

# DUTY STATEMENT

CTC-HR 101 (REV 06/18)

RPA # 22-022	EFFECTIVE DATE:
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EMPLOYEE'S NAME	POSITION NUMBER (Agency - Unit - Class - Serial)
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%	<p><b>Assessment Development.</b> Interact with assessment contractors responsible for the development and/or administration of reading instruction performance assessments both sponsored by the Commission and adopted by the Commission from external vendors. Participate in the design and development of reading instruction performance assessment including strategizing and carrying out assessment implementation with preparation programs, assessors, and teacher candidates. Assist in the development and implementation of validation studies conducted by the contractor(s) including a range of methodology from survey research to focus groups. Review, evaluate and revise as needed performance assessment cycles and rubrics, guides for programs, websites and other social media sites managed by the Commission based on validity studies, and assist to develop assessor training materials for Commission-sponsored reading instruction performance assessments. Recent experience with literacy instruction (reading, writing, listening, and speaking) for prek-12 general education and special education students and deep knowledge of instructional strategies to support students identified with dyslexia is required.</p>
25%	<p><b>Training and Technical Assistance.</b> Participate in the design and implementation of faculty support and training for educators in the implementation of literacy performance assessment at the local and state level. Provide local teacher preparation programs with technical assistance to support implementation of reading instruction performance assessments, to score candidate evidence, and to access and evaluate performance data. Develop and deliver presentations, face-to-face workshops, online webinars and virtual meetings pertaining to reading instruction performance assessments for a variety of stakeholders. Extensive experience and first hand knowledge of adult learning theory is required.</p>
20%	<p><b>Accreditation Support.</b> Assist, as appropriate, accreditation staff in the professional services division with implementing a program accreditation process to ensure all candidates have the opportunity to learn and practice reading instruction. Access and evaluate reading instruction performance assessment data for cohorts of candidates enrolled in accredited teacher preparation programs. Support accreditation staff in determining how to report reading instruction performance assessment data for use by programs for reading instruction program development, assist to support accreditation teams reviewing these reading instruction programs, and assist to prepare data for inclusion in the Commission's accreditation data system.</p>
15%	<p><b>Performance Assessment Administration.</b> Monitor local and statewide administration of reading instruction performance assessments and review of candidate submissions that require Commission</p>

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5%	<p>review. Research and resolve issues submitted to the Commission regarding reading instruction performance assessment implementation procedures or policy related questions.</p> <p><b><u>MARGINAL FUNCTIONS</u></b></p> <p>Other related duties as required to support the Commission's full range of performance assessments including the CalTPA, CalAPA, Education Specialist CalTPA and the Early Childhood CalTPA.</p>
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## **KNOWLEDGE AND ABILITIES**

*Knowledge of:* Principles, procedures and techniques used in reading instruction performance assessment development, validation and administration; the application of research techniques and quantitative procedures for the analysis of reading instruction 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 validity and reliability research studies in teacher education and prepare policy recommendations; analyze policy issues related to the use of reading instruction 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 Reading Instruction
- 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**

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

Fingerprint clearance required.

## 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