



## TEACHER QUALITY ADMINISTRATOR

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### OBJECTIVE

- Reduce the achievement gap and increase positive outcomes of student learning targets and objectives through effective instruction.
- Ensure compliance with and provide direction and support for each component of the District's Teacher Effectiveness and Professional Development Growth Systems.
- Accountability, monitoring and meeting the state's educator effectiveness requirements.
- Drive innovation and reform for each of the functions within educator effectiveness programs

### Position Summary

The Teacher Quality Administrator is accountable for maximizing the effectiveness of all licensed faculty across the District; ensuring that teachers are highly qualified (HQ) as mandated by No Child Left Behind (NCLB) laws; is accountable for assisting and supporting Instruction Directors and principals to help achieve the District and Human Resources vision of an effective teacher in every classroom and an effective leader in every school; leads the research and data analysis connected to the District's educator effectiveness initiatives.

### Supervisory Relationship

This position reports to the Director of Human Resources. The Administrator may have supervisory responsibility of staff assigned.

### Essential Functions

1. Develops and implements a strategic plan to guide the District through full initial and continued implementation of the Teacher Effectiveness and Professional Development Growth Systems (teacher evaluation).
2. Ensures District and cross-school alignment of educator effectiveness work.
3. Leverages existing and establishes new relationships with state agencies, universities, community colleges, and stakeholder groups to maximize support for educator effectiveness programs.
4. Ensures each component of the District's licensed educator effectiveness continuum is aligned and working toward the state's educator effectiveness goals. Identifies policy changes as needed to better support educator effectiveness programs and plans.
5. Aligns, coordinates, and manages the District's educator preparation programs and liaises with universities to ensure a high quality practicum experience for new teachers.
6. Design, develop, implement and manage a new teacher induction and mentor programs. Ensure that all new teachers participate in quality induction and mentoring programs.
7. Communicates and collaborates with all levels of District and state personnel.
8. Collaborates with principals/administrators to: facilitate release time for both probationary licensed faculty and mentors; plan school-based support activities; plan external support activities; and increased pedagogical strategies needed by probationary teachers to promote and foster student learning.

9. In collaboration with principals/administrators and Instruction Directors create incentives for mentors in an effort to encourage high quality teachers to participate in the programs.
10. In collaboration with Instruction Directors, design, develop, implement and manage a professional development program to support probationary licensed faculty during their probationary years.
11. In collaboration with school principals/administrators design, develop, implement and manage a professional development program to support contract licensed faculty during the professional development growth cycle as required by the District's Teacher Effectiveness and Professional Development Growth Systems.
12. In collaboration with the Human Resources Associate Director for Labor and Employee Relations assist principals with the design and implementation of individual Intensive Support Plans.
13. Engages in strategic collaboration and learning with local and national organizations, multi-state collaboratives, and other state agencies to enhance the District's educator effective programs and initiatives.
14. Documents highly qualified status for all teachers as mandated by NCLB for the purpose of ensuring proper teaching assignments and compliance with all relevant regulations, codes and laws.
15. Ensures timely (no later than November of each year) reporting of HQ and teacher evaluation data is made available to the Data and HR Information Systems Manager in order to ensure compliance with all relevant Oregon Department of Education (ODE) yearly reporting requirements, codes and laws.
16. Communicate, interact and work effectively and cooperatively with all people, including those from diverse ethnic and educational backgrounds. Contributes to cultural diversity for educational enrichment.
17. Foster an equitable, ethical and safe work environment, which encourages collaboration, skills development and professional growth, and continuous improvement.
18. Maintains confidentiality in all aspects of the job.
19. Builds and execute an integrated performance evaluation plan in support of the District's strategy for improving student achievement through effective instruction; drives systemic improvements in performance through TalentEd's management and accountability system. Administers and serves as the District's contact on TalentEd.
20. In collaboration with the Director of Data, Research and Planning, creates goals and metrics in order to measure the effectiveness of the District's Teacher Effectiveness and Professional Development Growth Systems strategy, processes, and programs.
21. Maintains on-going communications with the Director of Human Resources to provide updates on the progress, challenges and needs involving the administration of all educator effectiveness programs and the Teacher Effectiveness and Professional Development Growth Systems.
22. Use appropriate software tools including spreadsheets, databases, and statistical packages to access and analyze data.
23. Coordinates and prioritizes data requests from schools with the Data and HR Information Systems Manager in order to ensure timely completion of deadlines.
24. Lead collaborative efforts with school staff, district staff, and other key stake-holders to develop research questions, evaluate programs, and create reports that inform district staff on decisions impacting instruction.
25. Personal skills are critical, including consulting, influencing, relationship, and trust building; ability to inspire action among a diverse, population with multiple perspectives; willing to ask questions and learn vs. telling and doing.
26. Perform other related duties as assigned by supervisor.

## Required Knowledge, Skills and Abilities

- An unwavering belief that all students can achieve at high levels.
- Demonstrated commitment to improving student outcomes and educator and staff effectiveness.
- Knowledge of standards based education.
- Thorough knowledge of educational assessment methodology, including assessment design and data analysis.
- Ability to effectively communicate and collaborate with all District and state personnel.
- Ability to multi-task and manage flow of simultaneous projects in a fast paced environment.
- Superb communication and interpersonal skills.
- Outstanding diplomacy and relationship building skills, problem solving skills, a consultative approach and the ability to analyze, forecast and plan.
- Ability to build trust and rapport with a diverse body of stakeholders.
- Ability to establish and maintain strategic partnerships.
- Skilled at bringing together and facilitating disparate groups to achieve shared objectives.
- Demonstrated experience navigating through complex organizational structures. Demonstrated ability to manage change and ambiguity.
- Ability to build programmatic change initiatives throughout the organization and build solid relationships at all levels of the organization.
- Knowledge of all components of the educator career continuum (recruitment, preparation, evaluation, growth and development, retention, and recognition).
- Understanding of Eugene School District Educator Effectiveness and Growth Systems.
- Experience designing, building, and leading teacher evaluation programs highly desirable.
- Ability to drive results, strong analytical and mediation skills, and strong process orientation.
- Excellent interpersonal skills and customer focus, with the ability to positively interact with administrators/managers, employees, and vendors.
- Understanding of and ability to work within a political environment with competing demands and limited resources.
- Demonstrate a sense of urgency in accomplishing goals and objectives to ensure success.
- Outstanding organizational skills.
- Ability to work effectively with diverse stakeholders.
- Ability to successfully work independently as well as in a team environment.
- High degree of professionalism, integrity, and dependability.
- Strong commitment and interest in enhancing the role of Human Resources as a strong service provider to schools and departments.

## Minimum Qualifications

### Education

Bachelor's Degree in Education or related field; Master's Degree preferred. Administrator License required.

### Experience

- Five (5) or more years of professional experience in education with two (2) or more years' experience designing and developing educator effectiveness strategies.
- Prior education experience in a school-based administrative or leadership role, and/or education policy experience, preferably in a human resources and/or talent development capacity.
- Experience communicating complex concepts to a variety of audiences, so must have experience in preparing and delivering presentations.

- Exceptional written and verbal communication skills required.
- Strong educational leadership skills desirable.
- Critical thinking and problem solving skills required.
- Knowledge of standards based education desirable.
- Collaborative leadership style is required.

**Work Environment**

Work is performed in a high paced office environment. Work frequently includes statistical analysis, qualitative analysis, review of relevant academic research, and the development and interpretation of additional measurement tools (e.g. surveys, data collection, etc.).

<b>ADDITIONAL INFORMATION</b>	
<b>Employee Unit</b>	4J Association (4JA) - Professional
<b>Pay Grade</b>	Grade 12
<b>Developed by</b>	Dr. Celia Feres-Johnson – Director of Human Resources
<b>Approved by</b>	Dr. Celia Feres-Johnson – <i>Director of Human Resources</i>
<b>Last revised</b>	February, 2013