State of California
Commission on Teacher Credentialing
CCTC-AGENCY HR-101 (REV 07/26)

DUTY STATEMENT

Position Details:

RPA Number:
Effective Date:
Employee Name:
Position Number (Agency-Unit-Class-Serial): 192-601-2635-005
Division/Unit: Division of Research, Evaluation and Assessment
Class Title: Consultant in Teacher Preparation Prog. Eval. & Res.)/Education Research and Evaluation 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 creativityand 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 direction of the Director of Research, Evaluation, and Assessment, the Education Research and Evaluation Consultant (EREC) leads and supports work related to the development, implementation, and continuous improvement of systems that monitor and enhance the quality of educator preparation. The Consultant plays a key role in ensuring that Commission-adopted assessments for Education Specialist candidates and accountability tools are valid, equitable, and meaningful, and that they contribute to a high-quality preparation experience for all candidates, including those preparing to serve students with disabilities. This position focuses on improving outcomes and maximizing the return on investment for aspiring and current educators by using data, research, and stakeholder input to guide program design, policy, and system-wide improvement efforts across California's educator preparation landscape. The Consultant performs work in support of educator preparation program quality and effectiveness and works independently and collaboratively to develop and implement assessment, accountability, and improvement activities aligned with Commission priorities.

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.
40%	**EDUCATOR PREPARATION QUALITY, ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT** The Consultant is responsible for leading the development, implementation, and continuous improvement of Commission-adopted assessments, including performance assessments for Education Specialist candidates, that are used statewide to evaluate the quality of educator preparation. This work includes managing the design, maintenance, and operational use of assessment systems aligned with California's accountability and continuous improvement goals. The Consultant works to ensure assessments remain valid, reliable, and aligned with Commission standards and program expectations. The Consultant supports educator preparation programs in using assessment data to improve how they prepare candidates. This work includes helping programs interpret results, apply findings to program design and instruction, and identify areas for growth. The Consultant's work helps ensure that continuous improvement efforts are evidence-based and support the preparation of effective educators, including those who will serve students with a range of abilities, including the disabilities authorized by the Mild to Moderate Support Needs, Extensive Support Needs, Early Childhood Special Education, Deaf and Hard of Hearing, and Visual Impairments credentials.
25%	**TECHNICAL ASSISTANCE, OUTREACH, AND FIELD ENGAGEMENT** The Consultant provides guidance and consultative support to educator preparation programs, Commission staff, and field stakeholders on the effective implementation of Commission-adopted assessments and related accountability and continuous improvement systems. This work includes helping programs interpret and apply data to support program improvement, candidate success, and alignment with Commission standards. The Consultant develops tools, guidance documents, and other resources to support local capacity-building efforts. They also conduct statewide trainings, workshops, and technical assistance sessions in both virtual and in-person formats, including webinars, conference presentations, and on-site visits. Additionally, the Consultant represents the division and the Commission in public and professional settings, engages with stakeholders to support two-way communication, gathers field feedback, and promotes awareness and understanding of Commission standards, priorities, and initiatives. This work includes support for programs preparing educators to work with students with a range of abilities, including the disabilities authorized by the Mild to Moderate Support Needs, Extensive Support Needs, Early Childhood Special Education, Deaf and Hard of Hearing, and Visual Impairments credentials.

20%	**PROGRAM DEVELOPMENT, SPECIAL PROJECTS, AND POLICY RESEARCH** The Consultant contributes to the design, development, and implementation of programs, projects, and initiatives that strengthen educator preparation and advance the Commission's strategic priorities. This work may involve piloting new tools or frameworks, support systems innovation, and helping to scale promising practices across the field. The Consultant collaborates with internal and external partners to identify gaps, explore solutions, and support improvement efforts grounded in the needs of candidates and preparation programs. As part of this work, the Consultant conducts research designed to inform policy and improve practice, particularly in support of program quality and continuous improvement. This includes work that informs the preparation of educators who will serve students with disabilities. The Consultant provides evidence-based recommendations to Commission leadership.
10%	**ACCREDITATION ALIGNMENT AND CROSS-DIVISION COLLABORATION** The Consultant collaborates with teams across the Commission to ensure that systems of assessment, accountability, and continuous improvement are aligned with accreditation processes and Commission standards. This includes contributing to the development and refinement of site visit procedures, participating in reviewer training and calibration activities, and supporting inter-unit efforts to ensure consistency and coherence across the Commission's quality assurance work. The Consultant brings research, data, and assessment expertise to these activities to ensure that accreditation decisions are informed by valid evidence and support ongoing program accountability and continuous improvement, including programs that prepare educators to serve students with disabilities
5%	**MARGINAL FUNCTIONS** **OTHER RESPONSIBILITIES** The Consultant may be assigned additional duties that support the goals of the Division of Research, Evaluation, and Assessment. These duties may include contributing to strategic planning efforts, interagency coordination, legislative analysis, and the development of Commission agenda items. The Consultant may also support grant development, internal capacity-building initiatives, or other projects aligned with their expertise and the evolving priorities of the Commission.

Knowledge and Abilities:

Knowledge of:

- The Consultant must have a strong understanding of educator preparation systems, including Commission-adopted assessments, accreditation standards, and broader accountability and continuous improvement methods, tools, and processes. Additionally, the candidate must have a strong understanding of each of the five Education Specialist Credential areas and the disabilities authorized by them (Mild to Moderate Support Needs, Extensive Support Needs, Early Childhood Special Education, Deaf and Hard of Hearing, and Visual Impairments). Ideally, the candidate will have experience as a Special Education teacher and providing support to pre-service or in-service Special Education teachers. Knowledge of improvement science, program design, implementation, and evaluation is

essential, particularly as it relates to assessing preparation quality and supporting improvement across diverse institutional contexts.
- The role requires familiarity with both quantitative and qualitative research methods, along with the ability to analyze, interpret, and apply data to inform policy, practice, and program decision-making. The Consultant must understand how preparation systems impact the return on investment for aspiring and current educators, and be able to support strategies that promote equity, effectiveness, and candidate success.

Ability to:

- The Consultant must demonstrate the ability to lead and contribute to cross-functional initiatives, work collaboratively with a range of stakeholders, and communicate complex ideas clearly in both written and verbal formats. Strong organizational skills, sound judgment, and the ability to manage multiple priorities in a fast-paced environment are essential. The Consultant should also be skilled in developing professional development materials, presenting to diverse audiences, and providing consultative support to educator preparation programs and professional peers.
- They must also demonstrate the ability to manage multiple priorities, work independently, and oversee complex data-related projects.

Interpersonal Skills:

Desirable Qualifications:

The ideal candidate will have direct experience in educator preparation, accreditation, or related education policy work, particularly in areas involving performance assessments, accountability systems, or program evaluation and as a special education teacher. Familiarity with Commission-adopted assessments such as the CalTPA, and knowledge of California's educator credentialing and accreditation processes, are strongly preferred.

Additional preferred knowledge areas include: appropriate accommodations for each of the Education Specialist credential areas; multimodal learning; IDEA law; assistive technology; curricula for specialized populations

Knowledge of improvement science and experience designing and carrying out research that informs policy or improves practice, particularly in support of program quality and continuous improvement, is highly desirable. Candidates should demonstrate skill in communicating complex ideas to both technical and non-technical audiences and in supporting capacity-building through training, outreach, or technical assistance. A background in leading or contributing to improvement initiatives in educational settings, especially in collaboration with multiple stakeholders, is also highly valued.

A master's or doctoral degree in Education, Special Education, Curriculum and Instruction, Educational Leadership, Education Policy, Educational Psychology, or a related field is preferred.

SPECIAL PERSONAL CHARACTERISTICS:

Demonstrated ability to act independently, with open-mindedness, flexibility, tact and diplomacy.

Work Environment, Physical or Mental Abilities

Work Environment:

- Requires prolonged sitting, use of telephone and terminals, frequent contact with employees and some public contact. Requires mobility to various areas of the Commission and work business hours of 8:00 a.m. to 5:00 p.m.
- 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 reasonable accommodation.

Mental Ability:

- Ability to communicate clearly and tactfully; read and follow written and oral instructions; and 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:

The incumbent has contact with Commission management and staff, Commission members, control agencies, other state agency personnel offices, and public and private stakeholders.

Level of Responsibility – Actions and Consequences

The Consultant plays a critical role in supporting the quality and effectiveness of educator preparation systems. Their work informs policy decisions, program development, accreditation processes, and statewide continuous improvement efforts. Inaccurate analysis, ineffective implementation, or miscommunication of assessment and program findings could negatively impact program quality, candidate experience, and public trust. The Consultant is expected to exercise sound judgment and ensure accuracy, clarity, and consistency in all aspects of their work to advance the Commission's mission and maintain the integrity of educator preparation.

MANAGER/SUPERVISOR STATEMENT:

I HAVE DISCUSSED THE DUTIES OF THE POSITION WITH THE EMPLOYEE

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

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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