

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: EXECUTIVE DIRECTOR ACCOUNTABILITY AND RESEARCH DIVISION

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of highly responsible research, analytical, and administrative tasks in leading the strategic use of student and teacher performance data to plan, design, and implement processes and systems to improve student performance and teacher effectiveness. The employee is responsible for collecting, verifying and managing all available Value Added and EVAAS data for all teachers; analyzing and researching teachers' performance data; generating and interpreting reports at the district, region, school, course and teacher levels; working with central/regional office staff on improving teacher performance; as well as training teachers, principals, regional and central office staff in applying research findings to improve teaching and learning. The employee must have strong data management, analysis and research skills as well as organizational and interpersonal skills. The employee must also ensure that data reports are objective, accurate and conform to all ethical guidelines. The employee must have knowledge and working experience in North Carolina Accountability and Testing System as well as the SAS EVAAS model. The employee reports to the Chief Accountability and Research Officer.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

(1) Data management (25%)

Designs various Value Added data collection projects and activities.

Develops timelines for implementation of data management projects, including resources needed.

Determines overall quality of data.

Trouble shoots and corrects problems with data.

Verifies teacher to student linkages as the foundation for further Value Added analysis and research.

(2) Data Analysis and Research (25%)

Analyzes, creates and interprets EVAAS historical performance data and reports at the district, region, school, course, teacher and student levels.

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Combines EVAAS' At Risk data with district/state ongoing formative assessment data to create and interpret teachers/students current performance reports, and to monitor teachers/students current performance at the district, region, school, course, teacher and student levels.

Provides advice and technical assistance in research design, program evaluation and data analysis; provides advice on appropriate statistical analysis; provides guidance on appropriate psychometric practices and methods of displaying data; provides technical support to schools in interpreting test results.

Provides data analysis and reporting; designs data-collection strategies; collects and/or assembles data; designs basic information services to facilitate the analysis of data; identifies and applies appropriate statistical analysis; produces graphical, tabular and narrative summaries of data and statistical analysis; writes reports and executive summaries of findings.

Prepares charts and graphs to illustrate data trends.

Prepares PowerPoint presentations as needed.

(3) Work with Central Office Staff (15%)

Works with related central office staff of different divisions to monitor and improve teachers/students current and future performance at the district, region, school, course, teacher and student levels.

(4) Work with School Personnel (30%)

Provides training in the understanding and application of Value Added and EVAAS results to teachers, principals, and regional administration.

Fulfills data requests and answers questions for schools, regions and other appropriate audiences.

Provides technical assistance to schools and regions regarding accountability, testing and evaluation results as well as school improvement.

(5) Conduct Other Teacher Performance Research (5%)

Conducts literature reviews about educational practices as needed, generally through computerized methods.

Conducts all other teachers performance researches as needed.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required by the Chief Accountability and Research Officer.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in educational statistics, educational research, educational psychology, or related field, and at least six years of experience in educational measurement, statistical analysis, quantitative research or any equivalent combination of training and experience which provides the required skills, knowledge, and abilities.

Must have solid knowledge on current educational Value Added models at national level. Must have knowledge and working experience in North Carolina Accountability and Testing System as well as in quantitative research of educational Value Added model and EVAAS.

Working experience on Value Added models as a part of the state/district/school improvement process as well as on training educators in effectively using educational Value Added and EVAAS data is a strong plus..

Must have solid working experience, or at least the strong background and aptitude to promptly become proficient, with various software packages such as WORD, EXCEL, POWERPOINT, SPSS/SAS and other related software.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of educational research methodology, including research design, data analysis and, program evaluation.

Thorough knowledge of program guidelines and professional standards.

Considerable knowledge of the current legislature, literature, trends, methods and developments in the area of test result evaluation.

Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

Considerable skill in evaluating standardized test results and other data.

Considerable knowledge of the North Carolina *Standard Course of Study*.

General knowledge of the principles of organization and administration.

General knowledge of statistical and graphical software available.

Skill in designing data collection instruments such as surveys.

Skill in developing research designs, data storage strategies, program evaluation techniques and data analysis methods.

Skill in training and supporting school administration and staff.

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Ability to maintain complete and accurate records and to develop meaningful reports, charts and graphs from them.

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to effectively express ideas orally and in writing.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, scanners, copiers, calculators, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 40 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 receiving instructions, assignments or directions from superiors.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, articles, proposals, manuals, legislation, graphs, charts, etc. Requires the ability to prepare correspondence, reports, forms, charts, graphs, statistical analysis, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak to 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 a variety of technical and professional languages including psychometric, statistical and educational research terminology.

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Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the theories of algebra, descriptive statistics, statistical inference and statistical theory.

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. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Requires 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 persons acting under stress.

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.

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.