

## PROGRAM EVALUATION AND RESEARCH COORDINATOR

### DEFINITION

Directly manages large-scale evaluation and research projects and includes technical direction of all aspects of research design; instrument development; data collection, preparation, and management; statistical analysis and interpretation; application of findings; and report preparation relating to the quality and progress of District instructional and support programs in the District.

### TYPICAL DUTIES

Directs, schedules, supervises, trains, reviews, and participates in the research work of staff assigned to project development teams which conduct all technical and operation aspects of large-scale State mandated and specially funded evaluation and research projects of District instructional programs.

Provides technical guidance and support to analysts on such issues as data collection and sampling, research design, and the management, preparation, statistical analysis, interpretation, and application of test data.

Develops various research and evaluation instruments, such as questionnaires, survey and interview forms, and observation checklists.

Establishes and implements quality control safeguards to ensure the reliability of test results.

Prepares test evaluation reports and briefings for a variety of audiences including senior District management, State and federal agencies, public and private educational evaluation and research organizations, test publishers, parent groups, and others involved with the development of criteria for assessing the impact of instructional programs.

Conceptualizes and designs new evaluation projects in consultation with those requesting specialized evaluations and considers conversions of existing evaluation methods which measure the extent to which educational objectives are attained.

Assists in the development and management of project budgets and expenditures.

Performs related duties as assigned.

### DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A Program Evaluation and Research Coordinator is responsible for directly managing large-scale evaluation and research projects related to the instructional program and directs, supervises, trains, and reviews the work of staff involved in the projects.

A Senior Educational Research Analyst plans and participates in the more complex instructional research projects and may give work direction to Educational Research Analyst and other staff.

An Education Research Analyst performs journey level instructional research work regarding the measurement and evaluation of instructional programs.

### SUPERVISION

General supervision is received from the Assistant Director, Research and Evaluation Branch. Work direction is exercised over lower level technical and/or clerical support personnel.

## CLASS QUALIFICATIONS

### Knowledge of:

- Large scale project management and budgeting
- Measurement theory
- Sampling and research design
- Longitudinal design and analysis
- Principles, techniques, and terminology of educational research and evaluation program
- Descriptive, and inferential statistical techniques, interpretation, validation, and application to measuring instructional outcomes
- Data processing systems as related to educational research and evaluation program analysis

### Ability to:

- Conceptualize and organize a complex research/evaluation project and direct it to a successful completion within a specified time limit with minimal supervision
- Apply educational, psychological, and test and measurement theory and make valid analyses and comparisons regarding project results
- Identify policy implications of research finding, consult, and communicate technical information effectively with program directors and District management
- Write clear and concise reports, and make and support recommendations that conform to the professional technical research standards
- Analyze and interpret written materials and oral communications
- Communicate effectively both orally and in writing
- Effectively direct the work of staff and students
- Interact harmoniously with a variety of people

## ENTRANCE QUALIFICATIONS

### Education:

A Master's Degree in education, psychology, social science, or other behavioral science from a recognized college or university with courses in research design, measurement, statistics, research methods, and report writing. An EdD or PhD degree is highly desirable.

### Experience:

Five years of technical/professional experience in educational, social, or behavioral research, including experience directing educational evaluation or research projects.

### Special:

- A valid California Driver License.
- Use of an automobile.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Management retains the discretion to add or to change typical duties or a position at any time.