

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: COORDINATOR I - DATA COACH

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of professional and administrative tasks in providing data support for schools. Provides direct support and professional learning to school staff to assist them in understanding and analyzing student and school data to inform instructional decisions and to build capacity within schools to effectively analyze data. Reports to the Director of Data Analytics and Support.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Reviews and analyzes district data from various sources to understand district and school-level data within the district.

Converts intricate data sets into informative and user-friendly reports for schools. Generates graphic visualizations of data to help school leaders understand and interpret data.

Provides professional learning experiences for school administrators and teachers to build their capacity to understand and utilize data effectively.

Assists school leaders in the analysis of various district assessments and other data to lead data-driven decision-making and guide their school improvement process.

Plans and conducts staff development activities that focus on the use of data and assessment to enhance learning and collaborative instructional planning.

Guides teachers in leading effective data driven conversations with students and peers.

Assists teachers in developing effective assessments and using the data to track student growth. Develop protocols for teachers and students to track and analyze student progress toward mastery and to guide data discussions with other teachers and with students and parents.

Provides EVAAS training for principals, other school staff, and district-level staff; assists with process of EVAAS roster verification.

Reads professional journals and research papers; attends seminars, conferences, webinars, and workshops to maintain and update professional knowledge about trends and developments in educational assessment, data interpretation and use, and data visualizations.

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ADDITIONAL JOB FUNCTIONS

Performs special projects as assigned by the Director of Data Analytics and Support or the Chief Performance Officer.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Masters preferred, Bachelors required in an education field. A minimum of 3 to 5 years of successful teaching experience. Experience with data analyses and presentation of data. Experience in conducting professional development sessions.

SPECIAL REQUIREMENTS

Must possess a valid North Carolina driver's license.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, copiers, calculators, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects. Light work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments, or directions from superior.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, articles, proposals, manuals, legislation, graphs, charts, etc. Requires the ability to prepare correspondence, reports, forms, charts, graphs, statistical analysis, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak to people with poise, voice control, and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

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Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical and professional languages including psychometric, statistical, and educational research terminology.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the theories of algebra, descriptive statistics, statistical inference, and statistical theory.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width, and shape.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of Guilford County Schools Strategic Plan, GCS mission, core values, vision, goals and implementation strategies.

Thorough knowledge of formative assessment development and use.

Experience with data analysis and visual presentations of data.

Experience in leading professional development activities with small and large groups.

Considerable knowledge and skill with spreadsheet software such as Excel and database programs such as Microsoft Access, including skill in manipulating large data sets and creating effective data visualizations.

Considerable skill in evaluating standardized test results and other data and in explaining results to others.

Considerable knowledge about value-added assessment systems, particularly EVAAS.

Ability to express ideas effectively, both orally and in writing, and to make effective oral presentations before groups of people.

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Ability to establish and maintain effective working relationships.

Ability to utilize time effectively and prioritize tasks.

Ability to work effectively as a member of a high-functioning team.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.