

**Inglewood Unified School District**  
**COORDINATOR OF ASSESSMENT AND INSTRUCTIONAL TECHNOLOGY**  
**Job Description**

**POSITION DESCRIPTION**

Under direction of the Executive Director of Federal and State Programs, Coordinator of Assessment and Instructional Technology coordinates and manages all district assessment activities to provide staff information concerning the effectiveness of the instructional program. As a component of the overall Assessment and Instructional Technology program, the coordinator is also responsible for instructional technology; staff development; and assessment and instructional technology as it pertains to intervention programs.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Coordinate the administration of all statewide assessments including ELPAC, CAASP, CELDT, Physical Fitness and districtwide assessments. *E*
- Regularly schedule meetings with site administrators or designees for the purposes of providing assessment updates, administration requirements, and security procedures. *E*
- Serve as the district's Accountability Coordinator for the LCAP and ESSA reporting. *E*
- Perform demographic data corrections after each test administration. *E*
- Serve as the district's contact with the test contractors in responding to all correspondence and inquiries, for the ordering of materials, and the timely submission of accurate pre-identification data files. *E*
- Develop student performance assessment instruments. *E*
- Collect data, assisting in the analysis and interpretation of data, and reporting data to the Superintendent, Governing Board, and others as so directed. *E*
- Collaborate with the Academic Services Team to ensure educational outcomes are measured and reported in a timely, accurate, and usable fashion. *E*
- Respond to the needs of schools in formatting and reporting student data. *E*
- Establish and maintain the District and site educational accountability systems. *E*
- Coordinate efforts with site technology and testing coordinators; and computer technicians to more efficiently provide data access between school and the District. *E*
- Assist principals and teachers with disaggregation of assessment data. *E*
- Recommend and assist in implementing staff development activities to address student academic improvement areas. *E*
- Facilitate the instructional technology committee meetings with the Executive Director of Information Technology.
- Provide training and support by grade level at each school site to identify academic performance target areas. *E*
- Supervise assigned staff. *E*
- Assist in ensuring compliance with Categorical Program Monitoring (CPM) objectives (LCAP, ESSA, Title I, Title II and Title III). *E*
- Assist in the communication of student performance data to the Board, management team, staff, parents, and community.
- Collaborate on proposal and grant development to ensure a strong evaluation component.
- Perform any other related duties as required or assigned.

The duties & responsibilities described here are representative of those that must be met by an employee to successfully perform the functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform these essential job functions.

“*E*” after the duty indicates an Essential Job Function

## **KNOWLEDGE AND ABILITIES**

Knowledge of:

- Principles, practices, trends, goals, and objectives of public education pertaining to state and federal categorical programs, including LCAP, English Learner, student assessment, and other related areas.
- Philosophical, educational, fiscal, and legal aspects affecting related programs.
- Legal mandates, policies and regulations pertaining to related programs;
- Supervision and evaluation of staff; scheduling and arranging trainings.
- Effective oral and written communication and effective listening skills.
- Supervision, evaluation, and program and budget development.
- Learning theory, instructional strategies and methods, and problem solving techniques.
- Previous experience in effectively providing staff development to certificated employees.
- Demonstrated knowledge and professional skills in working with a diverse community.
- Organization, management, planning, and evaluation strategies, techniques, and procedures;
- Human relationships, conflict resolution strategies, and procedures, and team management building methods and techniques.

Ability to:

- Coordinate professional development activities for administrators and teachers.
- Develop, manage and report on an outcome-based student assessment system in a variety of content, skill and attitudinal areas.
- Interpret, display and communicate data, both orally and in writing, in a manner that is understandable and usable to a number of audiences.
- Understand how software programs work and their capabilities for handling/processing data.
- Review and analyze existing resources to determine the most cost-effective means of collecting, analyzing and reporting data.
- Organize and utilize existing resources to determine the most cost-effective means of collecting, analyzing and reporting data.
- Organize and utilize a data management system which provides timely, accurate, and usable information on student achievement.
- Work with curriculum development teams to develop assessment tools to measure instructional outcomes.
- Develop positive collaboration development teams to develop assessment tools to measure instructional outcomes.
- Interpret, apply and explain a wide variety of board policies, laws, rules and regulations relating to the operation of the student services department.

- Demonstrate leadership qualities and utilize motivational techniques and strategies in the development of related programs that are cost effective and cost beneficial;
- Evaluate and analyze complex problems, issues, and concerns, and recommend appropriate alternative solutions;
- Communicate effectively in oral and written English, and Spanish proficiency is desirable;
- Establish and maintain cooperative organizational, public, and educational community relationships;
- Work in multi-cultural and multi-lingual community;
- Maintain records, prepare reports and meet deadlines.

### **QUALIFICATIONS:**

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Experience:

At minimum of three years teaching experience and two years successful administrative or leadership experience in the educational field or other substantial experience in student assessment, curriculum development, or staff development.

Education:

Equivalent to the completion of an earned Master of Arts or higher.

Certificate Requirement:

Possess a valid California Administrative/Supervisory Credential

### **WORKING CONDITIONS**

Environment:

- Office environment.
- Driving a vehicle to conduct work.
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Physical Demands:

- Hearing and speaking to exchange information and make presentations, hear normal range verbal conversation (approximately 60 decibels)
- Dexterity of hands and fingers to operate a computer keyboard
- Sitting for extended periods of time
- Able to operate office machines and equipment in a safe and effective manner
- Visual ability to read handwritten or typed documents, and the display screen of various office equipment and machines
- Sit, stand, stoop, kneel, bend and walk
- Sit for sustained periods of time
- Climb slopes, stairs, steps, ramps and ladders
- Lift up to 25 pounds
- Carry up to 25 pounds
- Exhibit full range of motion for:
  - shoulder external rotation and internal rotation
  - shoulder abduction and adduction

- elbow flexion and extension
- shoulder extension and flexion
- back lateral flexion
- hip flexion and extension
- knee flexion

## COMPENSATION

Placement on Certificated Managers Salary Schedule Z – 12 months