



Job Title: **Program Evaluation Coordinator - ISD**

Department: **Instructional Support**

Supervisor: **Directors of Instructional Support**

Lane Placement: **Administrative Lane 2S**

Schedule: **8 hrs/ 242 days** Evaluation Group: **CLASS**

FLSA Classification: **Exempt**

JOB DESCRIPTION

The Evidence-Based Learning (EBL) Program Evaluation Coordinator is responsible for supporting increased district-wide capacity for continual improvement through data-based decision making. The Coordinator's main function is to support the continual improvement of implementation of the Canyons School District (CSD) Framework to Promote Student Achievement so that *all* students graduate from CSD high schools ready for college, careers and citizenship. The Coordinator is under the general supervision of the Directors of Evidence-Based Learning.

ESSENTIAL FUNCTIONS

- As a member of the EBL team, coordinate and refine process assessments (e.g. observations, rubrics, and checklists) that measure implementation, including:
 - Instruction and intervention fidelity tools
 - Professional Learning Community (PLC) collaboration accountability measures
 - Data teaming process structures
- In collaboration with district leadership, provide guidance for Building Leadership Teams (BLTs) on analyzing and collaborating related to academic and behavioral data. These data include:
 - Common formative measures
 - Curriculum-Based Measurement (CBM)
 - Behavioral indicators (e.g. Early Warning Signals)
 - Outcome measures.
- Assist in prioritizing, designing and carrying out applied research aimed to answer pressing questions concerning the degree to which:
 - Implementation efforts have been successful in producing desired outcomes
 - Tests and measures are functioning as they are supposed to function
 - Programs have been implemented with fidelity
 - Impediments to effective implementation may be removed
- Provide assistance with grant writing, including establishing a central repository and links to relevant data sources.
- In collaboration with district leadership, solicit, coordinate, and promote research with university partners that furthers CSD objectives.
- Serve as primary interface with CSD IT personnel regarding data dashboard development to support technological solutions to needs of district data teams.
- Develop the skills of district and school leadership related to data-based decision making, including the development of job-embedded professional development, data coaching, and support to principals and district staff.
- Model the collaborative strategic planning process.
- Predictable and reliable attendance.

NON-ESSENTIAL FUNCTIONS

- Other duties as assigned.

- This description should not be construed to contain every function/responsibility that may be required to be performed by an employee assigned to this position.
- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.
- The requirements listed below are representative of the education, knowledge and experience requirements; the machines, tools and equipment used; background; and any licenses or certifications required.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position.

QUALIFICATION REQUIREMENTS

- Incumbent must be fingerprinted and clear a criminal backgrounds check.
- Master's degree in an education related field required.
- Valid Utah teaching license preferred.
- Five (5) years successful work experience in schools and/or a school district
- Five (5) years successful work experience with assessment, utilizing assessment results, evaluating educational programs at the school or district level, data analysis and reporting
- In-depth understanding of multi-tiered systems of support and Response to Intervention (RtI) (e.g. CSD Framework to Promote Student Achievement)
- Ability to articulate connectedness of the tiered model and other related building/district initiatives and planning processes
- In-depth understanding of evidence-based problem-solving processes
- Willingness and ability to work collaboratively
- Strong background and experience in research design and descriptive and inferential statistics
- Ability to analyze and interpret data at multiple levels of analysis (i.e. student, school, and district levels)
- Demonstration of leadership skills
- Evidence of planning and organizational skills
- Ability to structure time efficiently and management of multiple priorities
- Skills in effective communication and presentation skills
- Evidence of continued professional learning and development
- Knowledge of effective instruction, research-based curricula, and academic content standards
- Passion for increasing achievement of all students

NOTE: The Administration reserves the right to require specific training for this position. However, depending upon the type and quality of prior work experience and availability of formal training programs, some exchanges can be made between training and experience.

PHYSICAL REQUIREMENTS---Not limited to the following:

- Physical ability to perform the essential functions listed above with or without reasonable accommodation.
- Requires the ability to lift a minimum of ten (10) pounds.
- Possess the physical, mental, and emotional stability to work under stressful conditions, including but not limited to: deadlines, contract requirements, inspection requirements, and interaction with critical personnel.

Note: This list of essential and marginal functions and of physical requirements is not exhaustive and may be supplemented

All employees are required to participate in the District evaluation process.
It is the employee's responsibility to review and adhere to all district policies and procedures.
This information may be reviewed at www.canyonsdistrict.org

ADA _____

HR _____

Effective date: 11/01/2019