



**Orange County Department of Education  
Human Resources Department  
Classified Management Class Specification**

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**Manager, Program Evaluation and Continuous Improvement**

**Class Code: 1643**

**Work Days: 225**

**GENERAL PURPOSE**

Manage, supervise, coordinate, and participate in assigned activities and operations within the Continuous Improvement Unit; coordinate assigned activities with other units, divisions, outside agencies, and the general public; and provide assistance to higher level management staff.

**SUPERVISION RECEIVED AND EXERCISED**

1. Receives direction from higher level management staff.
2. Exercises direct supervision over professional, technical, and/or clerical staff.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

*This position description is intended to describe the general nature and level of work being performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.*

1. Participate in the development and implementation of goals, objectives, policies, and priorities for assigned assessment, accountability, and continuous improvement programs; identify resource needs; and recommend and implement policies and procedures.
  2. Coordinate activities and services for assigned programs.
  3. Lead day-to-day operations of program evaluation and continuous improvement work; provide guidance to evaluation staff.
  4. Develop, coordinate, and monitor program evaluations, including instrumentation decisions, data collection strategies, decisions concerning data integrity, data analysis coordination, and program monitoring and reporting.
  5. Support districts in aligning differentiated assistance work to improvement processes and facilitate discussions with districts to ensure data review is comprehensive.
  6. Coordinate with other divisions, school districts, outside agencies, and community organizations in regard to assessment, accountability, and continuous improvement programs.
  7. Provide staff assistance to the Director Continuous Improvement programs; prepare and present staff reports and other necessary correspondence.
  8. Select, train, plan the work of, supervise, and evaluate staff; provide coaching to employees; collaborate on goal development; set clear expectations; provide constructive feedback; assist in improvement as needed; and check in regularly for understanding.
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9. Analyze data to assist districts with the analysis of student groups, program effectiveness, and differentials between school sites, with the purpose of supporting districts and school sites in meeting student and teacher program goals.
  10. Identify training needs and develop workshops for Orange County schools and districts regarding program assessment, accountability, and continuous improvement practices; and provide consultation and technical assistance to schools and districts related to assessment, accountability, and continuous improvement.
  11. Conduct presentations on data linkages between educational institutions, including schools, districts, and institutions of higher education, and other issues related to continuous improvement and accountability.
  12. Participate in the development and administration of the unit's budget; forecast and seek additional funds.
  13. Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness and planning of duties.
  14. Must demonstrate attendance sufficient to complete the duties of the position as required.
  15. Perform related duties similar to the above in scope and impact as required.

#### **QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)**

##### **Knowledge of:**

1. Procedures, methods, and techniques of project and workflow management and organization.
2. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
3. Effective staff development, training, and coaching for enhanced performance.
4. Principles and strategies of effective education program evaluation and current statistical practices.
5. Methods and approaches to planning assessment, accountability, and continuous improvement programs and services according to identified needs and requirements.
6. Recent research findings and trends relating to education and student achievement and program evaluation.
7. Achievement gap and role of equity in school systems, including research and evidence-based practices to close the achievement gap.
8. Descriptive and inferential statistical techniques, interpretation, validation, and application to measure instructional outcomes.
9. Evaluation concepts, framework, theories, and designs.
10. Data collection systems related to educational research, program evaluation analysis, and developing logic models.
11. Current district and school improvement practices; Implementation and Improvement Science.
12. Statistical software in current use.
13. Research design and data integrity issues.

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**Ability and Skill to:**

1. Select, train, lead, coach, direct the work of, supervise, and evaluate professional and technical employees; and effectively delegate authority and responsibility.
2. Provide guidance and work direction to staff related to assessment and accountability programs.
3. Engage in creative problem-solving, data analysis, and implementation of plans with fidelity and integrity.
4. Analyze and interpret data, drawing meaning and conclusions from quantitative and/or qualitative data results and clearly describing them in non-technical terms.
5. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
6. Establish and maintain effective working relationships with various constituencies.
7. Understand, interpret, and explain laws, codes, contracts, policies, and procedures.
8. Develop and present training materials.
9. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
10. Prepare clear and concise correspondence and reports and create graphs using data visualization tools.
11. Communicate clearly and concisely, both orally and in writing.
12. Develop and deliver information on testing and evaluation results to multiple stakeholder groups.

**Education, Training, and Experience:**

A typical way of obtaining the knowledge, skills, and abilities outlined above is a master's degree in mathematics, education, social science, or a related field and four (4) years of experience in program evaluation or an equivalent combination of training and experience.

**PHYSICAL AND MENTAL DEMANDS**

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class.

**Physical Demands**

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame, read written and electronic materials, and communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); perform deskwork for extended periods; and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces and move items weighing up to 25 pounds.

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### **Mental Demands**

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

### **WORK ENVIRONMENT**

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

Employee typically works in an office environment that is fast-paced with high pressure.