

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR OF ACCOUNTABILITY, RESEARCH AND EVALUATION

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of professional and administrative tasks in directing the implementation of state and federal accountability programs: data collection, management, analysis, and reporting; providing data to various GCS departments to support their work; and conducting program evaluations. Employee provides departmental leadership, and is responsible for managing large research and evaluation projects; preparing and submitting accountability data and documents to the North Carolina Department of Public Instruction; analyzing testing and other student or school data. Employee supervises members of the Research and Evaluation Department and reports to the Chief Performance Officer.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Leads the production of research and evaluation projects in support of district needs. Establishes a research agenda aligned to the performance goals of the district.

Supervises and manages implementation of all components of state and federal accountability programs; interprets policies and guidelines governing accountability programs and ensures district compliance; submits accountability data and documents to the North Carolina Department of Public Instruction; and prepares and submits required reports for the district.

Designs data collection strategies; establishes and implements appropriate procedures for evaluating and verifying accuracy of all state and federal accountability data and documents; collects and compiles data from various sources; ensures data integrity and security; maintains student and personnel confidentiality; and prepares accountability reports.

Conducts statistical analyses; produces graphs, tables, and narrative summaries of data and statistical analysis results.

Responds to requests for data and information from GCS schools, departments, and administrators, providing timely and collaborative service; and makes oral and written presentations of data and analyses, as requested.

Serves as liaison between district leadership and State Department of Public Instruction; provides consultation for district staff and administration regarding testing data analysis and interpretation; provides guidance on appropriate methods of displaying data.

DIRECTOR OF ACCOUNTABILITY, RESEARCH AND EVALUATION

2

Coordinates program evaluation services for the district; provides leadership in designing, conducting, interpreting, and reporting the district's program evaluations; and designs surveys and other data collection instruments.

Leads the district's research review process. Convenes the Research Review Committee as needed.

Collaborates with colleagues in the Accountability, Research and Planning Division to conduct various projects and produce reports; and serves on district-wide committees and teams as needed.

Reads professional journals and research papers; attends seminars, conferences, webinars, and workshops to maintain and update professional knowledge about trends and developments in accountability, research, and evaluation theory and practice; assists department personnel in keeping abreast of trends and developments in research and evaluation theory and practice; maintains updated knowledge of current state and federal mandates and priorities as they relate to assigned responsibilities.

Manages operations of the Research and Evaluation Department, supervises staff, and conducts employee evaluations; assists with recruitment, selection, and training of personnel and makes recommendations for personnel placement, assignment, retention, discipline, and dismissal. Supervises the maintenance of records, reports, inventories, and documentation of costs in order to assist in budget preparation and to ensure the fiscal responsibility of the department.

ADDITIONAL JOB FUNCTIONS

Performs special projects as assigned by the Chief Performance Officer.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Doctorate preferred, masters required in Evaluation, Measurement and Statistics, Educational Research, or a related field and 5 to 7 years of experience in accountability and/or educational research and evaluation including production or contributions to research, large-scale data management and statistical analysis; or any equivalent combination of training and experience that provides the required knowledge, skills, and abilities. K-12 research and evaluation experience is preferred.

SPECIAL REQUIREMENTS

Must possess a valid North Carolina driver's license.

**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 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects. 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 superior.

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.

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.

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.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of Guilford County Schools Strategic Plan, GCS mission, core values, vision, goals and implementation strategies.

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

Thorough knowledge of program guidelines and professional standards related to assessment.

Considerable knowledge of the current literature, trends, methods, and developments in the area of standardized testing.

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 knowledge and skill with word processing, spreadsheet software such as Excel, database programs such as Microsoft Access or FoxPro, and statistical analysis programs such as R, SPSS, or SAS.

Considerable skill in evaluating standardized test results and other data.

General knowledge of the principles of organization and administration.

Skill in designing data collection instruments such as surveys.

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

Ability to maintain complete and accurate data records and to develop meaningful reports, charts, graphs, and statistical analyses.

Ability to express ideas effectively, both orally and in writing, and to make effective oral presentations before groups of people.

Ability to establish and maintain effective working relationships.

Ability to utilize time effectively and prioritize tasks.

Ability to work effectively as a member of a high-functioning team.

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.