



## DIRECTOR OF RESEARCH AND PLANNING

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### MISSION

- To deepen the systemic use of data-driven decision making and research-based accountability measures in the selection and evaluation of programs and services in order to bring about the continuous improvement of student, school, and district outcomes
- To support teachers, principals, and district staff in strategic planning and to promote a culture of accountability for outcomes

### SCOPE OF RESPONSIBILITY

The Director of Research and Planning is responsible for the leadership and administration of District-wide functions involving educational research, analysis, and reporting. The Director focuses on the development and dissemination of analytical data related to District programs and services, with a primary emphasis on how they impact student outcomes. This position identifies and evaluates key educational performance indicators, including trend data, and provides leadership for institutional planning activities, both short-range and long-range. The Director has responsibility for data mining, analysis of complex research data, maintenance of databases, and the design and implementation of quantitative and qualitative research. The Director is a member of the Superintendent's Cabinet.

### SUPERVISORY RELATIONSHIP

The Director reports to the Superintendent. This position is a senior level position and a member of the Superintendent's cabinet. This position supervises professional and classified staff.

### PERFORMANCE RESPONSIBILITIES

- Provides leadership for the planning and development of the District's evaluation program to obtain information on achievement of system-wide and individual school goals and objectives.
- Provides leadership for the planning and implementation of institutional research to meet the needs of District/school administrators and the Board and to achieve District goals.
- Provides leadership in developing and maintaining accurate and current databases for use in program evaluation and District research, particularly with regard to monitoring trends.
- Guides the District's strategic planning process, including the prioritizing of requests for data and reports.
- Serves as the District resource and repository for comprehensive, valid, and reliable information regarding key instructional performance indicators and the characteristics of students and the community.
- Provides professional development for the Board and for District and school leadership staff regarding strategic planning, evaluation processes, the interpretation of data, and data-based decision making.
- Determines and defines the variables most appropriate for answering questions related to student outcomes and the efficacy of District programs and services.
- Uses relational database functions and features to extract program evaluation-related data from source documents, including public datasets, and sorts/reduces/translates that data into acceptable formats for research and evaluation purposes.
- Applies appropriate quantitative and qualitative research design and statistical techniques to collect, prepare, and maintain data in the preparation of periodic reports related to enrollment

management, matriculation, assessment, evaluation, curriculum, student outcomes, student and staff demographics, and other related measures.

- Establishes and routinely reinforces the expectation among District staff that every new and existing program should include an evaluation component that is systematically implemented, with resulting information shared for decision-making purposes.
- Works with the Chief Financial Officer, the Director of Human Resources, and the Instructional Directors to align program evaluation data with planned expenditures and staffing, in order to promote the most cost-effective use of district resources.
- Assists schools and departments in identifying quality indicators and in defining process and product outcomes pertinent to specific objectives.
- Assists principals, coaches, and classroom teachers in learning how to analyze and interpret assessment/evaluation data and then how to use that information to adjust their professional practices.
- Attends all meetings of the Board of Education and provides input, when requested by the Superintendent, related to program effectiveness data.
- Using data from internal and external sources, prepares reports and recommendations for the Superintendent and Board of Education as needed to inform their decision making and to comply with state and federal regulations and district policies, including documentation of progress toward District, state, and federal accountability standards.
- Prepares and presents reports to a broad cross-section of internal and external stakeholders in order to inform them about the operations and outcomes of their public education system.

## **REQUISITE KNOWLEDGE, SKILLS AND ABILITIES**

- Commitment to the belief that all students can learn, to educational equity, and to the District's vision and mission
- Proficiency in advanced principles, practices, procedures, theories, models, and techniques involved in the research, collection, analysis, interpretation, and reporting of statistical data
- Thorough knowledge of general research methodology and standard statistical procedures of sampling, correlation analysis, projections, and other qualitative and quantitative measures applied to education and social research
- Knowledge of research-based curriculum, instruction and assessment practices, especially relative to interventions with struggling learners and students of varying cultural heritages and English proficiencies
- Ability to approach problems and issues from multiple perspectives and to recommend multiple ways of analyzing data to address research questions
- Ability to absorb, analyze, and organize information and ideas and to present oral and written reports in a manner appropriate to audiences with diverse backgrounds
- Ability to communicate effectively and work collaboratively with District staff, the Oregon Department of Education, parents, and community members
- Ability to manage budgets and multiple priorities, lead and supervise staff, adapt to change, and meet timelines

## **MINIMUM QUALIFICATIONS**

### **Education**

- Doctorate degree in educational research, statistics, or mathematics required

### **Experience**

- Four (4) years of experience with responsibility for quantitative and qualitative research, analysis, testing and measurement, preferably in an educational institution
- Two (2) years of experience in a supervisory or other administrative capacity, preferably in a K-12 school district or other educational setting
- Demonstrated proficiency and successful experience in selecting and utilizing the appropriate technology for a variety of research applications, including statistical analysis packages (e.g., SPSS, SAS)
- Consideration will be given to an alternative combination of experience and training that provides the required knowledge, skills, and abilities and that encompasses the essential functions.

### **WORK ENVIRONMENT**

- Duties are performed in office, school, and community settings.
- Execution of responsibilities may require overtime work beyond the standard workday and workweek.

<b>ORGANIZATIONAL ELEMENTS</b>	
<b>Employee Unit</b>	Senior Level Position
<b>Job Description Developed by</b>	Dr. Celia Feres-Johnson, Director of Human Resources
<b>Reviewed by</b>	Dr. Sheldon Berman - Superintendent
<b>Document Last Revised</b>	May, 2012