

SCHOOL-BASED TESTING COORDINATOR

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: SCHOOL- BASED TESTING COORDINATOR

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 school based implementation and administration of statewide and local district group testing programs. Employee trains school staff at the assigned school to administer statewide and local testing programs. Employee reports to the principal of the assigned school.

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; determines validity of requests for exemptions from testing and/or for modifications in testing procedures; monitors the administration of tests 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 the school; works with various support staff at the school to assist schools in preparing for statewide assessment programs and consults with data processing staff on computer hardware and software issues and concerns.

Assigns, trains, directs and supervises support staff assigned to testing programs, ensuring adherence to established policies procedures and standards; assists and advises school staff, as necessary, resolving problems as non-routine situations arise.

Attends system-wide training sessions and conducts local training sessions for school staff on proper conditions, practices and procedures for testing, as well as supervising school-wide coordination of test implementation; monitors proper use, and further dissemination and maintenance of score reports. Ensures security of test forms and related materials and stores all testing material in a locked room at the school.

Oversees ordering of test materials for the school, and verifies shipments; coordinates repacking and shipment of materials to Assessment and Evaluation.

Will act as a substitute for teachers and/or teacher assistants at their assigned school by direction of administration.

MINIMUM TRAINING AND EXPERIENCE

In compliance with No Child Left Behind (NCLB), the teacher assistant assigned as a school-based testing coordinator shall not have less than two years of study at an institution of higher education; obtained an associate's degree; or met a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of and ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

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 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 school staff.

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 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; and utilize decimals and percentages

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability 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 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 school staff for statewide testing programs.

Skill in interpreting test results.

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.