

Portola Valley Elementary School District

APPLICATION INFORMATION FOR THE POSITION OF

**Assistant Superintendent:  
Special Education and Curriculum**

Ormondale School (K-3) – Corte Madera School (4-8)  
San Mateo County – District Enrollment: 740

Application Deadline: Open Until Filled



For information about this position, please contact:

Jim Brown, Consultant  
Leadership Associates  
PMB-455 – 23052-H Alicia Parkway  
Mission Viejo, CA 92692  
Phone/Fax: 949-461-9119  
Email: [leadershipassociates@cox.net](mailto:leadershipassociates@cox.net)

## The Board of Trustees

The governing authority of the Portola Valley Elementary School District is vested in a Board of Trustees comprised of five members.

<b>Members</b>	<b>Term Expires</b>
Judith Mendelsohn, President	December 2011
Steven Humphreys, Clerk	December 2011
Scott Parker	December 2013
Ray Villareal	December 2013
William Youstra	December 2013

## Qualifications

The Portola Valley Elementary School District invites dynamic individuals with a high degree of effective leadership and management ability to apply for the position of Assistant Superintendent: Special Education and Curriculum.

The District is seeking a highly skilled and motivated individual with five or more years of leadership experience in special education and K-8 curriculum. S/he needs to understand the value of building trust, relationships and knowledge of the schools and community.

Candidates must hold or qualify for a California Administrative Credential. A Master's Degree is required.

## **Description of Position**

Under the direction and supervision of the Superintendent, the Assistant Superintendent: Special Education and Curriculum will direct the planning, development, implementation, evaluation and overall management of Special Education, Educational Technology, English Language Development, Gifted and Talented Education and District-wide curriculum planning. The Assistant Superintendent: Special Education and Curriculum will be the key contact and resource for parents and teachers and always an advocate for students.

## **Professional Expectations**

- Has a solid understanding of the philosophical, educational, technological, fiscal and legal aspects of special education.
- Is guided by a focus on students in all aspects of decision making and resource allocation.
- Possesses a strong background in Special Education, English Language Development, Instructional Technology and Gifted and Talented Education assessment practices, instructional strategies and curriculum.
- Has the skills to implement and believes in consensus building and shared decision making.
- Possesses strong planning and organizational skills.
- Understands the change process, respecting the District's strengths, programs, cultures and traditions, and enlists stakeholders in meeting the challenges confronting education in the twenty-first century.
- Is a creative and innovative problem solver.
- Utilizes data and research to identify and implement best practices for instruction.
- Possesses outstanding communication skills, written and verbal, and is an excellent listener, respecting and welcoming a variety of opinions.
- Has a strong knowledge of federal, state and local laws and regulations relevant to job responsibilities and duties.
- Possesses an excellent understanding and background regarding the uses of technology for instruction and the operation of schools.
- Is able to set boundaries and say "no" when necessary.

## **Job Responsibilities and Duties**

- Direct, coordinate, and evaluate Special Education, English Language Development (ELD), Educational Technology and Gifted and Talented Education (GATE) including the process of assessment, identification, and placement of students while establishing and implementing appropriate timelines.
- Provide leadership for special education services for preschool through 8<sup>th</sup> grade students; develop goals and objectives for the District; and recommend and implement programs and policies that take into account “best practices” for student-related programs.
- Serve as the primary advocate for students with special educational needs.
- Direct and monitor students’ Individual Education Plans (IEPs) and 504 Plans and processes.
- Implement and monitor the selection of special education curriculum aligned with the District’s core curriculum.
- Coordinate the selection of technology (e.g. assistive technology) and services for students with IEPs and 504 plans.
- Coordinate special education services with general education teachers, private service providers, outside agencies and the San Mateo County Office of Education.
- Oversee state and federal legislation related to special education and ensure local compliance.
- Direct and monitor the special education budget.
- Support the Principals and teachers in Response to Intervention (RTI) and other services.
- Coordinate and facilitate parent/staff advisory group and committee related to special education and best practices for all students.
- Assist with the design and development of the District’s staff development program.
- Direct, implement and facilitate the development and implementation of action plans intended to accomplish specific goals and objectives related to Special Education, ELD, Educational Technology and GATE.
- Maintain confidential files for individual students in special education programs in accordance with state and federal regulations.
- Collaborate with Principals in the supervision and evaluation of all certificated and classified personnel assigned to the Special Education, English Language Development and Educational Technology programs.

- Represent the District on the San Mateo County Office of Education Local Plan Advisory Committee (SELPA).
- Assist in the recruitment, selection and appropriate assignment of staff members to special education programs.
- Assist parents and students with transition programs including preschool to kindergarten, third to fourth grade, fifth grade to middle school and 8<sup>th</sup> grade to high school.
- Maintain a high level of awareness regarding research, recent developments, legislation, and judicial decisions bearing on programs that will benefit all students.
- Prepare School Board agenda items related to this position's areas of responsibility and prepare timely and appropriate reports to the Board of Trustees and Superintendent.
- Work with the administrative team, Board of Trustees and community representatives to implement the curriculum goals set forth in the District's Strategic Plan and develop a vision, philosophy and goals for future district instructional programs.
- Formulate, plan, and implement the professional development program for professional staff (teachers, para-educators, administrators)
- Work with administrators, teachers and community stakeholders to evaluate instructional materials, including textbooks, digital resources, library/media acquisitions, and other instructional materials.
- Provide leadership in developing plans for instructional research; pilot studies for curriculum, instruction, and technology; and new courses of study.
- Evaluate data to assess results of programs and address areas in need of improvement.
- Create fluidity in the spectrum of services available to all students by training staff on best practices, instructional knowledge and technologies that are used in special education; effectively demonstrate how such services can be usefully applied across varied needs of the entire student population.

## **Personal Qualities**

- Has a sense of humor
- Is a confident leader and dedicated educator
- Maintains a positive attitude and is personable
- Demonstrates honesty and integrity
- Is an inspiring role model for students and staff
- Is approachable - a people person
- Respects others
- Likes, values and is dedicated to the school community
- Is a lifelong learner
- Welcomes the opportunity to work with a highly involved and committed parent community

## **Salary and Contract Terms**

- The salary for this position is competitive and negotiable.
- The work year for this position will be 225 days.
- A July start date is anticipated.

## **Application Requirements**

In order to be considered, the candidate must provide:

- ✓ A letter of application outlining qualifications for this position.
- ✓ A current resume.
- ✓ Copy of current credentials.
- ✓ Completed essay questions – topics are listed on the final page of this document.
- ✓ Confidential placement papers and/or three to five letters of recommendation.
- ✓ Three to five references including day and evening telephone numbers and email addresses.

All materials received will be acknowledged and treated confidentially.

Application materials shall be sent directly to:

Jim Brown, Consultant  
Leadership Associates  
PMB-455 – 23052-H Alicia Parkway  
Mission Viejo, CA 92692  
Phone/Fax: 949-461-9119  
Email: [leadershipassociates@cox.net](mailto:leadershipassociates@cox.net)

## **Deadline**

This position will be open until filled.

## **Selection Process**

Top candidates will be recommended by the Search Consultant to the Superintendent for review and consideration for interviews.

### **Level One**

A committee composed of teachers, support staff, administrators, parents and community members will interview the candidates.

### **Level Two**

Finalists will participate in a second interview with the committee and will also meet with the Superintendent. Finalists will be invited to the District and will have an opportunity to familiarize themselves with the community and the schools.

The Superintendent and Board of Trustees reserve the right to visit the district and the community of the top candidates prior to making the final decision.

**The District hopes to have the new  
Assistant Superintendent: Special Education and Curriculum  
appointed by the Board of Trustees by mid-June.**

## **The District and Community**

The Portola Valley School District is located thirty miles south of San Francisco in the heart of Silicon Valley and five miles from Stanford University.

The District provides an enthusiastic, supportive environment for children to grow personally, academically and socially. Approximately 740 students attend the District's two schools: Ormondale (K-3) and Corte Madera (4-8). Ormondale is a California Distinguished School and Corte Madera is a Blue Ribbon School. Portola Valley student scores on state tests are among the highest in California. For the 2009-10 school year, the District will spend over \$15,000 per student.

A strong sense of community involvement and support characterize Portola Valley. The Superintendent and Board of Trustees encourage open communication and volunteer participation. A local educational foundation supports the District with an annual contribution of over one million dollars.

The Portola Valley School District's real strengths are its bright, hardworking students, outstanding parental support, and truly exceptional and dedicated staff.

## **Essay Questions**

*Please limit your responses to no more than one page each*

1. If you had the opportunity to wipe the slate clean, and re-invent how services are delivered to students who are identified with special educational needs, what would these services be?
2. Describe your experience working with students with significant disabilities in the general education classroom. How would you support general education teachers as they assume these responsibilities?
3. If you were asked to give a Board report focused on future directions in curriculum and instruction for PVSD, what would you include?
4. As you reflect on your career, what professional accomplishment has brought you the most satisfaction?
5. Of all of the positions currently available, why are you interested in the Assistant Superintendent: Special Education and Curriculum position with the Portola Valley Elementary School District?