

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: EXECUTIVE DIRECTOR - ASSESSMENT & EVALUATION CHIEF INFORMATION OFFICER DIVISION

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory, professional, and administrative tasks in directing the assessment, evaluation, accountability, and research programs of the school district, and facilitates improved student achievement through objective measurement, analysis, evaluation and documentation. Work involves providing departmental leadership, directing assessment, and evaluation activities, and managing assessment and evaluation resources. Employee works with other divisions and outside agencies to share information and determine the most effective means of meeting and measuring student needs. Employee supervises subordinate program specialist, grant writer, district researcher, and office support personnel. The Executive Director of Assessment and Evaluation reports to the Chief Information Officer.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Organizes, directs and evaluates all subordinates in the Assessment and Evaluation department; sets goals for the division and assists with planning programs; assists with decision making and problem solving; monitors and evaluates the progress of the programs.

Directs and monitors testing programs for the school system.

Coordinates program evaluation services for the school system; provides leadership in planning, developing, administering, interpreting and reporting the district's evaluation programs and procedures; designs surveys and other data collection instruments; brokers evaluation services between schools and external evaluators. Is the school district's representative with local universities for research and is the responsible for the internal and external research review board.

Produces reports and advises the Chief Information Officer regarding interpretation and use of data analysis.

Collaborates with school system departments, community agencies, local universities, research laboratories, etc.; seeks advice from, as well as shares information with each group; maintains contact with other school systems to share ideas and information.

EXECUTIVE DIRECTOR - ASSESSMENT & EVALUATION

Supervises and conducts personnel administration duties for direct subordinates, including hiring and firing, evaluating, assigning special duties, monitoring attendance and travel reports, and granting leave.

Prepares and provides materials to the Chief Information Officer for presentations to the Board of Education, principals, teachers, parents and community groups; attends regular meetings of the Board as designated by the Chief Information Officer; conducts staff meetings; attends other related meetings.

Conducts press interviews and responds to questions from the press.

When needed will draft letters and memoranda for the Chief Information Officer and Superintendent.

Reviews and edits departmental reports and other school system documents.

Supervises the maintenance of records, reports, inventories and documentation of costs for budget preparation and to ensure the fiscal responsibility of the organization and is accountable for testing materials.

Stays current with professional journals and research papers; attends seminars, conferences and workshops to continuously update professional knowledge.

Provides advice and technical assistance in research design, program evaluation and data analysis; provides advice on appropriate statistical analysis; provides guidance on appropriate psychometric practices and methods of displaying data; provides technical support to schools in interpreting test results.

Provides data analysis and reporting; designs data-collection strategies; collects and/or assembles data; designs basic information services to facilitate the analysis of data; identifies and applies appropriate statistical analysis; produces graphical, tabular and narrative summaries of data and statistical analysis; writes reports and executive summaries of findings.

ADDITIONAL JOB FUNCTIONS

Performs special projects as assigned by Chief Information Officer and Superintendent.

Performs other related work as required.

EXECUTIVE DIRECTOR - ASSESSMENT & EVALUATION

MINIMUM TRAINING AND EXPERIENCE

Doctorate in Educational Research, Assessment, Measurement, Curriculum Evaluation or a related field, and 5 years of experience in curriculum development, assessment and implementation with significant data analysis and statistical analysis experience; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, scanners, copiers, calculators, etc. 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.

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.

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.

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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.

Motor Coordination: Requires the ability 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. 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

Thorough knowledge of educational research methodology, including research design, program evaluation and data analysis.

Thorough knowledge of program guidelines and professional standards.

Considerable knowledge of the County and School Board policies, procedures and standards regarding education.

Considerable knowledge of the current legislature, literature, trends, methods and developments in the areas of assessment and evaluation.

Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

Considerable knowledge of the North Carolina Standard Course of Study.

General knowledge of the principles of organization, supervision, and administration.

EXECUTIVE DIRECTOR - ASSESSMENT & EVALUATION

General knowledge of statistical and graphical software available.

Skill in designing data collection instruments such as surveys.

Skill in developing research designs, data storage strategies, program evaluation techniques and data analysis methods.

Skill in training and supporting school administration and staff.

Ability to maintain complete and accurate records and to develop meaningful reports, charts and graphs from them.

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to effectively express ideas orally and in writing.

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

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.