



Director of Data, Assessment and Professional Development

Department/Division:	Educational Services
Reports To:	Executive Director—Educational Services
FLSA Exemption Status:	Certificated
Date Prepared:	June 16, 2016
Date Adopted by Board:	
Salary Range:	Management Salary Schedule

MANHATTAN BEACH UNIFIED SCHOOL DISTRICT

DEFINITION

Under the direction of the Executive Director--Educational Services, the Director of Data, Assessment and Professional Development, will be responsible for guiding and overseeing the District's comprehensive assessment plan and providing professional development. The Director of Data, Assessment and Professional Development will lead research, work with staff on state and local assessments, data collection, analysis and presentation, engaging in staff inquiry regarding assessment issues, and provide professional development regarding assessment.

DISTINGUISHING CHARACTERISTICS

The Director of Data, Assessment and Professional Development is directly responsible to the Executive Director—Educational Services, but will collaborate with the Director of Technology, and the Systems Analyst to ensure the proper transfer of data and reports to ensure data integrity and workflow streamlining. The position requires technical expertise and knowledge in all areas of student assessment, as well as general knowledge of all aspects of a school district operation. Directly related administrative experience in national/state/local assessment is necessary to ensure success in this complex leadership role. Incumbent must be exemplary in use of technology for presentation, research and data analysis. Decisions are made by the incumbent that have a critical impact on the goals, organization and educational programs and services of the District. The Director of Data, Assessment and Professional Development frequently meets with a broad range of management, certificated and classified staff, Board members, students and community members to influence, motivate and monitor the result objectives of the District and the operation of the Educational Services Department.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statement of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

- Coordinates the District-wide assessment program for grades K-12.
- Assumes responsibility for the development of the philosophy, goals, objectives, and evaluation of the District assessment program.

- Assumes responsibility for reviewing, evaluating, and reporting the results of District-wide assessment programs, and other evaluative measures used by teachers.
- Serves as liaison for assessment communication, and maintains accurate/accessible records.
- Prepares and presents annual reports to the Board of Education documenting District assessment results, cause/effect, and next steps.
- Provides data-based evaluations for District programs.
- Participates in state and regional assessment meetings.
- Attends and provides professional development at District technology meetings and other District meetings to align practice with District vision for 21st century learning.
- Oversees District staff to ensure the timely transfer of electronic student files and data.
- Analyzes student data from state and national assessments.
- Assist the Executive Director—Educational Services in working with site administrators in analyzing their school data and providing required information for state and local reports.
- Works with site administrators, counselors, and teachers in coordinating the continuity and articulation of the District's various assessment measures.
- Assists site administrators in analyzing their school data to identify low-achieving students, design effective remediation, and provide required information for state and local reports.
- Provides professional development for certificated and classified employees on Student Information Systems (SIS) and assessment.
- Monitors the database for accuracy and data integrity.
- Manages multiple projects, prioritize work, keep and maintain accurate records, meet deadlines due to organizational skills.
- Coordinates with vendors of School Information Systems (SIS) and assessment.
- Plans, organizes, and implements educational service budget planning guidelines and expenditure control strategies.
- Operate a computer, iPad, and other office equipment; experience with software packages, and technical expertise in K-12 systems,
- Perform related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Common Core SBAC assessments
- PowerSchool
- CALPADS
- Current tools and techniques utilized throughout the state to assess student performance, including standards-based student accountability systems
- Laws, regulations, policies and procedures related to student assessment, including alternative assessment, categorical programs
- Mathematical concepts such as probability and statistical inference
- National, state and local reporting requirements and timelines in the area of student assessments
- Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of students and adults
- Educational trends and research findings pertaining to educational technology as it relates to systemic change, professional learning communities, student achievement, assessment, and instructional technology
- Database management, assessment systems, SIS systems, Windows Operating systems, MAC
- Oral and written communication skills in English; writing skills to develop professional correspondence; effective oral communication to conduct meetings
- Interpersonal skills using tact, patience and courtesy, including human relations skills, conflict resolution strategies and procedures, and team building methods and techniques

Ability to:

- Perform all essential duties of the position
- Apply technological and statistical concepts to educational situations
- Read, analyze and interpret general business periodicals and professional journals
- Organize a District-wide testing schedule.
- Effectively present information and respond to questions from groups of administrators, certificated and classified employees, parents, and the community.
- Access and manipulate data using various computer programs
- Use computer software (including spreadsheets, database and presentation programs) to analyze and present complex data in a manner easily understood by all stakeholder groups.
- Maintain an effective, collaborative working climate at the District office and the schools with administrators, students and staff
- Communicate openly and work productively with a community of diverse opinions and ideas
- Read, interpret, apply, communicate, and enforce rules, regulations, policies, procedures, laws and codes
- Analyze problems and issues and develop appropriate solutions
- Exercise confidentiality
- Work independently with little direction
- Prioritize, plan, and coordinate work to meet deadlines
- Communicated effectively both orally and in writing in English
- Travel to various District locations and school sites

EDUCATION, TRAINING, AND EXPERIENCE

Minimum of five (5) years full time teaching experience at the elementary and/or secondary level. Three (3) years of site and/or district-level administrative experience; principal experience preferred or three (3) years of experience in coordinating research and evaluation within a public school system. In the lead position must have demonstrated leadership ability, knowledge/experience in technology, data analysis and assessment. Master's Degree, required; Doctorate degree, preferred.

Licenses/Certificates/Special Requirements:

Valid California Administrative Credential

Valid California Teaching Credential

Meets the requirements of No Child Left Behind (NCLB) for elementary or secondary assignment

English Language Learner authorization

Valid California Class C driver's license and the ability to maintain insurability under the District's vehicle insurance policy.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

The employee is regularly required to hear and speak to exchange information in a proficient manner; and taste and smell.

While performing the duties of this job, the employee is regularly required to sit; stand and walk; hear and speak to exchange information in a proficient manner in person and by telephone; use hands and fingers to touch, handle, feel, grasp or operate standard office equipment including technology; and reach overhead, above the shoulders and horizontally. The employee is occasionally required to bend, stoop, kneel, crouch or crawl, climb and balance. The employee must occasionally lift and/or move up to 50 pounds or more. The employee must be able to operate a motor vehicle and drive from place to place.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and the ability it adjust focus. The employee must have hand-eye coordination, and be able to read printed material and computer or other technology screens.

Mental Demands

While performing the duties of this position, the employee may be regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use advanced math and mathematical reasoning; perform highly detailed work; work

on multiple and concurrent tasks; work with frequent interruptions; work under intensive deadlines; demonstrate judgment and professionalism when interacting with District and program personnel, school administrators, managers, staff, vendors, students, the public, and others encountered in the course of work; establish and maintain cooperative relationships throughout the work environment. The employee must be able to work independently. The employee occasionally may deal with dissatisfied or quarrelsome individuals.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employees regularly work in an indoor office environment, a classroom environment, and occasionally, an outdoor working environment, including exposure to seasonal heat and cold or adverse weather conditions. The employee will work under typical office conditions which are moderately quiet, but will encounter a loud, noise level both indoors and outdoors, occasionally. The employee frequently drives to District sites, training facilities, community meetings and other locations as needed. The employee is subject to constant interruptions.