Coordinator, Teacher Effectiveness

Purpose Statement:
The job of Coordinator, Teacher Effectiveness is done for the purpose/s of coordinating assigned programs within the Teacher Effectiveness and Preparation Programs Unit; providing information to others; and implementing and maintaining services within established guidelines and standards.

Diversity Statement:
Because each person is born with inherent worth and dignity, and because equitable access and opportunity are essential to a just, educated society, SDCOE employee commitments include being respectful of differences and diverse perspectives, and being accountable for one’s actions and the resulting impact.

Essential Functions:
- Networks with local, state and national experts in teacher effectiveness for the purpose of building partnerships and implementing the most current, research-based programs.
- Collaborates with Teacher Effectiveness team (e.g. on a regular basis, etc.) for the purpose of creating, implementing, and maintaining services and/or programs.
- Coordinates program components, support needs and materials for assigned area of concentration for the purpose of meeting grant/program guidelines.
- Creates, monitors, and maintains content on the learning management system for the purpose of supporting Teacher Effectiveness programs.
- Monitors the completion of program standards and advises candidates, mentors, and instructors as needed.
- Serves as a resource for stakeholders regarding all aspects of the Teacher Effectiveness programs county and state-wide.
- Ensures the maintenance of a variety of manual and electronic files and/or records for the purpose of providing up-to-date reference and complying with regulatory requirements and established guidelines.
- Manages fund balances of assigned programs and related financial activity for the purpose of ensuring that expenses are within budget limits and/or fiscal practices are followed.
- Develops, facilitates, and participates in meetings, workshops, trainings for the purpose of conveying and/or gathering information required to perform functions.
- Prepares a variety of program-mandated reports within the area of concentration for the purpose of complying with local, state, and federal requirements.
- Promotes the growth of SDCOE online/blended/face-to-face learning programs through marketing efforts, workshops, technical assistance, and Teacher Effectiveness activities.
- Provides technical assistance to stakeholders regarding program requirements and learning management systems to maximize effectiveness of program tools and successful completion of programs.
- Stays current on state and federal legislation, and credentialing requirements, that impacts districts and schools for the purpose of communicating with and supporting district leaders, school leaders, and classroom educators.
- Provides leadership and consultation in the area of concentration for the purpose of ensuring support and development of professional learning for county schools and
Experience:

- Promotes a focus on equitable and culturally responsive learning environments for all students.
- Researches, writes and presents grant information (e.g. Teacher Effectiveness, Teacher Induction, professional development, etc.) for the purpose of securing alternative funding.
- Provides differentiated support on evidence-based practices to districts and institutes of higher education in the area of concentration for the purpose of meeting the needs of clients.
- Collaborate with the SDCOE Charter School Office and Credential Services Office to provide outreach and credentialing support to charter schools in San Diego County.
- Provides technical assistance and support in all teacher effectiveness areas to charter schools in San Diego County.

**Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Knowledge and Abilities:**

**KNOWLEDGE** of concepts of grammar and punctuation; grant administration; community resources; district policies and procedures; and issues relating to at-risk youth; accounting practices; business telephone etiquette; codes/laws/rules/regulations/policies; knowledge of community resources; methods of instruction and training; practicing cultural competency while working collaboratively with diverse groups and individuals; stages of child development; developing teaching skills to identify and interrupt behaviors and practices that harm historically underrepresented students and communities, and creating safe and culturally responsive learning environments.

**ABILITY** to schedule activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize specific, job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is limited. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; setting priorities; building collaborative relationships; and working with constant interruptions; meeting deadlines and schedules; working as part of a team; working with detailed information/data.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally, the job requires 80% sitting, 10% walking, and 10% standing. The job is performed under minimal temperature variations.

Experience: A minimum of four (4) years’ experience providing teacher preparation training and/or high-quality professional development programs, including online and blended delivery models and use of a learning management system, and proven record of excellence as a classroom teacher/educational leader. Experience as a school/program/instructional leader, recent experience evaluating teachers and staff, and proven success working effectively with teachers and site and district level administrators; and
**Education:** Bachelor’s degree in education, educational leadership, educational technology, curriculum, or related field.

**Equivalency:** A combination of education and experience equivalent to a bachelor’s degree in education, educational leadership, educational technology, or related field, and four (4) years’ experience providing teacher preparation training and/or high-quality professional development programs, including use of a learning management system, and proven record of excellence as a classroom teacher/educational leader.

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<tr>
<th><strong>Required Testing</strong></th>
<th><strong>Certificates and Licenses</strong></th>
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<tbody>
<tr>
<td>N/A</td>
<td>Valid CA Administrators Credential</td>
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<tr>
<td></td>
<td>Valid CA Teaching Credential</td>
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<td>Driver’s License</td>
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<tr>
<th><strong>Continuing Educ. / Training</strong></th>
<th><strong>Clearances</strong></th>
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<tr>
<td>N/A</td>
<td>Criminal Justice Fingerprint/Background Clearance</td>
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<th><strong>FLSA Status:</strong> Exempt</th>
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<tr>
<td><strong>Salary Grade:</strong> Certificated Management Grade 45</td>
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<td><strong>SLT Approval Date:</strong> October 11, 2016</td>
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<td><strong>Revised:</strong> 12/2018; 10/2019; 8/2022</td>
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**Approved:**

Dr. Olivier Wong Ah Sun
Assistant Superintendent, Human Resources