

**CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM  
CLARKSVILLE, TENNESSEE**

**Job Description**

**Job Title: New Teacher Induction  
Coordinator**

**Department: Instruction (Professional  
Learning – Central Services South)**

**Date: January 2020**

**Reports To: Dir. Professional Learning**

**Grade: 502**

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**Purpose of Job**

The purpose of this position is to facilitate the design, development, coordination, and implementation of all facets of the district's new teacher induction program, including but not limited to, formal orientation, mentor training and support, evaluation and feedback and high quality professional learning during the years of initial licensure.

**Essential Duties and Responsibilities**

**The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.**

Under the direction of the Director of Professional Learning, coordinates with the Chief Academic Officer, the Chief Human Resources Officer, the Director of Educator Quality, and other key Senior Instructional and Instructional team members to provide high quality continuous professional learning and support to beginning teachers during the three years of initial licensure.

Complies with District, state and federal policies, laws, and regulations regarding new teacher induction and related licensure issues.

Supervises the New Teacher Induction Facilitator and Professional Learning Administrative Assistant.

Designs, coordinates, implements and evaluates the district's new teacher induction program to include the management of the Site-Based Induction Specialists.

Designs, coordinates, implements, and evaluates the district's program for teachers on a Job Embedded Practitioner License to include the management of the mentor teacher cadre.

Promotes use of consistent instructional framework and research-based strategies in working with new teachers.

Promotes instructional improvement by providing resources and support to new teachers.

## New Teacher Induction Coordinator

Promotes research-based strategies for classroom management by instructing and facilitating the Classroom Organization and Management Program (COMP).

Supports Principals, Consulting Teachers, Academic Coaches, and Site-Based Induction Specialists in each school in the development of new teachers.

Conducts professional learning, provides resources for and/or supports school-based professional development activities related to the induction of new teachers for principals, Consulting Teachers, Academic Coaches, Site-Based Induction Specialists and new teachers as requested.

Designs, coordinates, implements, and evaluates school and district professional learning for new teachers in concert with other school leaders and induction specialists.

Establishes both formal and informal processes to obtain feedback from new teachers regarding training and support received. Addresses feedback inconsistent with district philosophies, serving as an advocate on behalf of the new teacher as appropriate.

Assists with the development of the annual professional learning budget, ensuring that human, financial, and material resources are aligned to support new teachers.

Conducts classroom visits and informal observations to support instructional improvement of new teachers as appropriate.

Provides feedback to new teachers regarding instructional delivery and classroom management as appropriate.

Provides customized professional learning to meet unique needs of new teachers and to address the differentiated learning needs of their students.

Assists in the development and implementation of related portions of the district's and the Department of Instruction's strategic work plan to include yearly goal setting, periodic monitoring, and evaluation and follow up.

Participates in regular professional learning to improve knowledge and skills and to build instructional capacity.

### **Additional Job Functions**

Performs other duties as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Master's Degree required. Management, supervisory, and/or administrative experience in a school setting preferred. Requires a minimum of 5 years of exemplary classroom teaching experience, solid knowledge base of principles of adult learning, coaching skills and experience in designing, developing and implementing effective professional development programs.

### **SPECIAL REQUIREMENTS**

Must possess a teaching certificate from the State of Tennessee. Must possess a valid Tennessee driver's license.

**KNOWLEDGE OF JOB**

Ability to work with adult learners. Masterful knowledge of curriculum and best practices and professional development strategies, leading to the successful development of new teachers. Ability to effectively communicate both orally and in writing with a broad range of audiences. Ability to use high-level interpersonal skills to maintain effective relationships with school staff, supported population, and the public. Highly developed presentation skills with solid technical skills (Microsoft Office and web tools). Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information. Ability to plan and evaluate strategies for new teacher development. Demonstrated leadership ability. Ability to handle highly sensitive personnel matters in a timely and professional manner. Ability to assume administrative responsibility, plan, assign, supervise, and review work of employees.

**(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED**  
**TO PERFORM ESSENTIAL JOB FUNCTIONS**

**PHYSICAL REQUIREMENTS:** Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

**DATA CONCEPTION:** Requires the ability to compare and or judge the readily observable functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

**LANGUAGE ABILITY:** Requires the ability to read a variety of informational documentation, directions, instructions, and methods and procedures. Requires the ability to write reports with proper format, punctuation, spelling, and grammar. Requires the ability to speak with and before others with poise, voice control, and confidence using correct English and a well-modulated voice.

**INTELLIGENCE:** Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision; to acquire knowledge of topics related to Human Resources.

**VERBAL APTITUDE:** Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines, and objectives.

**NUMERICAL APTITUDE:** Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

**FORMS/SPATIAL APTITUDE:** Requires the ability to inspect items for proper length, width, and shape visually.

**MOTOR COORDINATION:** Requires the ability to coordinate hands and eyes in using automated office and departmentally related equipment.

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**MANUAL DEXTERITY:** Requires the ability to handle a variety of items, hand and power tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

**COLOR DISCRIMINATION:** Requires ability to differentiate colors/shades of color.

**INTERPERSONAL TEMPERAMENT:** Requires the ability to deal with people (i.e. supervisors, clients, and employees) beyond giving and receiving instructions such as in interpreting policies, decisions, and procedures. Must be adaptable to performing under considerable stress when confronted with an emergency related to Human Resources.

**PHYSICAL COMMUNICATION:** Requires the ability to talk and/ or hear: (talking- expressing or exchanging ideas by means of spoken words). (Hearing – perceiving nature of sounds by ear).

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

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Employee's Signature

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date