

# JOB DESCRIPTION

## PATERSON BOARD OF EDUCATION

**TEACHERS**  
**3071 Teacher Coordinator of**  
**Professional Development**  
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### REVISED

**JOB TITLE: TEACHER COORDINATOR OF PROFESSIONAL DEVELOPMENT**

**REPORTS TO: Cabinet level administrator or designee**

#### **NATURE AND SCOPE OF JOB:**

The Teacher Coordinator of Professional Development will provide support to district projects and school operations as assigned by a cabinet level administrator or their designee. The Teacher Coordinator of Professional Development will also coordinate the analysis of student performance and student effectiveness data and provide a diagnostic and prescriptive measure curriculum and professional development programs.

#### **QUALIFICATIONS:**

The School Teacher Coordinator of Professional Development shall:

1. Hold a New Jersey Standard Instructional Certificate (N.J.A.C. 6:11-6.1, 6.2, or 8.1 et seq.) in accordance with the requirements of N.J.S.A. 18A:27.1 et seq., and N.J.A.C. Title 6 Chapter 11.
2. Have excellent experience in teaching and working with children.
3. Hold a valid driver's license with no serious violations.
4. Have excellent integrity and demonstrate good moral character and initiative.
5. Demonstrate knowledge and understanding of child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
6. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.
7. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.

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8. Demonstrate the ability to provide leadership.
9. Have excellent communication and interpersonal skills.
10. Demonstrate the ability to use electronic equipment for word processing, data management, information retrieval, visual and audio presentations, and telecommunications.
11. Provide proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
12. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or, during the initial six month period provide a sworn statement that the individual has not been convicted of a crime or a disorderly person's offense in accordance with 18A:6-7.1.
13. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A.4.
14. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A.4.
15. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

#### VERIFICATION OF COMPETENCY:

1. District Application and resume.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources, or copies of recent evaluations and observations of teaching performance.
4. College Transcripts.
5. Employment interview.

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### **EMPLOYMENT TERMS:**

The Teacher Coordinator of Professional Development shall be employed under the following terms:

1. Work year of ten months.
2. Salary or hourly wage, benefits, and leave time as specified in the Collective Bargaining Agreement.
3. Conditions established by all laws and codes of the State, and all policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

### **JOB FUNCTIONS AND RESPONSIBILITIES:**

The Teacher Coordinator of Professional Development shall:

1. Coordinate and assist in the design, implementation and monitoring of the district's School Improvement Plans.
2. Coordinate an effective and compliant process to assist in the professional development needs of the teachers as identified by performance evaluations and school administrators.
3. Provide professional development coaching and modeling of pedagogical skills in alignment with the building based supervisors who will deliver content support.
4. Provide training to department chairs and content supervisors in effective professional development presentations and coaching strategies.
5. Maintain data on professional development.
6. Provide professional development for teachers, administrators and support staff on utilization of data management systems.
7. Provide professional development for teachers on the analysis of student achievement data and school operational data to increase student achievement, improve graduation rates and college and career readiness.
8. Design and publish professional development resources in hard copy and electronically using professional development websites and other electronic resources.
9. Serve as liaison between the Departments of Academic Services, Assessment, Accountability and the Office of Professional Development to assure coordination of services.

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10. Assist the School Improvement Panel (ScIP) and department chairpersons in identifying qualified mentor teachers, and training and coaching mentor teachers in instructional expectations.
11. Coordinate and implement on-site training opportunities for improvement in instructional strategies, formative assessment, and classroom management through coaching and modeling as identified by performance evaluations and department chairpersons.
12. Host opportunities for teacher content team consultation across schools, outside of school hours to promote shared practice, professional learning and professional growth.
13. Create surveys to identify professional development needs of all school staff.
14. Design and implement means to assess the impact of professional development strategies as an evaluative process.

### PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign
6. Language or Braille may also be considered as acceptable forms of communication.

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7. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.


### ENVIRONMENTAL DEMANDS:

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

### EVALUATION

The Cabinet level administrator or designee shall evaluate the Teacher Coordinator of Professional Development in accordance with Policy Nos. 3221 or 3222; Regulation Nos. 3221 or 3222, this Job Description and such other criteria as shall be established the Board of Education.



Approved

7-1-2013

Date