

DIRECTOR I (Progress and Performance)

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES:

Designs, oversees, and facilitates the development of a variety of student achievement data, reporting tools and displays, and assists central office and school site staff in the use of data to inform practice. Aligns practice to federal, state, and district requirements related to educational assessment, planning and accountability. Facilitates the district and site's progress monitoring systems including: formative/summative data, progress reports, report cards, benchmarks, State and Federal assessments, local progress monitoring tools and programs.

ESSENTIAL JOB FUNCTIONS:

- Cooperates with other staff to accomplish the District's priorities and expectations
- Plans and provides training for teachers, administrators, and staff; including the use of data analysis programs
- Facilitates selection of testing instruments, establishes test windows/schedules and procedures for the administration of all tests, and interprets data.
- Recommends, develops and validates other assessment procedures, as required.
- Assists with data processing and technology to plan and implement efficient systems for storage, retrieval and analysis of District and State testing information.
- Plans, improves, and oversees testing for the state and local assessment programs.
- Provides training for all campus personnel in test security and procedures.
- Responds to irregularity reports and candidate inquiries, investigates possible violations, reviews and makes recommendations for security violation cases.
- Organizes and reports results of all testing. Obtains and reports evaluative findings (including student achievement data) to assist with the examination of curriculum and instruction program effectiveness.
- Supports special programs, such as special education, student services (504 compliance) bilingual, in preparing and presenting assessment information relevant to the program needs.
- Assists with mandated and supplemental data analysis and reporting, program evaluation, and internal and external research as it applies to assessment or accountability measures.
- Works with the curriculum team to improve productivity of all district curriculum and instructional services through the use of performance and progress data
- Performs related duties as assigned.

EMPLOYMENT STANDARDS:

- Ability to understand and interpret laws, rules, and regulations relating to student assessment
- Ability to plan, organize, coordinate and direct the District's progress and performance program
- Ability to lead and utilize motivational techniques and strategies in the development of performance indicators and assessment tools
- Ability to counsel and advise management and all levels of staff in sensitive issues and courses of action
- Ability to communicate orally and in writing with large and small audiences
- Ability to administer assigned programs within timelines and utilize resources effectively
- Ability to work in both authority and non-authority relationships with others on a routine basis
- Ability to meet physical requirements necessary to safely and effectively perform required duties
- Ability to follow oral and written directions
- Ability to get along with co-workers and deal with the general public tactfully, courteously and professionally

KNOWLEDGE OF:

- Principles, practices, trends, goals, and objectives of public education
- Applicable laws, codes, regulations, policies, and procedures as it relates to assessment, progress and performance
- Theories, techniques, and methodologies of instruction and assessment
- Curriculum and assessment support programs, services and networks

- Human relationships, conflict resolution strategies, and procedures
- Interpersonal skills using tact, patience, and courtesy

SKILL AND ABILITY TO:

- Work independently with little direction
- Prepare and deliver effective presentations to diverse audiences
- Assist in the assessing of program effectiveness and make recommendations
- Meet district standards of professional conduct as outlined in Board Policy
- Interpret, apply and explain rules, regulations, policies, and procedures related to assessment, performance and progress
- Prepare comprehensive narrative and statistical reports
- Operate a motor vehicle
- Establish and maintain cooperative and effective working relationships with others
- Supervise and evaluate the performance of assigned staff

WORKING CONDITIONS:

- Office environment
- Driving a vehicle to conduct work

PHYSICAL FUNCTIONS:

- Sit and stand for extended periods of time
- Accurate
- Read notes, memos and printed material perceiving of sound, near and far vision, and depth perception
- Reach in all directions
- Ability to lift 25 pounds maximum and carry objects weighing 15 pounds
- Bend, twist, kneel and stoop
- Write legible reports
- Speak clearly and communicate effectively

EDUCATION AND EXPERIENCE:

- MA Credential in Education from an accredited university or college.
- Three (3) to five (5) years increasingly responsible management experience preferred
- Four (4) years teaching experience in a variety of grade levels/subjects preferred

WORK YEAR:

- 220 work days

This organization is an Equal Opportunity Employer and does not discriminate on the basis of race, religion, sex (pregnancy or gender), sexual orientation, marital status, national origin (including language use restrictions), ancestry, disability (mental and physical, including HIV and AIDS), age (40 and above), medical condition (cancer/genetic characteristics), denial of family and medical care leave, or denial of pregnancy disability leave or reasonable accommodation. Inquiries regarding compliance procedures may be directed to our personnel office.

This organization is a Drug and Tobacco-Free Workplace.

This organization requires a successful candidate to provide employment eligibility and verification of a legal right to work in the United States in compliance with the Immigration Reform and Control Act.