

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: PROGRAM SPECIALIST III – TESTING DEPARTMENT OF ASSESSMENT COORDINATION

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of professional, supervisory, technical, and administrative tasks in directing the administration of local, state, and national standardized testing of students in the school system. Employee is responsible for coordinating and supervising the district-wide implementation and administration of local, state, and national standardized testing programs. Employee trains the principal or the principal's designee to serve as the school testing coordinator and investigates the misadministration of tests when necessary. Employee also assists school staff in preparing for test administrations. Employee is responsible for scanning and scoring of local, state, and national standardized tests. Employee provides test results and consultation on interpreting these test results to improve student achievement. Employee performs special projects upon request. Reports to the appropriate supervisor.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Coordinates and supervises implementation and administration of standardized North Carolina statewide group testing programs, state field testing and special testing, national standardized group testing, and local standardized group testing programs which include, but are not limited to, the following: North Carolina READY End-of-Grade (EOG), North Carolina READY End-of-Course (EOC), Beginning of Grade 3 (BOG3), Read to Achieve, North Carolina Final Exams (NCFE), Cognitive Abilities Test (CogAT), ACT, ACT Explore, ACT Plan, ACT WorkKeys, Credit by Demonstrated Mastery (CDM), National Assessment of Educational Progress (NAEP), NCEXTEND1, other alternate assessments.

Maintains legal and ethical guidelines regarding testing as specified in the *North Carolina Testing Code of Ethics* (SBE policy GCS-A-010), general statutes, and other state laws; develops standardized and modified/adapted testing schedules; ensures test security and reliability; verifies application of appropriate accommodations; confirms accuracy in testing procedures; ensures that tests are administered with fidelity; provides oversight and guidance to minimize sanctions and legal actions for the school system.

Conducts local training sessions for school testing coordinators on proper conditions, practices and procedures for state testing, as well as supervising system-wide coordination of state test implementation; monitors test administrations; facilitates further dissemination and maintenance of score reports as required by the North Carolina Department of Public Instruction; reviews and

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updates *North Carolina School Testing Coordinator's Handbook*; develops training materials and programs;

Provides training to school testing coordinators on development of state-mandated testing plans; ensures that these testing plans meet state and federal requirements concerning training of staff, establishment of test sites, assignment of test administrators and proctors, size of testing groups, grouping of test administrations to provide accommodations, etc.; provides authorization to proceed with testing or feedback for necessary revisions based on a comprehensive review of test plan documentation.

Defines implementation of and provides training on specified test accommodations in adherence to federal and state regulations and policies; determines validity of requests for modifications in testing procedures; directs school personnel of the procedure in cases warranting medical exception.

Monitors the administration of tests for possible irregularities and investigates discrepancies in state test administrations as required by the North Carolina Department of Public Instruction; determines the need to suspend or proceed with altered test administration and reports potential misadministrations to the Director.

Provides technical assistance and consultation on state and national test interpretation, shares legal and ethical considerations in testing to system administration and schools; receives test information from the North Carolina Department of Public Instruction and disseminates to schools.

Collaborates and trains various support staff throughout the system and other community stakeholders to assist schools in preparing for standardized assessment programs.

Consults with Technology Services staff on computer hardware and software issues and concerns.

Assists parents, parent groups, and community organizations to understand testing processes and results; ensures adherence to established policies, procedures, and standards; advises and resolves problems as situations arise; maintains confidentiality and security of student information in compliance with the *Family Educational Rights and Privacy Act* (FERPA) and North Carolina G.S. §115C.

Secures and maintains equipment and software necessary to score local, state, and national standardized tests; completes the scanning, scoring and editing of these tests; investigates and resolves any issues arising from scanning, data verification, matching, and state, national, and federal accountability reports; ensures security of data, test forms, and related materials; disseminates score reports to schools for distribution.

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Works together with the Department of Data and Evaluation personnel as well as other school system departments to conduct various projects and produce reports; advises and seeks advice from colleagues; serves on system-wide committees as requested.

Oversees ordering of standardized test materials and verifies shipments; coordinates allocation and secure transfer of materials to individual schools.

Constructs databases, documents, and forms, as needed.

Attends statewide training sessions as required by the North Carolina Department of Public Instruction or as directed by the Executive Director of Accountability and Research and/or the Director of Assessment Coordination.

Attends seminars, conferences, workshops, classes, lectures, hearings, webinars, 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 the Director of Assessment Coordination; collaborates with District Relations to compose correspondence to schools, administrators and other groups.

Performs administrative duties 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.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in Education, Educational Research, Educational Leadership or a related field; and 3 to 5 years of experience administering standardized tests 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.

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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 machinery and equipment, including computers, scanners, copiers, calculators, 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.

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.

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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.

Skill in preparing individual schools for statewide testing programs.

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Skill in interpreting test results.

Skill in training and supporting an administrative staff.

Ability to maintain complete and accurate records.

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

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.