



## **DIRECTOR ASSESSMENT & RESEARCH**

Classification: Director Level III

Location: District Office

Reports to: Chief Academic Office

FLSA Status: Exempt (Executive)

Employee Group: Executive/Managerial

The job description does not constitute an employment agreement between the district and the employee and is subject to change by the district as its needs and job requirements change.

### **Part I: Position Summary**

Responsible for planning, managing, coordinating, supervising, and administering the district assessment program. Provides leadership to the systemic use of data-driven decision-making and research-based accountability measures in the selection and evaluation of programs and services to continuously improve student, school, and district outcomes.

### **Part II: Supervision and Controls over the Work**

Serves under the broad guidance and administrative supervision of the Chief Academic Officer. The Director is responsible for results regarding the effectiveness of planning, policies, and programs and for achieving management goals and objectives. Work is guided by, and must be in compliance with, federal and state law, policy direction of the School Board, and compliance with state and local regulatory agencies. Goals and objectives are established by the district strategic plan, and the Superintendent and Chief Academic Officer establish expectations.

### **Part III: Major Duties and Responsibilities**

As the principal director for assessment and research, the director is responsible for:

#### **Assessment Program Administration:**

1. Organize, manage, and oversee the implementation of national, state, and district assessments, including training administration staff, ensuring data accuracy, and preparing assessment data for the student information system.
2. Provide leadership in analyzing and applying assessment results for program improvement. Collect, analyze, and interpret data for presentation to and use by district leadership and staff to improve student learning and school and district success.
3. Participate in developing and aligning district curriculum, instruction, performance tasks, and assessment with recognized standards, state and district assessments, and best practices, including working closely with school principals and central office staff.
4. Support the development of assessment result diagnostics to assist school leaders and school staff in identifying and interpreting where learning and intervention are needed, where practices should be reviewed and enhanced, and to identify the needs of specific groups and subgroups.

5. Provide professional development to District staff and leadership on using data and data tools for school and District improvement. Provide leadership to the 21st Century Skills Plan, including facilitating the development of the skills matrix.

**Research:**

1. Provides leadership for planning and implementing institutional research to meet the needs of District and school administrators and the Board, achieve District goals, and comply with grant, funding, and program requirements.
2. Provides leadership in developing and maintaining accurate and current databases for use in program evaluation and District research, particularly concerning identifying and monitoring trends.
3. Participates in the District strategic planning process in prioritizing requests for data and reports.
4. Receives, evaluates, and recommends acceptance of external research proposals. Assures that such proposals are consistent with the District's policy and interests and that access to confidential or protected information is adequately addressed and controlled.
5. Serves as the District resource and repository for comprehensive, valid, and reliable information regarding key instructional performance indicators and the characteristics of students and the community.
6. Determines and defines the variables most appropriate for answering questions related to student outcomes and the efficacy of District programs and services.
7. Uses data from internal and external sources and prepares reports and recommendations for the Superintendent and the Board as needed to inform their decision-making and comply with state and federal regulations and District policies, including documentation regarding District, state, and federal accountability standards.

**Program Management:**

1. Planning and Programming: Stays abreast of research on the changing nature of the profession, the field of public education, and changing national, regional, and local trends that may impact program areas. Participates in discussions on evolving demands and expectations and the impact those demands and expectations will have on assigned programs. Anticipates and develops strategies and programs that respond effectively to anticipated needs and the changing profession.
2. Systems and Financial Management: Develops, recommends, and defends the proposed budget. Administers the approved budget in compliance with budget decisions, program objectives and priorities, and district financial management and fund control processes and procedures. Implements and applies software systems to achieve and sustain the most efficient and economical method of operation.
3. Policy Formulation and Guidance: Recognizes the need for and formulates policies necessary to implement district goals and objectives and assure the effective implementation

and operation of assigned programs. Establishes a system for periodic review of policies to determine when modifications are necessary to advance the department's goals and serve the overall needs of employees, managers, and the organization.

4. **Program Direction and Staff Supervision:** Organizes, directs, and staffs the organization. Assures that functions are effectively structured and work procedures are in place to achieve high integration and synergy across program functions. Structures positions and identifies skill sets essential to developing and delivering quality programs and services. Recruits and places staff members based on skills and values essential to achieving the level of program delivery and customer service essential to a highly effective organization. Assesses, evaluates, and provides for professional development of staff members that will foster the achievement of department goals and objectives. Creates communication, collaboration, and coordination processes that assure all staff is timely and effectively informed of department policies, issues, and guidance that their programs are expected to support. Establishes an environment where all staff members are comfortable and forthcoming in sharing their ideas, needs, and concerns so that the staff collaborates to seek solutions and resolutions.
5. **Program Evaluation, Analysis, and Feedback:** Establishes a data collection and analysis system that provides for continuous assessment of program effectiveness and/or changing needs. At least annually, a comprehensive assessment review of all programs is conducted to determine their effectiveness and contribution to the department's mission and identify problem areas, areas of high success, and areas in need of change. Prepare structured presentations for the superintendent to share the program evaluation results.
6. **Representation:** Represents the District leadership in recurring and special meetings and interactions with local, regional, and state representatives, as well as parents and community groups, in presenting the District's position regarding student and program assessment and research.

Performs other duties as assigned.

#### **Part IV: Minimum Qualifications**

1. Must have experience working or interacting successfully with culturally diverse families and communities or have otherwise demonstrated a commitment to strengthening the engagement of a diverse community and skill in communicating with a diverse population.
2. Master's Degree or higher in educational leadership in curriculum, instruction, and assessment.
3. A minimum of five years of professional experience, preferably in an educational institution, that demonstrates skill in quantitative and qualitative research, analysis, testing, and measurement.
4. Strong analytical, program management, and technology skills including database management and utilization.
5. Proficiency in advanced principals, practices, procedures, theories, models, and techniques involved in the research, collection, analysis, interpretation, and reporting of statistical data.

6. Thorough knowledge of general research methodology, standard statistical sampling procedures, correlation analysis, projections, and other qualitative and quantitative measures applied to education and social research.
7. Strong understanding of “client-centered” support.
8. Highly effective oral and written communication.
9. Ability to work both independently and collaboratively.
10. Ability to organize work, set priorities, and meet deadlines—the ability to establish effective working relationships at all levels of the organization and with external organizations.
11. Demonstrated leadership ability and strong supervisory skills.

**Part V: Desired Qualifications**

1. Doctorate Degree in educational leadership.
2. Substantive experience in planning and conducting advanced research.

**Part VI: Physical and Environmental Requirements of the Position**

The physical demands and work environment described here are representative of those that an employee must meet to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform these functions.

While performing the duties of this job, the employee is frequently required to sit, talk, bend, lift, carry, move about, hear, and speak. The employee may also be required to perform extensive work at a computer display terminal.

Dexterity of hands and fingers is required to operate office equipment. The employee must occasionally lift and/or move 25 to 50 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

The employee may sit or stand for longer than 2 hours at a time, lift objects repeatedly, and undertake repeated motions.

Must move about the District efficiently.