

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: PROGRAM SPECIALIST III - ASSESSMENT

GENERAL STATEMENT OF JOB

Under limited supervision, coordinates the delivery of district-wide benchmark assessments so that consistently high standards of teaching excellence and learning may be achieved and maintained. Employee coordinates with district benchmark vendor to ensure efficient administration of the assessments and timely reporting of results; in addition, coordinates with district benchmark vendor in the training of school staff for administration of the assessments and for interpretation of results. In conjunction with Curriculum and Instruction, employee is responsible for communicating state standards and district pacing guides to benchmark vendor. Employee provides district staff with analyses of benchmark results after each administration. Employee coordinates with benchmark vendor and Data Coaches within Department of Data Analytics and Support to provide school level support related to interpretation of benchmark results. Reports to the Director for Assessment Coordination.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Coordinates with the district's benchmark vendor to ensure that all assessments are of high quality, align to the North Carolina standards and test specifications, and follow the district pacing guides.

Develops local assessment schedules in coordination with Curriculum and Instruction staff.

Oversees ordering of assessment materials, and verifies shipments; coordinates packing and shipment of special orders to individual schools.

Receives assessment information from NC Department of Public Instruction and disseminates to schools, as needed.

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.

Investigates violations of the GCS Code of Ethics with regard to district interim assessments.

Continually evaluates the district's interim assessment program, including the reliability and validity of the assessments.

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Coordinates the district vendor's provision of staff development regarding the administration and interpretation of the assessments.

Analyzes district-level benchmark assessment results and provides feedback to district administrators.

Meets with the Curriculum and Instruction staff after each assessment to review results.

Collaborates with district Data Coaches to assist school staff in the interpretation of benchmark assessment results.

Responds to parent inquiries regarding local district-wide benchmark assessments.

Previews, reviews, and evaluates instructional and assessment related resources.

Performs special projects as designated by the Director of Assessment Coordination or the Executive Director for Accountability and Research.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Minimum of a Master's degree in educational assessment or a related field and a minimum of five years of successful teaching experience or an equivalent combination of education and experience.

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, including the human body. Light Work usually requires walking or standing to a significant degree.

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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 superiors.

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.

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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 pacing guides.

Knowledge of assessment for learning theory and practice, including basic psychometric measures.

Ability to work with assessment programs used by the district.

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 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 make effective oral presentations before groups of people.

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.