TITLE: Program Director - Assessment, Research, and Evaluation

Employee Group: Edmonds Managers Association
Reports to: Executive Director of Student Learning
Supervises: Assessment and Data Specialists, Testing/Evaluation Technicians, Assessment, Research, and Evaluation Support Specialist
FLSA Status: Exempt
Salary Level: Level 3

JOB SUMMARY: Leads, coordinates, plans, organizes, and oversees the district’s assessment, research, and evaluation program. Facilitates the continual improvement of the comprehensive assessment plan. Supports district staff in increasing assessment and data literacy, which includes supporting implementation of equitable assessment and data collection practices across the PK-12+ system. Provides technical expertise and professional development for building administrators/staff to support School Improvement Plans. Monitors state/school district accountability targets under federal and state mandates. Serves as district assessment coordinator.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:
1. Sets the assessment vision for the district and provides leadership in the development of innovative and effective strategies for assessing and measuring student achievement in a complex and diverse instructional setting.
2. Assists District staff to identify and mitigate against culturally and racially biased assessment practices.
3. Provides technical expertise and coaching in the analysis of data for district and school improvement plans and support for principals in leading the school improvement process.
4. Provides leadership in the development of district processes and procedures that integrate the use of assessment with district goals, standards, curriculum, and instruction.
5. Develops and delivers a variety of dynamic professional development sessions to support staff in understanding assessments of all types and using student achievement data to inform instructional practices. This includes the development and use of classroom and formative assessment, the use of the district’s student data assessment system, proper test administration, how to interpret and use evidence of student learning for instructional planning, and to set student learning goals at the classroom, school, and District level.
6. Provides leadership and training for teachers and administrators in designing, implementing, scoring, analyzing, and using the results of assessments, including classroom, school-based, district, and state assessments. Develops a variety of resources to support staff in the appropriate use of assessments of all types.
7. Manages and monitors the district progress towards meeting Washington State education reform goals and accountability targets in the achievement of federal and state mandated requirements.
8. Oversees the administration, scoring, interpretation, and reporting of state-mandated and other assessments of achievement District-wide, including assessments for students in special programs.
9. Provides leadership in the selection and/or development of valid and reliable criteria and processes for identifying students for special, programs, such as programs for highly capable, Honors courses,
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and after school or summer intervention programs.

10. Oversees the implementation, training, and maintenance of the District’s student assessment data system.

11. Works collaboratively with district staff to develop appropriate communications for the Board of Directors, parents, and the community related to assessment and student achievement.

12. Designs and conducts research and program evaluation studies, using specialized statistical methodologies to investigate various questions of interest related to student achievement and program design and implementation. Advises District leadership on the implications for policy and practice.

13. Oversees the design and implementation of new district-wide assessment methods. Researches the validity, reliability, scaling, alignment, and practical factors related to assessments under consideration for use in the district.

14. Oversees the design and implementation of district-wide surveys for a variety of audiences using the latest and most culturally relevant data collection practices. Analyzes, interprets, and reports survey results.

15. Leads and coordinates the process for reviewing and approving requests for research to be conducted in the district from outside agencies or individuals.

16. Provides data analysis and summaries to meet requirements of grant proposals and federal and state reports.

17. Stays current on statewide, national, and international assessment and education reform trends. Provides information on research and assessment trends to district groups. Networks with other districts and educational institutions, nationally and internationally, to share information and resources regarding advancements and trends in assessment.

18. Develops and manages department budget to achieve program and District goals and objectives. Leads District committees that develop plans for assessment practices, policies, and implementation.

19. Provides information and input into Board policy development and revisions involving assessment and accountability.

20. Selects, trains, supervises, and evaluates assigned staff. Serves as mentor and resource for problem solving to staff throughout the Student Learning Department and district.

21. Performs other related duties as assigned.

REQUIRED QUALIFICATIONS

Education and Experience:
- Graduate-level degree in Education, Administration, Psychology or related field.

Knowledge, Skills and Abilities:
Knowledge of the principles and practices of norm-referenced, standards-based, performance-based, and
classroom assessment methods.

Knowledge of equitable assessment practices including culturally responsive data collection.

Knowledge of item development, test design, and survey design.

Knowledge of applicable Federal, State, and local assessments and accountability plans and requirements.

Knowledge of data aggregation, disaggregation, and psychometric analysis methods.

Knowledge of database programs and systems.

Knowledge of designing, implementing, and delivering training/professional development programs.

Skill in effective communication (verbal communication, written communication, and active listening skills).

Skill in public speaking/presenting to a variety of audiences.

Skill in generating, analyzing, formatting, presenting, and communicating data from information systems.

Skill in operating office machines and equipment including, but not limited to, copiers, laptops, and presentation equipment.

Skill in project management with evidence of successful project completion on time and within budget.

Skill in working with students and families of diverse ethnic, cultural, and socio-economic backgrounds.

Ability to learn computer software applications and information systems, including, but not limited to, Google Suite and Microsoft Office.

Ability to analyze and interpret complex data to both technical and non-technical audiences.

Ability to apply understanding of the relationships among standards, curriculum, instruction, and assessment.

Ability to use advanced statistical methodologies for research, program evaluation, and data analysis.

Ability to interpret and draw accurate conclusions from complex data.

Ability to provide leadership in assigned program area.

Ability to establish effective relationships with a variety of staff and demonstrate ability to work effectively in a team atmosphere.

Ability to create and implement staff training programs.

Ability to positively motivate others toward change.
Ability to foster growth, creativity, and flexibility in others.

Ability to establish and maintain effective working relationships with students, families, staff, and general public.

Ability to effect shared decision-making processes.

Ability to effectively supervise assigned staff.

Ability to assist in the resolution of complex, interpersonal conflicts.

PREFERRED QUALIFICATIONS

- Doctorate in Education, Administration, Psychology, or related field is preferred.

WORKING CONDITIONS

Fast-paced office environment or school setting. The noise level in the work environment can vary depending on daily activity and may be occasionally moderate to high. The employee is required to regularly interact with the staff and the public. May be required to travel. May be exposed to disagreeable working conditions or physical hazard when interacting with groups (defined as 1 or more) of students with behavioral or physical handicapping conditions.

PHYSICAL DEMANDS

Frequently required to stand, walk, sit and talk or hear. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, and the ability to adjust focus. Required to use fine hand and finger movements (keyboarding); and reach with hands and arms. Occasionally the employee must use hand/grip strength to operate office equipment. Ability to withstand long term use of video display terminals is required.

DISCLAIMER

The statements contained herein are intended to describe the general nature of work being performed. They are not intended to be an all-inclusive listing of work requirements. Any one position may not include all of the functions listed, nor do the examples listed include all functions and qualifications which may be found in positions of this class.

CLASSIFICATION HISTORY:

NEW: June 1992
REVISED: October 1997
REVISED: September 1998
REVISED: July 2005 (including title change from Manager to Director)
REVISED: July 2015
REVISED: July 2021