

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: PROGRAM ADMINISTRATOR II ASSESSMENT AND EVALUATION**

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

Under limited supervision, performs a variety of professional, supervisory, technical and administrative tasks in directing the administration of standardized testing of students of the County school system. Employee is responsible for coordinating and supervising the district-wide implementation and administration of statewide and local district group testing programs involving alternate assessments as directed by the federal No Child Left Behind Act of 2001. Employee trains testing coordinators and investigates the misadministration of alternate assessments when necessary. Employee insures that all written practices and policies are adhered to when distributing and collecting testing material. Employee provides extensive consultation on interpreting test results. Employee performs special projects at the request of the division director. Reports to the Chief Accountability and Research Officer.

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

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

Coordinates and supervises implementation and administration of North Carolina statewide group testing programs, state field testing and sample testing, and local group testing programs; develops standardized and irregular testing schedules; determines validity of requests for exemptions from testing and/or for modifications in testing procedures; monitors the administration of alternate assessments and investigates discrepancies in test administration; determines need to suspend or proceed with altered test administration.

Provides technical assistance and consultation on test interpretation, and legal and ethical considerations in testing to system administration and schools; receives test information from state Department of Public Instruction and disseminates to schools; works with various support staff throughout the system to assist schools in preparing for state-wide assessment programs and consults with data processing staff on computer hardware and software issues and concerns.

Attends statewide training sessions and conducts local training sessions for school testing coordinators on proper conditions, practices and procedures for alternate assessments, as well as supervising system-wide coordination of test implementation; monitors proper use, further dissemination and maintenance of score reports; develops and updates School Testing Coordinator's Handbook.

## **PROGRAM ADMINISTRATOR II – ASSESSMENT AND EVALUATION**

Secures equipment and supplies necessary to score alternate assessments; supervises the scanning, scoring and editing of state test results; ensures security of test forms and related materials.

Develops and presents programs to school staff and other groups on interpreting and utilizing alternate assessment results; assists staff in understanding the format and curricular emphasis of assessment instruments; trains staff in the use of state provided data discs to desegregate test results; uses computer data base, spreadsheet and analysis programs to generate and analyze data on test outcomes.

Collaborates with Assessment and Evaluation office personnel to conduct various projects and produce reports; advises and seeks advice from colleagues.

Develops surveys for data collection strategies and assists with the collection and assembly of data; designs and produces graphic, tabular and narrative results of data and statistical analysis; writes reports and assists in interpreting results for administrators and Board of Education.

Oversees ordering of alternate assessments, and verifies shipments; coordinates repacking and shipment of materials to individual schools.

Provides technical and other types of assistance and training to schools; serves on system-wide committees as requested.

Attends seminars, conferences, workshops, classes, lectures, hearings, etc., as appropriate, to enhance and maintain knowledge of trends and developments in academic testing and North Carolina school testing programs; reviews professional journals, attends association and professional meetings, and otherwise maintains contacts with testing professionals to facilitate exchange of information; interprets, compiles and disseminates information to school administrators and other system educators, as appropriate.

### **ADDITIONAL JOB FUNCTIONS**

Drafts correspondence for Director, and Chief Information Officer; composes own correspondence to schools, administrators and other groups.

Performs administrative duties, develops surveys, and compiles data 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 and/or designated.

## **PROGRAM ADMINISTRATOR II – ASSESSMENT AND EVALUATION**

### **MINIMUM TRAINING AND EXPERIENCE**

Bachelors degree in Educational Research, Education Administration or a related field, and 5 to 7 years of experience administering standardized test and interpreting results; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

### **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 machinery and equipment, including computers, scanners, copiers, calculators, shrink wrappers, etc. Must be physically able to operate a motor vehicle. Requires the ability to exert up to 35 pounds of force occasionally, and/or up to 15 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects. Physical demand requirements are for Light to Medium Work.

**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, test result data, technical manuals, professional journals, etc. Requires the ability to prepare correspondence, reports, forms, charts, graphs, procedures, 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 a variety of technical and professional languages, including academic, testing and research terminology.

## **PROGRAM ADMINISTRATOR II – ASSESSMENT AND EVALUATION**

**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 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 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. 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 rules and regulations regarding the administration of standardized tests in North Carolina public schools.

Thorough knowledge of the various tests required of public school students by the NC Department of Public Instruction.

Considerable knowledge of state and local testing requirements.

Considerable knowledge of the proper conditions, practices and procedures for testing.

Considerable knowledge of the current literature, trends, methods and developments in the area of standardized testing.

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.

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

## **PROGRAM ADMINISTRATOR II – ASSESSMENT AND EVALUATION**

Skill in preparing individual schools for statewide testing programs.

Skill in interpreting test results.

Skill in training and supporting an administrative 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.