



## **DIRECTOR ASSESSMENT & RESEARCH**

Classification: Director Level IV

Location: District Office

Reports to: Assistant Superintendent

FLSA Status: Exempt

Employee Group: Executive/Managerial

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

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

Responsible for planning, management, coordination, supervision and administration of 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 in order to bring about the continuous improvement of student, school, and district outcomes.

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

Serves under the broad guidance and administrative supervision of the Associate Superintendent. The Director is held responsible for results in terms of effectiveness of planning, policies, and programs, and for achievement of 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 expectations established by the Superintendent and Associate Superintendent.

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

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

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

1. Organize, manage and oversee implementation of national, state and district assessments including training staff in administration, ensuring accuracy of data and preparing assessment data for the student information system.
2. Provide leadership in the analysis and application of assessment results for program improvement. Collect, analyze and interpret data for presentation to, and use by, district leadership and staff to improve student learning, school and district success.
3. Participate in the development and alignment of 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 is needed; where practices should be reviewed and enhanced; and to identify the needs of specific groups and subgroups.

5. Provides professional development to District staff and leadership on the use of data and data tools for school and District improvement. Provide leadership to the 21<sup>st</sup> Century Skills Plan to include facilitating development of the skills matrix.

**Research:**

1. Provides leadership for the planning and implementation of institutional research to meet the needs of District and school administrators and the Board, to achieve District goals, and to 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 with regard to identifying and monitoring trends.
3. Participates in the District strategic planning process in including the prioritizing of 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, prepares reports and recommendations for the Superintendent and the Board as needed to inform their decision making and to comply with state and federal regulations and District policies, including documentation toward 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 to assure effective implementation and operation of assigned programs. Establishes a system for periodic review of policies to determine when modifications are necessary to advance the goals of the department and to serve the overall needs of employees and 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 a high level of integration and synergy across programs functions. Structures positions and identifies skill sets essential to the development and delivering of quality programs and services. Recruits and places staff members based on both skills and values essential to achieving the level of program delivery and customer service that is 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 in which all staff members are comfortable and forthcoming in sharing their ideas, needs and concerns, and in which the staff collaboratively works together to seek solutions and resolutions.
5. **Program Evaluation, Analysis and Feedback:** Establishes a system of data collection and analysis that provides for continuous assessment of program effectiveness and/or changing needs. At least annually, conducts a comprehensive assessment review of all programs to determine their level of effectiveness and contribution to the mission of the department and to identify problem areas, areas of high success, and areas in needs of change. Prepares structured presentations to 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 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. Minimum of five years of professional experience which demonstrates skill in quantitative and qualitative research, analysis, testing and measurement, preferably in an educational institution.
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 and standard statistical procedures of sampling, 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 communications.
9. Ability to work both independently and collaboratively.
10. Ability to organize work, set priorities, and meet deadlines. Ability to establish effective working relationships at all levels of the organization as well as 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 must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, talk, bend, lift, carry, move about, hear and speak. Employee may 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, may lift objects repeatedly, and may undertake repeated motions.

Must move about the District efficiently