

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR III – ASSESSMENT FORMATIVE ASSESSMENT

GENERAL STATEMENT OF JOB

Under limited supervision, directs, evaluates, and revises, on a continuing basis, the district's methods and procedures for district-wide formative assessments so that consistently high standards of teaching excellence and learning may be achieved and maintained. Employee is responsible for interpreting public school rules, laws and policies regarding assessment procedures, and using all information from the assessments to work with all stakeholders to improve teaching and learning. Position performs a variety of supervisory, professional, and administrative tasks in directing the creation and administration of high-quality instruments and facilitates improving student achievement through administering local assessments efficiently and effectively. Employee performs a variety of technical and administrative tasks in directing the local assessment data collection, management, analysis, and program evaluation. Employee is responsible for interpreting changes to varied North Carolina curricula, informing teachers and principals of the implications of those changes in relation to assessment, and ensuring that assessments are aligned with standards and curriculum goals. Employee supervises and evaluates Assessment Specialists. Employee performs program evaluation, as well as special projects as requested. Reports to the Executive Director for Accountability and Research.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

In addition to all the Specific Duties and Responsibilities of an Assessment Specialist the Director of Assessment also has the below duties:

Plans, organizes, and manages high-quality, district-wide—assessments ensuring that all assessments align to the North Carolina standards and curricula.

Reviews all assessments developed by the Assessment Specialists; provides feedback and coaching to the Assessment Specialists to improve the quality of their assessments.

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.

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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 items developed. Develops and provides assessment related staff development and consultative and instructional support for teachers, administrators, departmental staff, and specialists for the improvement of teaching practices.

Collects and analyzes interim assessment data; interprets local assessment results for schools, administrators, Board of Education, and the public.

Prepares, reviews, and edits departmental reports and publications and make presentations to various district groups, community organizations, and other agencies as required, including conducting press interviews and questions.

Based on Assessment for Learning theory and practice, current educational research, and changes to the curriculum, works with central office staff, regional coaches, and school personnel on using assessment information to improve teaching and learning and improve district-wide assessments.

Supervises and evaluates the performance of Assessment Department staff, including evaluating of assigned special duties, development of assessments, provision of professional development about assessments and de-constructing standards; monitoring attendance and travel reports; and granting leave.

Assists in the supervision and management of departmental budget, maintenance of records, reports, inventories and documentation of cost for budget preparation and to ensure the fiscal responsibility of the organization and is accountable for local assessment materials.

Meets with the Assessment Team, Curriculum and Instruction staff, and the Executive Director for Accountability and Research after each interim assessment to review results and perform special projects as needed.

Collaborates with Curriculum and Instruction personnel on various projects and reports; prepares and conducts presentations for various groups as needed.

Responds to parent inquiries regarding local district-wide assessments.

Meets regularly with Curriculum Facilitators and principals to discuss updates in assessment.

Stays abreast of current educational developments and the literature; participates on local and state level committees.

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

Performs special projects as designated by the Executive Director for Accountability and Research.

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ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Minimum of a Master's degree and a minimum of five years of successful teaching experience or an equivalent combination of education and experience. Must hold a valid North Carolina Teaching License.

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, overhead projectors, video cassette recorders, copiers, facsimile machines, 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.

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, 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.

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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.

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 methods and procedures for assessment.

Knowledge of assessment for learning theory and practice.

Ability to work with assessment programs used by the district.

Ability to conduct basic statistical analysis.

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 interpret public school laws, rules and policies.

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

Ability to utilize time effectively and prioritize tasks.

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Ability to work effectively as a member of a high-functioning team.

Ability to make effective oral presentations before groups of people.

Ability to exercise considerable tact and courtesy in contact with the public.

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.