

# DUTY STATEMENT

CTC-HR 101 (REV 06-13)

		RPA #	EFFECTIVE DATE:
EMPLOYEE'S NAME	POSITION NUMBER (Agency - Unit - Class - Serial) 192-102-4801-XXX		
DIVISION/UNIT Certification	CLASS TITLE Staff Services Manager II		

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 direction of the Deputy Director of Certification, the incumbent is able to act independently and authoritatively on a variety of investigative, technical, analytical, operational research and statistical functions to include, but not limited to, interpretive findings, programmatic planning, policy development and support consistent with State laws including Education Code and Title 5 regulations and certification requirements, and serving in an advisory capacity to Senior Management and other CTC staff. Specifically, the incumbent is expected to:

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.

50%	<p><b><u>ESSENTIAL FUNCTIONS</u></b></p> <p><u>Assignment Program Management.</u></p> <p>Lead the Educator Assignment Monitoring Program for the Certification Division, including supervising subordinate staff; Initiate complex policy-related projects that establish new precedents for the Division and the Agency; Serve as the primary contact for the Agency on issues related to Assignment Monitoring and respond to statewide stakeholders including County Offices of Education, School Districts, and the general public regarding Assignment Monitoring questions; Supervise assignment monitoring support staff; Serve as a subject matter expert in the most complex and critical aspects of credentialing; Provide expert consultation on extremely sensitive issues that have a major statewide impact on the agency and stakeholder groups; serve as the CTC liaison to statewide stakeholder groups and other state and federal agencies and national organizations and respond to unique and complex requests and inquiries; Develop and oversee statewide activities for training new credential analysts at colleges, universities, school districts, and County Offices of Education; Maintain and update Assignment web-based resources and author new ones as needed; Address the most complex and sensitive questions about credentialing policy and requirements from educators, credential analysts in the field, legislative offices, and stakeholder groups. Serve as a policy expert for Certification and Agency staff; Serve as the subject matter expert for the Assignment Monitoring Program for the Certification Division and Commission.</p>
30%	<p><u>Policy and Related Outreach.</u></p> <p>Develop new Title 5 regulatory policy and update existing regulations as necessary; Draft and present agenda items to the Commission regarding regulatory changes/updates to Title 5 of the California Code of Regulations that have a statewide impact on all LEA's (Local Education Agencies) in California; Review and prepare analysis of current legislation affecting educator assignments; provide analysis of assignment monitoring data and identify areas of educator shortage. provide guidance for the Agency on issues related to Assignment Monitoring and respond to statewide stakeholders including County Offices of Education, School Districts, other state agencies, and the general public regarding Assignment Monitoring questions; Review and prepare analysis of current legislation affecting educator certification; Develop position papers on specific legislative initiatives and concepts for consideration by Executive Staff and the Commission; Write policy memos, including Coded Correspondence and Credential Information Alerts for distribution to universities, county and district offices and other interested parties; Advise senior management including the Director of Certification and the Executive Management of CTC on certification information, statutory requirements and regulatory policy; Serve</p>

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10%	<p>as the representative for the Director of Certification when necessary. Prepare material and present at workshops such as the annual CCAC conference and regional workshops across the state.</p> <p><u>Assignment Monitoring and CalSAAS System Maintenance.</u></p> <p>Serve as a technical expert for the Certification Divisions technical applications such as the California Statewide Assignment Accountability System (CalSAAS), including user administration, data management, technical troubleshooting, system documentation, and providing users with technical assistance; monitor California's educator assignments for California's single district counties, state authorized charter schools, and state special schools through the CalSAAS; Create and maintain manuals, web resources, and other assignment, certification, or CalSAAS related informational guidance documents; participate in and develop statewide activities for training credential analysts at school districts; County Offices of Education, and charter schools; Lead monitoring efforts for the state of California; Liaison with the California Department of Education to ensure CalSAAS and the California Longitudinal Pupil Achievement Data System (CALPADS) are aligned in monitoring goals and abilities; Ensure CalSAAS processing is aligned with statutory requirements and regulatory mandates.</p>
10%	<p><u>Special Projects.</u></p> <p>Organize, visualize, and address data requests related to assignment data. Engage in special policy and credential project assignments of the most complex in nature as directed by management and Executive staff. Assist the division's Policy, Technology, and Training Unit as necessary.</p>

## KNOWLEDGE AND ABILITIES

*Knowledge of:*

Staff Services Manager II (SSM II) will have comprehensive understanding of the activities unique to the Commission's work; have experience working with relevant stakeholder groups; possess substantial working knowledge of California Education Code, Title 5 of the California Code of Regulations, and of policies and procedures which affect teacher credentialing and assignment monitoring in the State of California; have the skills to independently analyze and resolve critical credential and assignment monitoring issues; and be able to develop and evaluate policy alternatives and present ideas and information effectively both orally in writing.

The SSM II will also have unique skills which combine a high level of technical knowledge of certification policy and regulations and assignment monitoring, an in-depth knowledge of the California Statewide Assignment Accountability System (CalSAAS), the Siebel data base system and CTC Online, understanding of statutory requirements for educator certification, and excellent oral and written skills. As a statewide expert on assignment monitoring, the incumbent will be able to engage in complex policy development that combines substantial historical knowledge of certification policies, the Education Code, and Title 5 of the California Code of Regulations and credential processing requirements and authorizations.

*Ability to:*

The incumbent will be able to provide training and technical assistance to CTC staff, contractors, and Commission Members and credential analysts at colleges, universities, school districts, and County Offices of Education in support of statewide initiatives and federal requirements, and they will be able to answer the most complex and sensitive questions from educators, credential analysts in the field, legislative offices and stakeholder groups, and independently commit to a course of action.

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The incumbent will also be able to reason logically and creatively and utilize a variety of techniques to resolve complex problems and negotiations; accurately and consistently analyze, interpret and apply Education Code statute and Title 5 regulations; handle multiple assignments simultaneously and meet deadlines; take initiative to find answers/solve problems; and the ability to clearly convey, define and establish Division and Agency positions on sensitive issues and policies and policies.

### DESIRABLE QUALIFICATIONS

- Integrity—consistently adheres to his/her duties to execute the mission and responsibilities of the Commission
- Expertise—serves as a subject matter expert
- Teamwork—works collaboratively
- Respect—recognizes the validity of other points of view and treats others with civility
- Problem solving—strives to find creative, practical and effective solutions; diffuse difficult situations with spontaneity, diplomacy and tact
- Knowledge—substantial knowledge of Education Code, Title 5 regulations, and credentialing requirements
- Communication—communicate effectively with parties that have divergent ideas or opinions
- Negotiating—ability to provide consultation on sensitive issues that have significant impact on the Division or Agency; able to negotiate and interpret broad application of certification policies that impact stakeholder groups throughout California and the nation
- Leadership--Ability to act independently and commit to a course of appropriate action

### SPECIAL PERSONAL CHARACTERISTICS (optional...if not on the class spec, do not include)

- Requires fingerprint clearance

### INTERPERSONAL SKILLS (optional)

- Enthusiastic—eager to share knowledge and promote an optimistic view of challenges
- Self-disciplined—independently adjusts priorities and meets deadlines
- Communication—exemplary oral and written communication skills
- Leadership—strong leadership skills and ability to galvanize divergent interests
- Collaboration—finds value in collaboration and encourages teamwork

### WORK ENVIRONMENT, PHYSICAL OR MENTAL ABILITIES

#### Work Environment:

- Prolonged sitting, use of computers
- Frequent contact with other agency staff, outside stakeholder groups, staff from other agencies, and legislative representatives
- Mobility to various areas in a two-story building
- Availability during regular business hours
- Incumbent will be required to work onsite with options to telecommute based on training level and job performance
- Occasional travel within the state of California
- On Commission meeting days, incumbent is required to work on-site and may be required to be on-site until the conclusion of Commission business

#### Physical Ability

- Must possess and maintain sufficient strength, agility, endurance, and sensory ability to perform the duties contained in this duty statement with or without accommodation

#### Mental Ability

- Ability to critically analyze information and consistently form appropriate conclusions
- Ability to communicate clearly and tactfully orally and in writing
- Ability to read and follow written and oral instructions
- Ability to shift tasks and work with multiple assignments with short deadlines
- Ability to negotiate and resolve the most sensitive situations with appropriate diplomacy

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

## PERSONAL CONTACTS

As needed the SSM II serves as the designee for the Certification Director to external groups such as educators, County Offices of Education, District offices, Other State agencies, stakeholder groups, the public, CTC staff.

The SSM II would also have contact with other credential agencies outside of the state, CTC Commissioners, legislators, the Governor's office, and the media.

The incumbent will be the primary point of contact for the Certification Division and the Agency on a variety of program and policy issues including Assignment Monitoring and statewide training of credential analysts at colleges, universities, school districts, and County Offices of Education.

## LEVEL OF RESPONSIBILITY – ACTIONS AND CONSEQUENCES

There is a high degree of difficulty with this work and experienced incumbents will have a high level of responsibility and independence. The incumbent will have full authority to commit to decisions on behalf of the Director of Certification and the Agency on matters related to certification policy, Assignment Monitoring, and training of credential analysts across the state.

Given these complex responsibilities, there is a high consequence for error.

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