

### **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, CTC accreditation, 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

districts.

- 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.

**Required Testing**

N/A

**Certificates and Licenses**

Valid CA Administrators Credential  
Valid CA Teaching Credential  
Driver's License

**Continuing Educ. / Training**

N/A

**Clearances**


Criminal Justice Fingerprint/Background Clearance  
Drug Test  
Proof of physical examination including TB Screen

**FLSA Status:** Exempt

**Salary Grade:** Certificated Management Grade 45

**SLT Approval Date:** October 11, 2016

**Revised:** 12/2018; 10/2019; 8/2022; 05/2023

**Approved:**   
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Assistant Superintendent, Human Resources