

# SAN DIEGO UNIFIED SCHOOL DISTRICT

## POSITION DESCRIPTION

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<b>TITLE:</b>	Program Manager, Teacher Preparation and Induction	<b>REPORTS TO:</b>	Executive Director, Teacher Preparation and Student Support Division
<b>DEPARTMENT:</b>	Teacher Preparation and Support	<b>CLASSIFICATION:</b>	Certificated Management
<b>FLSA:</b>	Exempt	<b>SALARY GRADE:</b>	028 AASD
<b>REVISED:</b>	December 6, 2007		

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### BASIC FUNCTION:

Provide leadership and vision in the continuous improvement of and support for teachers along the Learning-To-Teach continuum; meet program participants' individual needs and the organizational demands of the district; plan, organize, control, and direct the operations of teacher preparation, professional development, induction, and new teacher development functions; coordinate other associate programs and functions as appropriate; supervise and evaluate the performance of assigned personnel.

**REPRESENTATIVE DUTIES:** (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

### E = Essential Functions

Direct pre-intern, intern, Beginning Teacher Support and Assessment (BTSA) program, and /or leadership programs for teachers of grades K-12. *E*

Develop, implement, and evaluate program plans that meet state standards; design program policies and procedures. *E*

Plan, supervise, and direct assigned Teacher Preparation and Support business operations, including budget development and management. *E*

Conduct annual program evaluation and retention studies; convene focus groups to inform program changes; prepare annual program improvement plans to secure state funding and seek grant funds from state, local, and federal sources. *E*

Provide leadership to department staff in techniques of planning, organizing, delivering, and evaluating program activities and professional development. *E*

Design and implement selection and placement processes for pre-intern/intern and/or induction program support providers. *E*

Oversee the design, delivery, and evaluation of professional development for teachers along a continuum of growth from aspiring to new and experienced; collaborate with curriculum leaders,

San Diego County Office of Education (SDCOE), and state and regional staff; convene and direct the work of curriculum department staff to develop and deliver curriculum components. *E*

Oversee and coordinate intervention and assistance for participating teachers at risk of not successfully completing program requirements within the time frame specified by the Commission on Teacher Credentialing. *E*

Design districtwide seminars that meet SB 2042 Preparation and/or Induction Standards; differentiate session content and delivery to meet the individual and group needs of participating teachers; recruit, interview, train, and evaluate presenters and presentations. *E*

Coordinate the design and delivery of professional development; lead the work of curriculum area staff to create coursework and seminars that meet participating teacher needs and SB 2042 Program Standards. *E*

Evaluate and recommend the selection of professional books, textbooks, audiovisual materials, and other instructional materials as they relate to teacher preparation, induction, and curriculum and instruction across content areas. *E*

Oversee the writing of board, district, and state reports and the preparation of materials and video productions that support teacher leadership, preparation and induction functions. *E*

Review and disseminate research on effective teacher recruitment and support strategies; ensure research and evaluation data are used to drive program decisions. *E*

Communicate, train, and solicit support for goals, strategies, and program implementation efforts from Area Superintendents, the Office of the Superintendent, Human Resource Services, the Office of the Deputy Superintendent, and site administrators. *E*

Organize and conduct Advisory Committee meetings. *E*

Serve on state, regional, and district committees, work groups, and advisory boards related to teacher preparation, recruitment, induction, and teacher quality; lead the work of other committees and work groups as assigned in a manner consistent with district goals and objectives. *E*

Establish clear communication networks and convene meetings with the deans and faculty of local university Colleges of Education; negotiate cooperative efforts with university deans and faculty in the creation of intern programs and graduate level degree programs; collaborate with university faculty to create and implement systems for conveying credential information between institutions. *E*

Negotiate pre-intern and intern and/or induction program design, implementation, and funding with the California Commission on Teacher Credentialing (CCTC); influence CCTC staff to meet state requirements while ensuring that district curricular and instructional expectations are aligned with the district's reform efforts. *E*

Review legislation and make recommendations to the Legislative Policy Standing Council on related teacher preparation, recruitment, induction, and professional development issues. *E*

Represent and speak on behalf of the Superintendent and Executive Director, Teacher Preparation and Student Support Division, at community meetings and with CCTC and California Department of Education (CDE) staff. *E*

Oversee assigned programs which may include National Board for Professional Teacher Standards, Future Educators of America, DISCOVER, Supervising Teachers., etc. *E*

Supervise and evaluate assigned staff; identify, nurture, and encourage resource teachers and clerical staff to engage in professional activities leading to increased leadership potential. *E*

Design training for facilitators, course instructors, and presenters; secure references; and work with Human Resource Services to identify and contact new hires. *E*

Ensure Learning-To-Teach functions are well coordinated and articulated to all branches of the district's organization. *E*

Perform related duties as assigned.

**MINIMUM QUALIFICATIONS:**

**EDUCATION AND EXPERIENCE:**

Any combination of training, experience, and/or education equivalent to a Master's Degree in education or related field and five years classroom and/or administrative experience. Experience with Beginning Teacher Support and Assessment (BTSA) is highly desirable.

**LICENSES AND OTHER REQUIREMENTS:**

Valid Administrative Services Credential  
Valid California driver's license

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

District curricular and instructional initiatives and strategies.

University systems.

Teacher credential requirements and teacher preparation options.

Legislation, state and federal laws, California Education Code, and district policies and procedures related to teacher induction and professional development for general and special education.

California Commission on Teacher Credentialing (CCTC) teacher preparation and induction program standards, Teacher Performance Assessments (TPAs), California Standards for the Teaching Profession (CSTP), and California Formative Assessment and Support System for Teachers.

Budget preparation and control.

Principles and practices of administration supervision, and training.

Interpersonal skills using tact, patience, and courtesy.

Oral and written communication skills.

**ABILITY TO:**

Design, deliver, and evaluate professional development systems.

Plan, organize, and administer K-12 districtwide program activities.

Maintain current knowledge of applicable provisions of federal, state, and district laws, rules, and regulations.

Communicate effectively both orally and in writing.

Interpret, apply, and explain rules, regulations, policies and procedures.

Establish and maintain cooperative and effective working relationships with others.

Operate standard office equipment including microcomputers and related software applications.  
Analyze situations accurately and adopt an effective course of action.  
Meet schedules and timelines.  
Work independently with little direction.  
Train and evaluate the performance of assigned staff.  
Plan and organize work.  
Prepare comprehensive narrative and statistical reports.  
Direct the creation and maintenance of a variety of reports and files related to assigned activities.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

Indoor, office setting.

**PHYSICAL REQUIREMENTS:**

Hearing and speaking to exchange information and make presentations; seeing to read and write reports; sitting or standing for extended periods of time; dexterity of hands and fingers to operate a computer keyboard and other office equipment; kneeling, bending at the waist, and reaching overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lifting light objects.

Revised 12.06.07--JB  
Job Code 1505  
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