

# DUTY STATEMENT

CTC-HR 101 (REV 06/18)

		RPA #	EFFECTIVE DATE:
EMPLOYEE'S NAME	POSITION NUMBER (Agency - Unit - Class - Serial) 192-402-2635-901		
DIVISION/UNIT Professional Services Division	CLASS TITLE/WORKING TITLE Consultant in Teacher Preparation (Program Evaluation and Research); Performance Assessment Consultant		

You are a valued member of the Commission on Teacher Credentialing (CTC). You are expected to work cooperatively with all employees, our customers and members of the public to enable the CTC to provide the highest level of service possible. Your creativity and ingenuity are encouraged. Your commitment to treat others fairly, honestly, respectfully and professionally is critical to the success of the CTC's Mission.

BRIEFLY (1-3 sentences) DESCRIBE THE POSITION'S PRIMARY ROLE AND PURPOSE. PLEASE INCLUDE THE POSITION'S REPORTING RELATIONSHIP AND LEVEL OF INDEPENDENCE.

Under the general supervision of the Director of Performance Assessment Policy and Development the Performance Assessment Consultant will

Percentage of time performing duties | Indicate the duties and responsibilities assigned to the position and the percentage of time spent on each. Group related tasks under the same percentage with the highest percentage first.

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	<b><u>ESSENTIAL FUNCTIONS</u></b>
35%	<b>Assessment Development.</b> Interact with assessment contractors responsible for the development and/or administration of performance assessments both sponsored by the Commission and adopted by the Commission from external vendors. Participate in the design and development of performance assessments and in strategizing and carrying out implementation with candidates and preparation programs. Assist in the development of validation studies conducted by the contractor(s). Review, evaluate and revise as needed performance assessment guidebooks, program handbooks, assessment cycles and rubrics, websites and other social media sites managed by the Commission, and assessor training materials for Commission-sponsored performance assessments. Recent experience with early childhood education, parent education, and special education for early childhood is preferred.
25%	<b>Training and Technical Assistance.</b> Participate in the design and implementation of faculty training for early childhood educators in the implementation of performance assessments at the local and state level. Provide local teacher preparation programs with technical assistance to support implementation of performance assessments, scoring candidate evidence, and to access and evaluate performance data. Develop and deliver presentations, face-to-face workshops, online webinars and virtual meetings pertaining to performance assessments for a variety of stakeholders. Experience and knowledge of adult learning theory.
20%	<b>Accreditation.</b> Assist, as appropriate, accreditation staff in the professional services division with implementing a program accreditation process for early childhood programs. Access and evaluate performance assessment data for cohorts of candidates enrolled in accredited early childhood teacher preparation programs. Support accreditation staff in determining how to report data for use by programs for program development, for accreditation teams, and for inclusion in the Commission's accreditation data system. Staff accreditation visits to inform performance assessment data use.
15%	<b>Assessment Administration.</b> Monitor local and statewide administration of performance assessments (Gen Ed, SpEd, Administrative Services, Early Childhood), and review of submissions that require secondary scoring. Research and resolve issues submitted to the Commission regarding performance assessment implementation procedures or policy related questions.
5%	<b><u>MARGINAL FUNCTIONS</u></b>
	Other related duties as required.

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## KNOWLEDGE AND ABILITIES

*Knowledge of:* Principles, procedures and techniques used in performance assessment development, validation and administration; the application of research techniques and quantitative procedures for the analysis of performance assessments; inclusive approaches to the analysis of ethnic and cultural factors in assessment performances and results; the use of electronic data processing techniques in processing assessment results and the basic principles of education research.

*Ability to:* Conduct research studies in teacher education and prepare policy recommendations; analyze policy issues related to the use of performance assessment systems in professional licensure; utilize alternative approaches to assessment development and validation; draft contracts and requests for proposals for assessment development and administration that is performed by external agencies under contract with the Commission.

*Skill to:* To perform all duties contained in this duty statement.

## INTERPERSONAL SKILLS

- Positive attitude.
- Effective and professional communication.
- Maintain effective working relationships with staff of all levels of the organization
- Demonstrate a commitment to perform duties in a service-oriented manner.
- Maintain good work habits and adheres to all policies and procedures.

## DESIRABLE QUALIFICATIONS

- Possess excellent public speaking skills, as well as the judgment necessary to appropriately represent the Commission in the field
- Understanding of and/or experience with Early Childhood and Early Childhood Special Education
- Experience working with developing, and/or implementing program standards
- Understanding of and experience with the accreditation system as adopted by the Commission

## WORK ENVIRONMENT, PHYSICAL OR MENTAL ABILITIES

### Work Environment:

- Requires prolonged sitting use of telephone and computers
- Frequent contact with employees, program sponsors, and public
- Some travel is required
- Work Week Group "E" (FLSA exempt). See Pay Scales, Section 10 and Bargaining Unit 21 Memorandum of Understanding for information on Work Week Group "E"

Physical Ability: Must possess and maintain sufficient strength, agility, endurance, and sensory ability to perform the duties contained in this duty statement.

***Some of the requirements above may be accommodated for otherwise qualified individuals requiring and requesting such accommodations.***

## PERSONAL CONTACTS

- Commission management and staff
- High level county and district personnel
- Educators and the Public
- Stakeholders

Fingerprint clearance required.

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## LEVEL OF RESPONSIBILITY – ACTIONS AND CONSEQUENCES

Failure to use good judgment in handling sensitive and confidential information could result in confidential and/or incorrect information being released to unauthorized persons, and may result in adverse actions.

### MANAGER/SUPERVISOR'S STATEMENT: *I HAVE DISCUSSED THE DUTIES OF THE POSITION WITH THE EMPLOYEE*

MANAGER/SUPERVISOR'S NAME (Print)

MANAGER/SUPERVISOR'S SIGNATURE

DATE

### EMPLOYEE'S STATEMENT: *I HAVE DISCUSSED WITH MY SUPERVISOR THE DUTIES OF THE POSITION AND HAVE RECEIVED A COPY OF THE DUTY STATEMENT*

The statements contained in this duty statement reflect general details as necessary to describe the principal functions of this job. It should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absence of relief, to equalize peak work periods or otherwise balance the workload.

EMPLOYEE'S NAME (Print)

EMPLOYEE'S SIGNATURE

DATE