

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

Job Title: Educator Pipeline Facilitator**Department: Instruction**

**Grade 12 Month Teacher Salary
H.P.D. 7.5
D.P.Y. 260**

Job Description**Date Reviewed: October 2019****Reports To: Director of Federal
Programs****Purpose of Job**

The purpose of this job is to ensure the effective implementation and operation of the district's classified employees to teacher and student to teacher pipelines to maximize systemic recruitment and retention efforts. Duties and responsibilities include regular communication with the Director of Federal Programs, the Director of Professional Learning, Senior Instructional Team administrators, Human Resources personnel, Nashville Teacher Residency-Clarksville Teaching Fellows, Educator Preparation Providers and district staff to identify and employ best practices for teacher pipeline development. This position is responsible for the effective planning, marketing, implementation, and facilitation of the paraprofessional to teacher recruitment pipeline and student to teacher pipeline under the guidance of the Director of Federal Programs.

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.

Provides leadership and oversight to district teacher recruitment pipelines for paraprofessionals.

Establishes and maintains effective communication with Human Resources and Educator Preparation Providers to maintain alignment with district goals and to ensure effective implementation of each teacher pipeline.

Collaborates with district leaders, university partners, and outside partners in long-term goal setting and planning to ensure effective, proactive approaches to paraprofessional to teacher and student to teacher pipeline recruitment and retention efforts.

Collaborates with the Director of Professional Learning to ensure alignment of the paraprofessional to teacher and student to teacher pipelines with district strategic work and best practices for teacher development.

Effectively markets and implements various teacher pipeline programs to ensure program sustainability to meet district recruitment and diversity goals.

Monitors program implementation to ensure quality and fidelity implementation to include but not limited to site visits and teacher candidate observations with effective feedback to support professional growth.

Effectively mentors teacher candidates in a residency model. As needed, designs and oversees contracted mentors to support the program.

Facilitates mentor training aligned to best practices for adult learning and supporting developing educators.

Establishes processes and procedures to document mentoring and issues appropriate credit or compensation to mentees and mentors.

Maintains candidate licensure status and supports received while sharing updated information with Human Resources and Instruction personnel.

Evaluates and reports program effectiveness to include measures of participation, professional growth, and retention. Schedules and co-facilitates interest meetings for residency and teacher pipeline cohorts.

Responds to inquiries from candidates and participants of the r teacher pipeline programs.

Receives and reviews applications submitted by candidates interested in teacher pipeline programs. Verifies eligibility for acceptance into the specific program. Schedules and facilitates the interview process with potential candidates. Organizes interview results to track responses and to ensure fidelity to the selection process.

Involved in hosting on-site tutoring sessions for candidates enrolled in district-supported Educator Preparation Provider pipeline programs. Organizes and sustains documentation of tutoring sessions, textbook distribution, communication with university representatives, etc. Informs the Chief Academic Officer and Director of Federal Programs of cohort members requiring extensive academic support. Sustains communication with the cohort members regarding scheduling changes, upcoming deadlines, etc. As needed, serves as a liaison between the paraprofessional and the Educator Preparation Provider.

Communicates employment status changes to appropriate Human Resources personnel and the Educator Preparation Provider.

Conducts exit interviews with exiting program participants to gather input regarding the pipeline experience.

Additional Job Functions

Performs other duties as required.

Minimum Training and Experience Required to Perform Essential Job Functions

Bachelor's Degree, valid Tennessee teaching license, and a minimum five years of exemplary teaching experience preferred or other career experiences aligned to the job responsibilities. Experience with strategic planning, goal setting, and/or program leadership preferred.

KNOWLEDGE OF JOB

Has general knowledge of the policies, procedures, and activities of the School System and practices as they pertain to the performance of duties relating to the job of Educator Pipeline Facilitator. Has thorough knowledge of Professional Learning and new teacher induction practices as necessary in the completion of daily responsibilities. Knows how to develop and administer operations and staff plans and objectives for the expedience and effectiveness of specific duties of the department. Is able to develop and implement long-term goals for the department to promote effectiveness and efficiency. Keeps abreast of any changes in policy, methods, computer operations, equipment needs, etc. as they pertain to department operations and activities. Is able to effectively communicate and interact with subordinates, supervisors, members of the general public, and all other groups involved in the activities of the department. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Have good organizational, management, human relations, and technical skills. Is able to use independent judgment and discretion in supervising subordinates including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems. Has the ability to comprehend, interpret, and apply regulations, procedures, and related information. Has comprehensive knowledge of the terminology, principles, and methods utilized within the department. Has the mathematical ability to handle required calculations using percentages and decimals. Is knowledgeable and proficient with computers. Is able to read, understand, and interpret financial reports and related materials.

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

PHYSICAL REQUIREMENTS: Must be physically able to operate a variety of office machines and equipment such as copiers, laminators, computers, printers, letterpress,

telephones, etc. Must be able to use body members to work, move, or carry objects or materials. Must be able to exert up to forty pounds of force occasionally, and/or up to twenty 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, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange financial and administrative information. Includes giving assignments and/or directions to co-workers or assistants.

LANGUAGE ABILITY: Requires ability to read a variety of informational documentation, directions, instructions, and methods and procedures related to the position. Requires the ability to write reports with proper format, punctuation, spelling, and grammar, using all parts of speech. 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 complex principles and techniques; to make independent judgments in absence of supervision; to acquire knowledge of topics related to the job of Educator Pipeline Facilitator.

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 utilize mathematical formulas; add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORM/SPATIAL APTITUDE: Requires the ability to inspect items for proper length, width, and shape, visually with equipment.

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

MANUAL DEXTERITY: Requires the ability to handle a variety of items, office equipment, control knobs, switches, etc. Must have the ability to use one hand for twisting or turning motion while coordinating other hand with different activities. Must have average levels of eye/hand/foot coordination.

COLOR DISCRIMINATION: Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT: Requires the ability to deal with people (i.e. staff, supervisors, general public, and officials) beyond giving and receiving instructions such as in interpreting departmental policies and procedures. Must be adaptable to performing under moderate stress when confronted with an emergency related to the job of Educator Pipeline Facilitator.

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).

ATTENDANCE: A regular and dependable level of attendance is an essential function for this position.

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.

Employee's Signature

Supervisor's Signature

Date

Date