

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: COORDINATOR I – ASSESSMENT ASSESSMENT DEPARTMENT**

#### **GENERAL STATEMENT OF JOB**

Under general supervision, performs a variety of professional, technical, and administrative tasks in developing and administering high quality assessments in Guilford County Schools. Employee is responsible for interpreting public school rules, laws, and policies regarding assessment procedures. Employee provides professional development to school personnel in proper administration of local assessments, creation of common assessments, deconstruction of content standards, and analysis of data. Employee is responsible for interpreting changes to all North Carolina content standards, ensuring assessments are aligned, and informing teachers and principals of the implications of these changes. Employee also provides individualized professional development to various groups and completes special projects as requested. Reports to the Director of Assessment.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Designs assessment blueprints for district-wide assessments based on content standards and other criteria.

Develops district-wide assessments based on blueprints; this process includes: researching, securing, and/or creating items, graphics, and passages aligned to content standards; writing high-quality items; placing and formatting of items within the assessment; uploading items for on-line assessments.

Consults with district's Testing Program Specialists about state summative assessments to ensure that local assessments align with state requirements.

Coordinates and manages the review process of each assessment with department colleagues and teacher advisory groups.

Assists in development of local assessment schedules.

Trains, directs and supports school Location Controllers assigned to local assessment administrations, ensuring adherence to established procedures and standards; assists and advises colleagues, resolving problems as non-routine situations arise; monitors assessment administration; creates and disseminates the Location Controllers' Handbook.

Performs item analyses and other test statistics on each district-wide assessment.

Meets with Director of Assessment after administration of each district-wide assessment to review results and plan needed revisions.

## COORDINATOR I - ASSESSMENT

Provides district-wide assessment results and data analyses to stakeholders, as requested, in a timely manner.

Provides professional development to educators on deconstruction of standards and identification of student outcomes linked to the standards; provides consultative and coaching support to school-level instructional teams on deconstruction of standards and identification of student outcomes linked to the standards

Provides professional development to educators in the development and use of formative and summative assessment methods; provides consultative and coaching support to school-level instructional teams in the development and use of formative and summative assessments.

Provides guidance to educators and administrators on appropriate practices and methods of collecting and displaying data; provides consultative and coaching support to school-level instructional teams in interpreting classroom and school-level assessment results; links results to classroom curriculum, instruction, and assessment.

Provides data analysis training and support to school staff for the purpose of improving instructional strategies and student academic achievement.

Uses information from assessments to collaborate with central office staff, academic coaches, and school personnel to improve teaching and learning; provides technical assistance and consultation on assessment administration, interpretation, and ethical considerations.

Serves on system-wide committees as requested.

Receives assessment information from NC Department of Public Instruction and disseminates to schools; works with various support staff throughout the system to assist schools in preparing for local assessments.

Consults with Technology Services staff on computer hardware and software issues and concerns.

Assists with ordering of assessment materials, and verifies shipments; assists with packing and shipment of special orders to individual schools.

Attends webinars, seminars, conferences, workshops, classes, lectures, etc., to enhance and maintain knowledge of trends and developments in academic assessment and curriculum; reviews professional journals, attends association and professional meetings, and otherwise maintains contacts with assessment and curriculum professionals to facilitate exchange of information; interprets, compiles and disseminates information to school administrators and educators.

## COORDINATOR I - ASSESSMENT

Collaborates with academic coaches and Curriculum and Instruction personnel on district-wide projects and reports.

Prepares and conducts presentations for various groups as needed; responds to administration requests for information.

### **ADDITIONAL JOB FUNCTIONS**

Drafts correspondence for the Director of Assessment; composes correspondence to schools, administrators and other groups.

Performs administrative duties for special projects or reports as assigned, ensuring completion by specified deadlines and in accordance with established goals and objectives.

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Minimum of a master's degree and a minimum of five years of successful teaching experience or an equivalent combination of education and experience. Must hold a valid North Carolina teaching license.

### **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, overhead projectors, video cassette recorders, copiers, facsimile machines, 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, including the human body. 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 giving instructions, assignments or directions to subordinates or assistants.

## COORDINATOR I - ASSESSMENT

**Language Ability:** Requires the ability to read a variety of correspondence, reports, forms, applications, etc. requires the ability to prepare correspondence, reports, presentations, requisitions, forms, evaluations, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of 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.

**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 standard English.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide.

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

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

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

**Color Discrimination:** Does not require 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 emergency situations.

**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's Mission, Core Value, Vision, Goals and Implementation Strategies.

Knowledge of the Common Core State Standards and the NC Essential Standards in related content areas and the school district's methods and procedures for assessment.

## COORDINATOR I - ASSESSMENT

Knowledge of assessment for learning theory and practice.

Ability to work with online assessment programs.

Ability to conduct basic statistical analysis.

Ability to establish and maintain effective working relationships with professional educators as necessitated by work assignments.

Ability to formulate and express ideas on educational issues.

Ability to interpret public school laws, rules and policies.

Ability to express ideas effectively, both orally and in writing.

Ability to utilize time effectively and prioritize tasks.

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

Ability to deliver effective oral presentations before groups of people.

Ability to exercise considerable tact and courtesy in contact with the public.

### **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.