

*Chittenden Central Supervisory Union*  
Job Description

JOB TITLE:	CCSU TAP COORDINATOR
FLSA STATUS:	EXEMPT
UPDATED:	10/22/07

**POSITION OBJECTIVES:** To develop, implement, and monitor the CCSU *Teacher Apprenticeship Program* curriculum, to recruit and supervise TAP interns, and to collaborate with district personnel, mentors, administrators, and the DOE in supporting teacher licensure of interns and the implementation of the essential job functions described below.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

Recruitment and Supervision of *TAP* Interns

- Defines the characteristics of successful interns.
- Designs a marketing plan that includes but is not limited to the development of brochures, applications, program descriptions, informational Open House forums, advertising campaigns, and web site design.
- Communicates regularly with those inquiring about the program, licensure, the PRAXIS exams, individuals' candidacy, etc.
- Reviews and screens all TAP applications.
- Interviews all potential interns.
- Selects interns for placement in Vermont schools.
- Conducts interviews with interested interns, potential mentor teachers, and administrators in Vermont schools.
- Establishes intern-mentor-school partnerships.
- Prepares interns for initial licensure through the Vermont Peer Review licensing process.
- Visits schools and classrooms on a regular basis for observations and meetings.
- Provides initial training to TAP mentors.
- Meets regularly with mentor cohort group to offer continuous training and support in skillful observation, techniques for engaging students in learning and successful mentor-intern communication practices
- Provides leadership and support to mentors and interns in the areas of pedagogy, curriculum implementation, differentiated instruction and assessment, and improving student learning
- Serves as a liaison with the Vermont Department of Education, the Professional Standards Board, and other educational committees to represent career-changing interns.

Curriculum, Instruction and Assessment

- Provides oversight of TAP program goals and direction.
- Develops the curriculum for weekly *TAP* seminars based on *best practice* as defined by current "best-practice" educational research.
- Reviews and chooses all reading materials and digital resources used in instruction.
- Designs assignments which meet both institutional and licensure goals.
- Recruits qualified educational personnel to assist in the instruction, implementation, and continued development of the program.
- Collaborates with "adjunct" educational personnel in preparation of seminars.
- Prepares for and teaches at weekly *TAP* seminars.
- Reviews and assesses weekly portfolio entries and other assigned work.
- Assesses all intern work as well as on-going and final Peer Review portfolios.
- Designs curriculum focus and instruction for mentor meetings.
- Meets with TAP interns individually to discuss issues pertaining to their school internships; content knowledge, effective pedagogical methodology, and assessment literacy; their portfolios; job searches; etc.

- Attends school, team, and district meetings to further the successful integration of TAP into the district's goals and to provide support for mentor teachers.

#### Research and Development

- Devotes significant time to reading the latest educational publications and research on theory and best practice.
- Keeps abreast of issues of interest to teacher preparation, recruitment, preparation for the job market and retention.
- Researches grants available for individuals and programs such as *TAP*.
- Attends regional and national conferences and workshops on educational issues.
- Prepares grant applications when relevant.
- Researches *ROPA* approval process and takes steps toward future *ROPA* approval for *TAP*.

#### Record Keeping and Communication

- Maintains TAP records and "institutional portfolio".
- Provides oversight of TAP budget development , revenues, and expenditures.
- Retains all relevant documents including applications, VSAC paperwork, budget information, and correspondence with candidates, administrators, mentor teachers, VT Department of Education and others.
- Develops program evaluation instrument, analyzes results, proposes changes based on results, prepares and annual *TAP* report.
- Communicates regularly with CCSU Executive Director of Curriculum, Instruction, and Assessment, school district personnel, college and university education department personnel, representatives from VSAC, DET, DBM ,IBM and those from other alternative licensure programs.
- Prepares and annual report for the CCSU Supervisory Union Board.
- Serves as consultant to other start-up alternative licensure programs.

#### TIME REQUIREMENTS

Position is for 199 days/year.

**SUPERVISION RECEIVED:** Reports to and evaluated by the Executive Director of Curriculum, Instruction and Assessment. Receives limited administrative direction regarding the planning and implementation of the activities of the program. Has regular meetings with supervisor on a monthly or quarterly basis regarding overall progress, direction, objectives of the program, with more frequent consultations regarding special problems or specific activities as necessary.

**SUPERVISORY RESPONSIBILITIES:** Responsible for the supervision and oversight of program participants. Ensures participants adhere to district policies, procedures, and guidelines, and federal and state laws and regulations. Provides general oversight and direction to program mentors.

**QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Education and Experience.
  - Hold or be eligible to hold a Master's Degree in Education or other appropriate discipline.
  - Proven success as a secondary classroom teacher for a minimum of five years.
  - Proven success as an educational leader.
  - Knowledge of contemporary instructional theory and practice.
  - Previous supervisory experience.
  - Proven success as a mentor for a new/beginning teacher.
  - Has proven business skills including budget development and management, business planning and organization, marketing, staff supervision and oversight, and record keeping.
  - Knowledge of and familiarity with the Peer Review process, endorsement competencies, portfolio development, and licensing requirements.

- Commitment to standards-based curriculum and instruction, and knowledge and understanding of current “best-practice” in educational research
- Certifications and Licenses. Holds a valid Level II Vermont Professional Educator’s License. Valid Vermont driver’s license also required.
- Language Skills. Ability to read, analyze, and interpret the complex scientific, educational and technical journals, financial reports, and legal documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to faculty and staff, top management, public groups, and/or school board members.
- Mathematical Skills/Reasoning Ability. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- Computer Skills and Experience. Experience and proficient computer skills in word processing, spreadsheet, and database programs required. Experience with Microsoft Office preferred.
- Reasoning Ability/Mental Requirements. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical, oral, written or diagram form and deal with several abstract and concrete variables.
- Communication & Interpersonal Skills. Ability to communicate courteously, efficiently and effectively with a variety of individuals, including students, faculty, administrators, parents, and representatives of outside organizations. Ability to work cooperatively, collaboratively and effectively with peers, subordinates, supervisors, parents, and outside agencies. Ability to effectively handle stressful situations and resolve conflicts.
- Strong organizational skills.

**PHYSICAL EFFORT AND STRESS.** Physical ability to perform the essential functions of the job as outlined above, in addition to the following:

While performing the duties of this job, the employee is frequently required to stand; walk; sit; use hands to finger, handle, or feel; and talk or hear. The employee is occasionally required to reach with hands and arms. Ability to drive.

**WORKING CONDITIONS:** While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually quiet to moderate.

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 This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.