

DUTY STATEMENT

CCTC-AGENCY (REV 06/18)

RPA #	EFFECTIVE DATE: 8-23-2022
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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)

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 general supervision of the Administrator the Consultant performs the following: Designs, develops, and implements activities relating to helping the Early Childhood Education (ECE) field, support the development and implementation of preparation programs for the PK-3 Early Childhood Education Specialist credential and the Child Development Permit. Provides support for all of the Commission's ECE work by designing, developing, and implementing activities to further the Commission's goals and objectives in the area of early childhood education.

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><i>PK-3 Early Childhood Education Specialist Credential</i> Provide technical assistance and support to programs interested in offering preparation for the PK-3 Early Childhood Education Credential regarding the credential requirements, Teaching Performance Expectations (TPEs), and Program Standards. Respond to inquiries from potential program sponsors regarding the PK-3 ECE Specialist Credential. Work collaboratively with the California Department Education to maintain public access current information pertaining to PK-3 ECE credentialing, Universal Prekindergarten, and Preschool through Third Grade (P-3) Alignment. Work collaboratively with educational partners, communities of interest, and other entities in the field to provide information and support regarding the PK-3 ECE Specialist Credential.</p>
35%	<p><i>Child Development Permit</i> Provide technical assistance and support to institutions that offer preparation for the Child Development Permit, including implementation of teaching performance assessments (TPAs) and a quality program review system. Work collaboratively with the California Department Education to maintain public access to current information pertaining to the Child Development Permit. Work collaboratively with educational partners, communities of interest, and other entities in the field to provide information and support regarding the Permit. Collect data regarding the changing employer staffing needs as universal PK-3 is implemented.</p>
10%	<p>Other Professional Services Division-related Work – Responsible for assisting in other work relating to the activities of the Professional Services Division as needed and as directed by the Division's Administrators. This work may include work relating to assisting in the development of standards that serve as the basis for licensure examinations, work relating to public records act and other requests for information, and similar activities.</p>
5%	<p>Other duties as assigned</p>

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KNOWLEDGE AND ABILITIES

Knowledge of:

Current laws and trends in early childhood education and teacher preparation in California; organization and structure of early childhood programs, state and federal funding for ECE programs, and state oversight of the array of ECE programs and initiatives in California; curriculum trends and teaching practices in the California public schools and the legislative process in California. National and regional accreditation policies and procedures; principles and methods of education evaluation; and literature in the field of early childhood education curriculum, teaching, teacher education and program evaluation.

Ability to:

Analyze policy issues related to the evaluation of professional ECE educator preparation programs; use alternative approaches to the determination of program status; consult with colleges and universities regarding ECE educator education programs and evaluation; conduct research in program evaluation; and prepare policy recommendations related to specific areas of assigned responsibilities.

Skill to:

Collaborate with and provide consultative services to college and university deans, program directors, school administrators, professional associations and community representatives regarding program development, implementation, and evaluation strategies based on knowledge of best practices and current research in the field. Skill to present complex information in an understandable and usable way to new program grantees, and skill to provide both in-person and technology-mediated technical assistance to program grantees.

INTERPERSONAL SKILLS

Demonstrates a commitment to performing duties in a service-oriented manner. Demonstrates a commitment to maintaining a work environment free from discrimination and sexual harassment. Maintains good work habits and adheres to all policies and procedures. Fingerprint clearance required.

DESIRABLE QUALIFICATIONS

Background and/or experience in Early Childhood Education and accreditation

Integrity – consistently adheres to his/her duties to execute the mission and responsibilities of the Commission

Expertise – is a reliable source of accurate information

Teamwork – works collaboratively and in recognition of the contribution each person makes to the common purpose

Respect – recognizes the validity of other points of view and treats others with civility

Problem Solving – strives to find creative, practical and effective solutions to achieving desired goals

Excellent writing skills, strong analytical, judgment, organizational and presentation skills

Ability to interpret and transform regulations into policy

Proficiency in Outlook, Excel, PowerPoint, and Word

Ability to follow detailed instructions

WORK ENVIRONMENT, PHYSICAL OR MENTAL ABILITIES

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Work Environment:

Requires prolonged sitting, use of telephone and computer terminals, frequent contact with employees and some public contact. Per the Fair Labor Standards Act (FLSA), exempt/excluded employees are expected to work, within reason, as many hours as necessary to accomplish their assignments or fulfill their responsibilities and must respond to directions from management to complete work assignments by specific deadlines. Exempt/excluded employees may be required to work specific hours to provide services when deemed necessary by management. May be required to travel.

Physical Ability

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

Mental Ability

- Ability to communicate clearly and tactfully
- Ability to read and follow written and oral instructions
- Ability to change tasks and work with multiple task assignments

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

PERSONAL CONTACTS

Has daily contact with Commission management and staff and may have daily contact with ECE and K-12 school administrators and other educational personnel, higher education personnel, stakeholders, and the public.

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
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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
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