

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: PROGRAM SPECIALIST III - EVALUATION ACCOUNTABILITY AND RESEARCH DIVISION**

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

Under limited supervision, performs a variety of professional and administrative tasks for state and federal accountability programs in the Guilford County Schools and for other district and school-level data. Employee is responsible for managing projects involving large-scale data gathering, analyzing and interpreting the results, and—linking the results to curriculum and instruction.— Employee provides program evaluation services for the district and manages the research review process for the district. Employee performs special projects at the request of the Executive Director for Accountability and Research. Reports to the Director of the Data & Evaluation Department.

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

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

Provides consultation for district administrators in research design, program evaluation, and data analysis; provides advice on appropriate statistical analysis.

Provides support to schools in analyzing, interpreting, and using data for school improvement.

Designs data-collection strategies; collects and—analyzes data using appropriate statistical procedures produces summaries of data and statistical analyses writes reports and executive summaries of findings.

Conducts literature reviews of educational research.

Assists with state and federal accountability program implementation.

Coordinates program evaluation services for school system; provides leadership in planning, developing, administering, interpreting and reporting the district's program evaluations ~~programs~~ and procedures; designs surveys and other data collection instruments.

Coordinates the review, evaluation, and decision-making of applications to conduct educational research in the district. Consults with internal and external researchers about the Research Review process.

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

Collaborates with colleagues in the Accountability and Research Division to conduct various projects and produce reports; serves on system-wide committees and teams as needed.

## **PROGRAM SPECIALIST III - EVALUATION**

Reads professional journals and research papers; attends seminars, webinars, conferences and workshops to update professional knowledge.

### **ADDITIONAL JOB FUNCTIONS**

Performs special projects as assigned by Director and/or Executive.

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Doctorate preferred, masters required in Educational Research, Assessment, Measurement, Evaluation or a related field, and 3 to 5 years of experience in program evaluation with significant data analysis experience; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities. Prior experience with students in K-12 educational environment preferred.

### **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, scanners, copiers, calculators, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 40 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 receiving instructions, assignments or directions from superiors.

**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.

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**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 statistical and educational research terminology.

**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 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 educational research methodology, including research design, program evaluation and data analysis.

Thorough knowledge of professional and ethical standards in the field of educational research and evaluation.

Considerable knowledge of the current-literature, trends, methods and developments in the area of

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evaluation and test interpretation.

Considerable knowledge of the ethical guidelines applicable to testing and data collection and use as defined by federal and,-state policies, rules and regulations.

Considerable skill in evaluating standardized test results and other data.

Skill in using Access and Excel software, or equivalent data management software. Skill in using R, SAS, SPSS, or equivalent statistical.

Skill in designing data collection instruments such as surveys.

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

Skill in preparing and presenting data in a clear, understandable manner.

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

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

Ability to establish and maintain effective working relationships

### **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.