

Coordinator of New Teacher Support and Development

DEFINITION:

Under the direction of the Associate Superintendent of Human Resources, the Coordinator of New Teacher Support and Development will provide guidance and leadership to ensure that new teachers, pre-interns, interns, emergency permitted, and induction program participants have the proper orientation, ongoing support, professional development, and evidence-based feedback to experience success in leading FCUSD students to high levels of learning. The coordinator will be responsible for the training and development of instructional mentors and coaches who will support new teachers with effective research-based pedagogy, peer-coaching, and in-service trainings. The coordinator is responsible for the evaluation of certificated and classified personnel within the specified program areas.

QUALIFICATIONS:

Experience: A minimum of five years of credentialed experience with five years of administrative experience.

Credentials: Possession of a California Administrative Services Credential.

Education: A master's degree is preferred.

Other: A valid California driver's license.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plans, coordinates, and manages teacher induction including professional development, training, and technical assistance for participants, staff, and program partners aligned with the California Induction Program Standards. Plans, develops, and coordinates New Teacher Orientation and collaborates in the development and implementation of New Teacher Training and other in-service opportunities for teachers to ensure the needs of new teachers are met.
- Creates and implements comprehensive mentoring systems and supports for interns, pre-interns, induction teachers, and new teachers district wide.
- Coordinates and leads professional development for teachers and designs programs for new teacher support.
- Plans and conducts regular check-ins with new teachers to provide early feedback as to what support new teachers need.
- Plans and collaborates with school principals to receive early feedback and to respond with appropriate supports as needed.
- Collaborates with Ed Services and Lead Teachers to develop specific supports for new teachers in accessing and utilizing resources for curriculum and instruction.
- Assists in the evaluation of the District and school-level professional development for impact on increased teacher effectiveness and improved academic achievement.
- Monitors professional development activities for beginning teachers to inform recommendations for future efforts.
- Researches, creates, and executes unique teacher retention strategies to effectively retain current teacher base, including providing school and division leaders with specific tools, trainings and methods for increasing teacher retention.
- Develops, executes, and monitors a system to track teacher retention data.
- Develops a method for identifying early warning factors related to teacher retention and create responsive solutions.
- Develops partnerships with local colleges/universities and community organizations to promote teacher recruitment and retention.
- Creates, facilitates, and presents professional development sessions to a variety of professional audiences.
- Attends local, regional, and state meetings and conferences for the purpose of maintaining up-to-date knowledge of program requirements.
- Coordinates and oversees program events, activities, and operations related to teacher induction and new teacher support.

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- Recruits, interviews, hires, and supervises highly qualified certificated mentors.
- Remains current with the latest research, initiatives, policies, around curriculum, instruction, assessment, and standards (including the California Standards for the Teaching Profession (CSTP) in order to build, maintain, facilitate and oversee cutting-edge research-based content for professional development Monitors program implementation and ensures requirements are met within established budget and timelines.
- Communicates program information regularly to all stakeholders through established means, such as the induction program website, online classroom, program newsletters, email, and in-person and Zoom meetings Coordinates and facilitates meetings.
- Supports ongoing accreditation responsibilities, including collection of program assessment data, analysis, and reporting Monitors progress of induction candidates toward completion.
- Guides and support interns and pre-interns in meeting credential requirements.
- Assists human resources with analysis of participant credentials for the purpose of determining participant eligibility and requirements.
- Supplies approved California Commission on Teacher Credentialing authorized submitter required program completion documents to initiate the clear credential application process.
- Establishes and maintains liaisons with universities, counties, state department of education, and other related agencies.
- Collaborates with other department managers and site administrators to support programs, initiatives, and professional development which may include serving as a coach/mentor for other program participants.
- Selects, trains, manages, and evaluates the work of assigned program staff.
- Model's best practices and organizational values that reflect equity and excellence.
- Performs other related duties as assigned.

KNOWLEDGE:

- California Standards for the Teaching Profession.
- Exemplary instructional strategies aligned to California Math and Language Arts Standards.
- Principles of cognitive coaching; principles and theories of adult learning.
- California Education Code.
- Effective models of teacher education from pre-service through induction and continuing professional development.
- Assessment and evaluation strategies for teachers and programs.
- Goals, requirements, and guidelines of California's teacher induction program.
- Integration and use of technology in the delivery of instruction.
- Techniques and practices of effective implementation, supervision, and management of budgetary and other management procedures.
- Standard software applications.

ABILITIES AND SKILLS:

- Demonstrated efficacy in engaging, addressing, and speaking with large and small groups of diverse stakeholders in a variety of settings.
- Strong analytical skills with ability to develop processes to measure the success of teacher retention strategies.
- Demonstrated ability to use data management systems to track and analyze data and present data-informed recommendations in oral and written formats.
- Ability to work both independently and cooperatively, exercise judgment and creativity, organize work teams, set priorities, manage initiatives, and meet deadlines.
- Exceptional detail-orientation and strong organization skills.
- Plan, implement, assess, and evaluate programs.

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- Strong interpersonal and communication skills with demonstrated ability to speak and write clearly.
- Model strong interpersonal skills necessary to work cooperatively and effectively with individuals and groups from diverse backgrounds.
- Organize and prioritize work.
- Develop measurable goals and objectives; set priorities and evaluate progress toward achievement.
- Monitor budgets and expenditures.
- Select, train, supervise, and evaluate staff.
- Maintains accurate records and completes reports.
- Utilizes technology to enhance and support the program.

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include the ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies, and other printed matter, computer screens, and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described are representative of those an employee encounter while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.