

PROGRAM AND POLICY DEVELOPMENT COORDINATOR

DEFINITION

Coordinates, develops, and administers the District's human capital development work, including, but not limited to, the Educator Growth and Development Cycle, Work Force analysis, and development of human capital data systems.

TYPICAL DUTIES

Coordinates and administers the implementation of the non-content aspects of the certificated performance evaluation system, the Educator Growth and Development Cycle.
Captures, analyzes, and synthesizes feedback from the field.
Manages various projects to build out key components.
Leads project teams at the central level tasked with developing recommendations and advising the District senior leadership.
Advises the local District leadership on planning for and implementing the District's strategic initiatives.
Presents information on the cycle's evaluation policies.
Coordinates with other district departments focused on planning and implementing the District's strategic operating plan, with a focus on human capital development.
Researches and analyzes best practices and data from other school districts and recommends ways to integrate the practices within the District.
Evaluates and reports on the performance of other school districts' evaluation programs.
Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A Program and Policy Development Coordinator coordinates, plans, develops, and administers the District's human capital development work, including, but not limited to, the Educator Growth and Development Cycle.

A Program and Policy Development Advisor serves as a technical consultant and advisor to Senior Management on issues relating to the alignment of fiscal, policy, and procedural matters.

A Program and Policy Development Specialist serves as a staff assistant to Senior Management by developing, coordinating, and monitoring studies relating to instructional programs and the District's strategic plan.

SUPERVISION

General supervision is received from the Executive Director of Talent Management. Supervision may be exercised over lower-level certificated, technical, and clerical classified personnel.

CLASS QUALIFICATIONS

Knowledge of:

- Organization, staffing, functions, and goals of the District, including its educational programs, policies, and procedures
- Educational theory and practice for K-12 programs
- Concepts and business applications of data management systems and procedures
- Principles of training, employee evaluation, and employee relations
- Collective bargaining law and labor agreements in the District
- Proposed, pending, or existing local, county, State, and federal legislation on designated subjects pertinent to the District's instructional programs and policies
- The development and implementation of the District's educational initiatives
- Federal and State academic accountability systems
- Pertinent provisions of the State Education Code and Board of Education rules, regulations, procedures, and policies that determine educational policies and practices
- Research techniques, including business statistical analysis and graphic presentation of data
- Instructional and educational issues
- Statistical analyses and various methods of presentation

Ability to:

- Assess the implementation of educational programs, based on District policy and the District's core instructional goals
- Present information regarding District programs in a proactive, accurate, and media-sensitive manner
- Estimate project requirements and organize resources to meet established deadlines and goals
- Conduct meetings and make oral presentations
- Communicate effectively both orally and in writing
- Prepare clear and concise reports
- Establish and maintain effective and harmonious working relationships with other employees, officials of the District and other agencies, and the public
- Exercise independent judgment and initiative

ENTRANCE QUALIFICATIONS

Education:

Graduation from a recognized college or university with a bachelor's degree preferably in education, public policy, public or business administration, or a closely related field. A graduate degree in one of the aforementioned areas is preferable.

Experience:

Four years of professional level experience implementing and managing strategic initiatives in the area of education reform. Experience in the area of talent management is preferable. Experience in a California school district is preferable.

Special:

A valid California Driver License.
Use of an automobile.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and abilities. Management retains the discretion to add or change typical duties of a position at any time.

New Class
04-25-12
PJO