



**Job Title:** Coordinator of Special Programs, Evaluation and Testing

**Reports to:** Assistant Superintendent, Instructional Services

**Definition:**

Under the direction of the Assistant Superintendent, Instructional Services, utilizes federal, state, and local funding opportunities and directs an on-going program of evaluation and development to enable the district to continually upgrade and improve its effectiveness in instructional and budgetary matters. This classification is an administrative council level position.

**Essential Functions:**

- Assists the staff in interpreting local, state, and federal specially funded program guidelines and insures that district and school level plans are properly developed, written and implemented.
- Gathers required data, prepares accurate reports, and evaluates and monitors for project compliance, as set forth in federal, state, and local Special Programs guidelines.
- Informs, interprets, and recommends to the Superintendent the effects of current and pending federal or state legislation as related to Special Programs.
- Assists principals in the planning of workshops and other in-service programs to help raise the level of instructional performance in keeping with the district's Local Improvement Plan.
- Provides in-services and informational programs to staff and community.
- Assists the principal and teachers in placement of students in specific components of Specially Funded Programs.
- Recommends ways in which the curriculum can be adjusted to meet the special components of Specially Funded Programs.
- Participates in proposed and ongoing curriculum development projects.
- Engages, as assigned, in research related to curriculum development.
- Assists principals as requested in the evaluation of instruction.
- Serves as a consultant in the selection of instructional supplies, equipment and books funded with special monies.
- Assists in the construction and evaluation of classroom/district testing instruments.
- Develops implements, interprets, and communicates the results of the district's testing program to the various educational constituencies as required by the Superintendent.
- Serves as primary coordinator and consultant in developing and selecting, administering, interpreting, and reporting the district's curriculum evaluation, programs and procedures.
- Serves as consultant in developing, administering and reporting statistical studies and analysis made in the district.
- Coordinates, schedules, and facilitates the activities of mandated advisory committees at district and site levels.
- Coordinates the administration of the State's standardized testing program.
- Evaluates personnel assigned to specific District-level programs.
- Functions as a resource person to the staff.
- Prepares and administers the budget for Special Programs.
- Prepares reports and compiles information as required.
- Supervises and evaluates staff in Specially Funded Programs.
- Other duties as assigned by the Superintendent.

**Secondary Functions:**

- This is a single position classification. All duties assigned are considered essential.

**Experience and Education:**

Any combination of experience and education that could provide the required knowledge and ability would be qualifying.



## Certification, Licenses, and Other Requirements:

- Five years experience in a responsible educational leadership position
- Equivalent to a completion of a Master of Arts or higher degree from an accredited college or university in education administration, curriculum development and design, or closely related fields
- Administrative Services Credential
- Valid California Driver's License

## Knowledge of:

- Principles, practices, trends, goals, and objectives of public education
- Philosophical, educational, fiscal, and legal aspects of affecting a school district
- Organization, management, planning, and evaluation strategies, techniques and procedures
- Curriculum and instruction design and delivery systems, including audit and evaluation processes, which determine process effectiveness
- Instructional program, function, and activity planning, forecasting, and projecting, auditing, and managing of a variety of information and data management, storage, retrieval, and dissemination systems
- Research and development strategies, processes, and techniques
- Human relationships, conflict resolution strategies, and procedures, and team management building methods and techniques
- Instructional support programs, functions and activities

## Ability to:

- Read, interpret, apply and explain applicable laws, regulations, policies and procedures
- Compose and write reports and correspondence independently
- Communicate effectively with individuals or groups
- Apply concepts such as fractions, percentages, ratios, and proportions to practical solutions
- Compute statistics, information and recommendations related to the financial affairs of the District
- Prepare clear, concise and complete financial information and reports
- Define problems, collect and analyze data, establish facts, reason logically, draw valid conclusions and develop present alternative solutions
- Read analyze, interpret, apply and explain laws, rules, regulations in order to resolve complex curriculum and instruction issues and concerns
- Manage multiple projects simultaneously
- Plan, organize, develop and implement State/Federal programs, budget planning, and expenditure control processes and procedures
- Demonstrate leadership qualities and utilize motivational techniques and strategies in the development of an operational instructional mode that is cost effective and cost beneficial
- Evaluate and analyze complex problems, issues and concerns, and recommend appropriate alternative solutions and make effective and timely decisions
- Communicate effectively in oral and written form, utilizing a simplistic communication mode in ensuring understandable and thorough communication
- Establish and maintain cooperative organizational, public and educational community relationships

## Physical Requirements:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individual with disabilities to perform the essential functions.



**Body Movements:** Regular Activities: stand and sit for long periods of time; use hands and fingers to operate electronic keyboard or other office machines; reach with hands and arms; speak clearly and distinctly to answer telephones and to provide information; and hear to understand voices over the telephone and in person.

**Lifting Requirements:** Employee assigned to this classification must regularly lift, carry and/or move computer-related objects weighing up to 10 pounds.

**Vision Requirements:** Ability to see clearly at 20 inches or less; adjust the eye to bring an object into sharp focus.

**Work Environment:**

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

**Position Environment**

Work is usually performed in a district office environment.

**Exposures, Risks and Hazards**

While performing the duties of this classification, the employee occasionally is exposed to the normal risks and hazards of installing computer-related equipment.

Governing Board Approved: February 22, 2000

Revised: