.
6. Records and information required for reimbursement, health and welfare codes, and graduation requirements.
7. Principles of budget preparation and control.
8. Procedures, methods, and techniques of project and workflow management and organization.
9. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
10. California Education Code, Administrative Code, and the policies, rules, and regulations of the County Schools Office.
11. Pertinent federal, state, and local laws, codes, and regulations.
12. Techniques for working with deaf and hard of hearing students.
13. Middle/high school level California Content Standards and curriculum.
14. Supervise administration of required statewide assessments for middle/high school level students.
15. Aspects of deaf culture and community relevant to educational issues.
16. Special education and general education law as it pertains to student special education programs, IEPs, discipline and Section 504 plans.

Ability and Skill to:

1. Select, supervise, organize, train, coach, and evaluate management, professional, technical, and clerical personnel; effectively delegate authority and responsibility.
2. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
3. Assume primary and direct responsibility for the operation and administration of a deaf and hard of hearing program.
4. Oversee the efficient internal operation of school administration including financial management, scheduling, curriculum development, and facilities management.
5. Interact with deaf and hard of hearing students and their parents.
6. Respond to difficult questions, inquires, and complaints from parents, students, teachers, and officials from other school districts and outside governmental agencies.
7. Establish and maintain effective working relationships with various constituencies.
8. Interpret and explain laws, codes, contracts, policies, and procedures.

Ability and Skill to (cont.):

9. Develop and present training materials.
10. Prepare clear and concise correspondence, reports, and other written materials.
11. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
12. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is Master's degree from an accredited college or university with major course work in education, behavior management, education administration, including training in deaf and hard of hearing and five years of increasingly responsible educational experience in the field of deaf and hard of hearing including two years of administrative and supervisory experience.

Licenses; Certificates; Special Requirements:

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

A valid California Administrative Credential.

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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 30 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

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 high pressure.

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