

**STATE OF MICHIGAN
MICHIGAN DEPARTMENT OF EDUCATION
Educator Excellence, Career and Technical Education, Special
Education, and Administrative Law Division
DEPUTY SUPERINTENDENT POSITION DESCRIPTION**

General Summary

The Deputy Superintendent of the Educator Excellence, Career and Technical Education, Special Education, and Administrative Law Division is a senior-level position responsible for the direct administrative supervision of the following offices: Office of Educator Excellence, Office of Career and Technical Education, Office of Special Education, and Administrative Law. The Division was established to strategically align programs and services among the offices supporting student and educator success, as well as ensuring compliance with implementing statutes and rules. This position assists the Chief Deputy Superintendent and the State Superintendent of Public Instruction in the task of providing leadership in developing, achieving, and maintaining the best possible educator workforce, career and technical programs, and special education programs and services. The division also ensures compliance with legal responsibilities related to the Office of Administrative Law (OAL). OAL supports the superintendent's legal responsibilities. It does not serve as legal counsel for the department and does not provide binding legal advice. The division also oversees the Michigan School for the Deaf, the Low Incidence Outreach program, and Camp Tuhsmeheeta, through the Office of Special Education.

The Deputy Superintendent is responsible for providing direction, supervision, and coordination for all related offices to ensure that the Department's activities are aligned with federal and state statutory and regulatory requirements and rules; State Board of Education and department policies; and Michigan's Top 10 Strategic Education Plan. Beyond administrative oversight, the deputy superintendent advances the department's strategic priorities, such as education equity, workforce readiness, and inclusive educational practices. This is achieved through fostering collaboration, encouraging innovation, and promoting data-informed, equitable program design.

Description of Work

Daily duties (65%)

1. Serves as a key member of the State Superintendent of Public Instruction Senior Leadership Team.
2. Supervises and directs assigned Program Office Directors, Special Assistant, and State Executive Management Assistant.

3. Responds to inquiries for interpretation from division staff on matters related to regulation, policy, or legislation.
4. Evaluates assigned Program Office Directors, Special Assistant, and State Executive Management Assistant for job effectiveness on an annual basis.
5. Assists in the preparation and administration of the budget for assigned offices.
6. Supports the Chief Deputy Superintendent and the State Superintendent of Public Instruction in the continuous review and revision of operational goals and metrics associated with Michigan's Top 10 Strategic Education Plan.
7. Provides organizational leadership to ensure the coordinated planning and consistent implementation of Michigan's Top 10 Strategic Education Plan, ensuring that programs and supports are effective and focused on children, Kindergarten through post-secondary.
8. Provides organizational leadership and supervision for the Office of Special Education (which oversees the Michigan School for the Deaf, the Low Incidence Outreach program, and Camp Tuhsmeheeta).
9. Aligns investments toward achievement of shared outcomes.
10. Measures performance and provides transparent information on investments.
11. Prioritizes investments that support families and parents to be their child's first teachers and, most concerned learning advocates.
12. Develops a shared data mechanism for purposes of alignment and integration.
13. Coordinates initiatives with other departments to support a unified P-20 continuum.

Occasional Duties (25%)

1. Serves as the State Superintendent of Public Instruction proxy on the Michigan Public School Employees Retirement Board.
2. Confers with the Governor's Office representatives, legislators, federal and state officials, local and intermediate school district administrators, and special interest groups.
3. Reviews legislative analyses and proposed legislation and determines or recommends the Department's position and course of action; assures conformance with legislative mandates, intent, and Department budget.
4. Meets with office directors and advises staff in the resolution of sensitive, complex, or precedent-setting situations, determines appropriate course of action, and assigns responsibilities.
5. Serves on boards, commissions, and committees on behalf of the State Superintendent of Public Instruction and the Department related to division programs and activities.

6. Serves as a liaison to other state agencies and community-based organizations.
7. Provides public presentations to the State Board of Education, legislature, and other groups.
8. Performs other related work as required.

Other Duties as Assigned (10%)

Education

Possession of a bachelor's degree.

Master's degree in education with special education electives or degree.

Experience

Preferred: Two years of experience as director in a governmental office.

Preferred: A minimum of 5 years of successful employment experience in educator preparation, special education, career and technical education, or a related field.

Preferred: Current or past possession of a teaching certificate, comparable to the one issued in Michigan, with an endorsement in an area of special education.

Preferred: A minimum of 5 years of experience as a superintendent in K-12 public education.

Demonstrated understanding of requirements and programs for special education and career and technical education initiatives that affect learners K-12 and beyond.

Knowledge of state and federal policies and procedures mandating special education for students in Michigan, including the Michigan Administrative Rules for Special Education (MARSE) and the federal Individuals with Disabilities Education Act (IDEA).

Knowledge of state and federal policies and procedures for the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), the primary federal law aimed at developing and supporting career and technical education.

Demonstrated understanding of workforce development and retention, particularly as it relates to the educator pipeline.

Demonstrated leadership skills, including interpersonal, management, personnel, and supervision.

Established track record of leading organizational change that has had clear results that align with success for children and students, and fiscal impact.

Proven ability to work within and connect public, private, and non-profit sectors toward targeted results.

Capacity to create strategies and articulate how to scale a solution to the size of the problem.

Ability to integrate money, process, and systems; align outcomes, structures, and people.

Proven track record of attracting, retaining, and developing necessary talent for complex work.