

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: FORMATIVE ASSESSMENT COACH- REGIONAL

GENERAL STATEMENT OF JOB

Under general supervision, performs a variety of tasks to assist in the district's methods and procedures for implementing a system-wide formative assessment program. Employee is responsible for facilitating the development of a wide range of formative assessments at the school and district level. Employee is responsible for guiding the analysis and interpretation of formative assessment results and summative assessments (EOG and EOC) to inform instruction. Employee is responsible for interpreting public school rules, laws and policies regarding testing procedures and providing training to educators in the use of various instructional materials. Reports to the Regional Superintendent.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Assists in the implementation of a system-wide benchmark testing program.

Provides training to educators in the use of various instructional materials.

Provides consultative and instructional support for educators.

Analyzes, interprets and utilizes formative and summative test results.

Creates and reviews quarterly Benchmark Assessments.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Minimum of a Bachelor's degree in the field of education and a minimum of five years of successful teaching experience. Should hold a valid North Carolina Teaching License.

SPECIAL REQUIREMENTS

Must possess a valid North Carolina Driver's License.

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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.

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.

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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 the North Carolina Standard Course of study and the school district's methods and procedures for testing.

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 effectively express ideas orally and in writing.

Ability to utilize time effectively and prioritize tasks.

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

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

Ability to make 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.