



Director of Research & Evaluation
Position Description

Salary Level: Based on Act 93 Agreement

Prepared Date: July 22, 2025

Contract/Benefits: Based on Act 93 Agreement

Prepared by: Jennifer Ramos, Deputy Superintendent

Department or Area: Act 93

Approved by: William Seng, Executive Director of Human Resources

Reports To: Executive Director of Assessment, Research & Accountability

Qualifications:

- Master's degree required in business administration, educational administration, educational leadership, educational research, public policy, or related field.
- Doctoral Degree in educational leadership, organizational leadership, educational research, public policy, statistics, or related field strongly preferred.
- Minimum of five years of experience in educational research, program evaluation, or a related field, preferably in a school district or educational agency.
- Demonstrated experience in designing and managing large-scale evaluations and data reporting systems
- Familiarity with public sector regulations (e.g., EEO, IDEA, Title IX) or a demonstrated ability to quickly learn and apply regulatory frameworks.
- Strong oral and written communication skills, interpersonal skills, and the ability to establish and maintain effective relationships.
- Such additional or alternatives to the above qualifications as the School Board or Superintendent may determine appropriate and acceptable.

Note: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Summary

The Director of Research and Evaluation leads the development, implementation, and oversight of the district's research agenda and evaluation systems to support data-driven decision-making. This role is responsible for designing and managing comprehensive research and evaluation strategies to assess educational programs, initiatives, and policies, ensuring alignment with the district's strategic goals and priorities.

Essential Duties and Responsibilities:

- Design and lead program evaluations and impact studies of district initiatives, instructional programs, and interventions.
- Develop and maintain a district-wide research agenda aligned with strategic priorities.
- Oversee the collection, analysis, and interpretation of quantitative and qualitative data.
- Prepare reports and presentations to communicate findings to district leadership, school administrators, the school board, and community stakeholders.
- Review and approve internal and external research proposals in accordance with district policies and privacy requirements.

- Collaborate with academic, accountability, curriculum, and technology teams to ensure integration of evaluation efforts and data systems.
- Support grant applications and reporting through evaluation design and measurable outcomes.
- Ensure ethical and legal compliance with data privacy laws (e.g., FERPA) and district policy in all research and evaluation activities.
- Provide training and consultation to staff on best practices in research design, data interpretation, and program evaluation.
- Monitor performance metrics and key performance indicators (KPIs) related to student achievement and organizational effectiveness.

Supervisory Responsibilities:

- Supervise research staff or contractors as needed.

Competencies: To perform the job successfully, an individual should demonstrate the following competencies:

- Strong knowledge of research design methodologies, statistics, and data analysis software (e.g., SPSS, R, Stata, or similar)
- Ability to translate complex data into clear, actionable insights
- Excellent written and oral communication skills
- Deep understanding of educational accountability systems, equity-focused research, and school improvement models
- Strong project management and organizational skills
- Commitment to using data to drive access and opportunity and improve student outcomes

Problem Solving

Identifies and resolves problems in a timely manner; Gather and analyze information skillfully; Develop alternative solutions; Work well within group problem solving situations; Use reason even when dealing with emotional topics; Generate creative solutions; Demonstrate attention to detail; Display original thinking and creativity; Meet challenges with resourcefulness; and Develop innovative approaches and ideas.

Emotions

Manage difficult or emotional parent and citizen situations; Respond promptly to parent and citizen needs; Respond to requests for service and assistance; Meet commitments; Synthesize complex or diverse information; and Show respect and sensitivity for cultural, ethnic, religious, and gender differences.

Interpersonal Skills

Manage difficult or emotional parent and community situations judiciously; Keep emotions under control; Remain open to others' ideas and tries new things; Listen and get clarification; Respond to employee requests for service and assistance; Solicit parent feedback to improve student academic performance; Meet commitments made to parents and the community; Maintain confidentiality; Demonstrate objective approaches to communicating with staff and constituents; Exhibit objectivity and openness to the views of others; Speak clearly and persuasively in positive or negative situations; Listen and solicit clarification; Respond appropriately to questions; React well under pressure; Write clearly and effectively; Edit work for spelling and grammar; Vary writing style to meet the needs of the audience; Present numerical data effectively; Demonstrate group presentation skills; Treat others with respect and consideration regardless of their status or position; and Work well with others.

Written Communication

Write clearly and informatively. Vary writing styles to meet the needs.

Planning/Organizing

Prioritize and plan work activities; use time efficiently; set goals and objectives; develop project plans; coordinate projects; complete projects on time and budget; manage project team activities; manage competing demands; and Change approach or method to best fit the situation.

Technical Skills

Assess one's strengths and weaknesses; pursue training and development opportunities; strive to build knowledge and skills continuously; share expertise with others; display willingness to make decisions; exhibit sound and accurate judgment; include appropriate people in decision-making process; and make timely decisions.

Motivation

Set and achieve challenging goals. Demonstrate persistence and overcome obstacles.

Teamwork

Exhibit objectivity and openness to others' views; Give and welcome feedback; Contribute to building a positive team spirit; Put success of team above own interests; Able to build morale and group commitments to goals and objectives; and Support everyone's efforts to succeed.

Change Management

Communicate changes effectively; Prepare and support those affected by change; and Monitor transition and evaluate results.

Servant Leadership

Exhibit confidence in self and others; Inspire and motivate others to perform well; Accept feedback from others; Give appropriate recognition to others and identify with the well-being of team members; Practice active listening skills and observe non-verbal cues; Include staff in planning, decision-making, facilitating and improving processes; Practice fore-sighted thinking; Take responsibility for direct report activities; Make self-available to staff; Provide regular performance feedback; Develop direct report skills and encourage professional growth; and Continually work to improve supervisory skills.

Leadership Skills

Develop workable implementation plans; Lead by example; Look for ways to improve and promote quality; Practice data informed decision making; Build strong positive relationships; Demonstrate accuracy and thoroughness; Adhere to safety and security procedures; Adhere to local, state, and federal laws; Adhere to Board policies, District administrative regulations, code of professional practice and conduct for educators, and the district's code of conduct; and identify and resolve problems in a timely manner.

Organizational Skills

Work accurately when monitoring all cost-related tasks; show respect and sensitivity for cultural differences; follow policies and procedures; complete administrative tasks and reports correctly and on time; and Support the District's goals and values.

Personal Competencies

Exhibit sound and accurate judgment; Treat people with respect; Work ethically and with integrity; Respect confidentiality; Demonstrate persistence and overcomes obstacles; Prioritize and plan work activities; Use time efficiently; Approach others in a tactful manner; React well under pressure; Demonstrate accuracy and thoroughness; Follow instructions and respond to supervisory direction; Inspire the trust of others; Display integrity and ethical behavior; Uphold district values; Accept responsibility for own actions; and Follow through on commitments; and Take responsibility for own actions.

Fiscal Stewardship

Work within the approved budget; Conserve District resources; and Understand cost management strategies and systems.

Strategic Thinking

Develop strategies to achieve district goals, understand the district's strengths and weaknesses, and adapt strategies to changing conditions.

Physical Demands:

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

While performing the duties of this job, the administrator is regularly required to talk and hear. The administrator is frequently required to walk, climb stairs, bend, and lift. The administrator is required to use hands to fingers or handle documents, telephone, etc. The administrator is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required *by this* job include close vision, distance vision, and ability to adjust focus.

Evaluation:

The person filling this position will be evaluated according to the administrative evaluation procedure adopted by the Allentown School District.

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Reviewed and read by: _____ Date: _____