

CDUTY STATEMENT

Position Details:

RPA Number:
Effective Date:
Employee Name:
Position Number (Agency-Unit-Class-Serial): 192-201-2635-033
Division/Unit: Division of Standards, Accreditation, and Workforce Investment
Class 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:

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.
	<u>ESSENTIAL FUNCTIONS</u>
60%	Accreditation Unit Work – Responsible for assistance in the implementation of the accreditation system for institutions of higher education and local education agencies offering educator preparation programs. This includes document review processes, the site visit process, including presentation to the Committee on Accreditation, and/or other accreditation–related responsibilities as assigned. Sample tasks the consultant would be responsible for may include communicating with current and prospective program sponsors about the Commission’s standards, providing technical assistance, organizing and/or facilitating the review processes for sponsors interested in offering a new educator preparation programs, training and coordinating the work of reviewers of program submissions, reviewing preconditions, common standards, and/or program standards responses for any program submissions received, and facilitating or assisting in facilitating any aspect of the accreditation process as directed by the Administrator of Accreditation and/or the Division Director.
25%	Policy Development and Other Policy-Related Work – Responsible for research, development and/or updating of Commission policies and standards relating to educator preparation, or assisting in the development and updating of these policies and standards, as assigned. This work may include consultative and analytical duties in researching and developing policies relating to current issues in educator licensing, convening and coordinating the work of advisory panels, and preparation and presentation of agenda items for Commission action. If new policies and/or standards are adopted, the consultant is responsible for implementing and/or assisting in implementing related activities consistent with the new policies and standards.

10%	Other Division-related Work – Responsible for assisting in other work relating to the activities of the Division of Standards, Accreditation, and Workforce Investment 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, oral presentation of Commission information to community partners at conferences, in webinars, or as part of in-person technical assistance sessions, creating written technical assistance or guidance documents, and similar activities.
	<u>MARGINAL FUNCTIONS</u>
5%	Attend division meetings, staff meetings, and policy discussions. Attend Commission meetings and Committee on Accreditation meetings, as possible, to stay informed about agency activities.

Knowledge and Abilities:

Knowledge of:

- Planning, development, implementation, monitoring, and evaluation of professional education preparation programs, including but not limited to traditional and alternative educator preparation models and approaches; national and regional accreditation policies and procedures; principles and methods of education evaluation; and current research in the fields of curriculum, teaching, educator preparation, and program evaluation.

Ability to:

- Analyze policy issues related to the evaluation of professional educator preparation programs; use alternative approaches to the determination of program status; consult with colleges and universities regarding educator preparation 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 the Commission's adopted accreditation process and standards; and program development, implementation, and evaluation strategies based on knowledge of best practices and current research in the field. Present

complex information in an understandable and usable way and provide both in-person and technology-mediated technical assistance.

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 accreditation.
- Content knowledge in Bilingual/Multilingual, PK-3, Career Technical Education, Education Specialist, and/or literacy-related education and/or teacher preparation.
- 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

<i>Work Environment:</i>

- Requires prolonged sitting, use of telephone and computer, contact with employees, community partners, 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 regular contact with K-12 school administrators and other educational personnel, higher education personnel, community partners, 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 STATEMENT:

I HAVE DISCUSSED THE DUTIES OF THE POSITION WITH THE EMPLOYEE

Manager/Supervisor Name (Print)	Manager/Supervisor Signature	Date

EMPLOYEE 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 Name (Print)	Employee Signature	Date