



SYSTEM PLANNING AND PERFORMANCE EVALUATOR I, II, III

BASIC FUNCTION

Under general direction, design, analyze and execute District research and evaluation activities; review and evaluate District projects, programs, curriculum, student-services or initiatives; synthesize complex and multidimensional data, assess strengths and weakness and create reports with information such as program or other outcome implications and recommendations; collect, record and maintain data and other information for research and evaluation purposes.

REPRESENTATIVE DUTIES:

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Conduct evaluative research for a wide range of long and short term studies; consult on and/or support district departments and partners with special projects including grant applications, internal evaluations, research strategies and data collection design and measurement; evaluate the effectiveness, strengths and weaknesses of projects, programs and other district initiatives to support district leaders and other key decision makers. “E”
- Plan, coordinate, design and lead research projects; consult with project sponsors, stakeholders, outside agencies, university partners, steering committees and other stakeholders and obtain input from appropriate business, technical and academic staff to identify study objectives, translate needs into an evaluation plan and ensure that completed evaluation reports address agreed upon metrics. “E”
- Oversee and carry-out qualitative and quantitative data collection; design evaluation and other feedback instruments and survey tools and ensure quality control of data collection and entry; record results using written or computerized data collection techniques. “E”
- Develop, design, create and present a variety of comprehensive evaluation reports that identify policy implications, synthesize data into user friendly formats and provide accurate interpretation of findings and recommendations to advance data driven decision making. “E”
- Conduct detailed analysis and evaluation including the identification of trends and statistical correlations between diverse data sets using a variety of data sets, appropriate statistical tests, procedures, software programs and technology. “E”
- Assure compliance with laws and/or administrative requirements related to data collection, reporting and student confidentiality; ensure student data is maintained in accordance with local, state and federal laws, codes, policies, guidelines and rules. “E”
- Evaluate research proposals for their feasibility and value of results; participate in district Institutional Review Board (IRB) or independent ethics committee and review and respond to outside research requests; respond to and resolve inquiries regarding evaluation projects. “E”
- Develop and implement procedures, priorities, metrics and timelines for evaluation projects and monitor and track data collection to ensure data is available to meet set timelines; ensure that evaluative reports are submitted in a timely manner to remain in compliance with district policies, local, state, and federal laws, grant conditions and other reporting requirements. “E”
- Collaborate with colleagues and serve on cross-functional district teams to develop, implement and improve data systems, processes, procedures and policies related to data collection, analysis and monitoring techniques and other aspects related to evaluation. “E”
- Contribute to and/or lead the conceptualization and writing of small-to-large scale projects, reports and proposals; prepare descriptive reports, analytic sections and evaluation reports and proposals; lead and assist in the preparation and submission of proposals as assigned. “E”

- Provide support, participate in, develop and present professional development, workshops, in-service and other trainings on a variety of topics such as data literacy and interpretation, implications or outcomes of specific evaluation studies. “E”
- Keep current on research design trends and best practices and statistical methodologies in education, psychology and social sciences; attend and participate in meetings, conferences, and seminars relevant to new developments in assessment, reporting requirements, compliance, data collection, analysis and distribution. “E”
- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy, Equity in Public Purchasing and Contracting and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational and business practices with awareness and understanding of their impact in a racially and culturally diverse community. “E”
- May serve in a lead capacity providing work direction or guidance to designated staff.
- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized “E”, which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS OF THE CLASS

The Evaluator series is responsible for research and evaluation design, data collection and analysis of projects, programs, student-services or initiatives and the presentation of research. All levels within this series develop evaluation instruments and surveys, conduct data collection and are responsible for assuring that data and reporting is comprehensive and accurate. The levels are differentiated by the scope of work performed, the levels of complexity and independence in developing and conducting research and evaluation studies, leadership over processes and staff and input into cross-functional teams and activities related to system support and functionality.

The Evaluator I classification is the entry-level classification in the series. Employees in this classification provide support for data collection and analysis, contribute to evaluation design, recommendations and reporting and compute basic descriptive statistical operations. Upon successful completion of not less than two (2) years of active participation learning evaluation and reporting techniques and best practices, system functionality, developing a variety of evaluative reports and recommendations, troubleshooting and problem-solving data issues and observing or participating in user training, employees in this classification who have gained sufficient knowledge of the broader scope of more complex elements of the classifications responsibilities, may advance, with the confirmation of duties and recommendation of department leadership, to the Evaluator II classification.

The Evaluator II classification is the professional-level classification in the series. Employees in this classification perform the full scope of duties related to evaluation design including survey and instrument development, qualitative and quantitative research and analysis, presenting data, reports, recommendations; work with outside external parties and use comprehensive knowledge of evaluation and coding techniques to analyze complex data sets, perform statistical computations, and create evaluative summaries and reports. Employees in this classification serve as a technical resource and share knowledge and expertise regarding evaluation best practices, data reporting, failures and fixes, and participate in the mentoring, training and development of division staff.

The Evaluator III classification is the advanced-level classification in the series. Employees in this classification work with the most highly complex evaluations and datasets, sometimes with a very tight deadline or that are escalated beyond the expertise of entry and professional-level staff; use advanced research, programing and statistical methodologies. Employees map out, create and present formal and hands-on training to develop and enhance the expertise of entry - and professional- level staff and district users, represent the district at a variety of meetings or conferences related to assigned activities or to present findings and may serve in a lead role, providing work direction and guidance to staff.

EMPLOYMENT STANDARDS:

Knowledge of:

Statistics and statistical packages for analyzing large datasets such as SPSS, SAS or similar processes.
Database table development in software such as Synergy, SASI, ESIS, Microsoft Access, Excel, or similar software.
Principles and techniques of student learning, program evaluation, educational measurement, evaluation and research.
Strategies for representative sampling; sampling theory and variations of random sampling.
Standard quantitative and qualitative analysis approaches and methodologies including, survey design, thematic coding and descriptive and inferential statistics.
Educational research design and data collection techniques and best practices including focus group facilitation.
Microsoft Office Suite or similar, presentation, word processing, publishing and spreadsheet software.
Record keeping techniques.
Applicable local, state and federal laws, codes, rules and regulations including those related to the assessment and evaluation of educational programs, data collection, reporting policies and procedures.
Effective customer service skills using tact, patience and courtesy.
Oral and written communication skills.
Data visualization software (example: Tableau or Crystal Reports) their applications and uses.

Ability to:

Accurately collect, generate, validate, interpret and report on data; troubleshoot and problem-solve data issues.
Analyze, interpret, evaluate and summarize complex data to produce reports.
Prioritize work and meet schedules and timelines; assure data reporting is completed in an accurate and timely manner.
Use qualitative, data analysis and statistical analysis software programs such as SPSS, SAS, NVivo, Atlas.ti or Microsoft Access and other related sophisticated software and technology.
Develop evaluation instruments and surveys and use online survey software such as Qualtrics.
Use a variety of databases and student information systems; learn and use a variety of student and employee software systems.
Maintain current knowledge of software or system upgrades, usage, and data manipulation techniques; access multiple complex data sets, perform statistical and correlation analyses and generate variety of evidenced based reports and recommendations.
Advocate, model, learn and implement Portland Public School's Racial Equity Initiative.
Participate in, develop and provide user training; communicate concepts and procedures to audiences with a broad range of data-literacy skills.
Serve as resource and provide procedural assistance related to data literacy and survey design.
Communicate technical evaluation, research or data concepts and procedures to a variety of audiences; prepare and deliver presentations.
Learn programming languages for data analysis and visualization and managing data in relational databases such as visual basic, SQL, Python, Julia or other languages.
Ensure security of sensitive data.
Work under pressure and tight deadlines.
Establish and maintain cooperative and effective working relationships with others.
Operate a variety of technologies, computer equipment and various software programs relevant to educational research; input and retrieve data.

Education, Training and Experience:

The Evaluator I classification requires a bachelor's degree in education, psychology, behavioral science or other related field and one (1) year of direct experience in research design and basic statistical analysis for administrative and evaluation studies.

The Evaluator II classification requires a bachelor's degree in education, psychology, behavioral science or other related field and a minimum of three (3) years of experience in research design and administrative and evaluation studies, troubleshooting and resolving complex issues, conducting complex analysis and independently writing reports that use advanced statistical methods, make recommendations and support decision making, or two (2) years of experience as an Evaluator I with Portland Public Schools is required.

The Evaluator III classification requires bachelor's degree in education, psychology, behavioral science or other related field and a minimum of five (5) years of experience conducting complex evaluations with advanced statistical methods, working individually and as a lead on evaluation projects and developing and presenting trainings, one (1) year must have included development, administration and analysis of evaluative studies in a school system, university or other institution conducting social science research. A Master's degree is highly desirable.

Experience working in a public K-12 school district or public agency serving and supporting a richly diverse community is highly desirable.

Additional directly related, verifiable work experience may substitute for the Bachelor's degree on a year-for-year basis.

A Master's degree in one of the identified disciplines may substitute for two years of the required experience.

A Doctorate degree in one of the identified disciplines may substitute for all of the required experience excepting the one (1) of experience in development, administration and analysis of evaluative studies in a school system, university or other institution conducting social science research required for the Evaluator III classification.

Any other combination of education, training and experience which demonstrates the candidate is likely to possess the skill, knowledge, ability and trait characteristics essential for this classification may be considered.

Special Requirements:

Some positions in these classifications require the use of a personal automobile and possession of a valid driver's license.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in a standard office environment and on school campuses with public contact and frequent interruptions.

Hazards: None.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in an office and school setting and to routinely drive to and from District facilities; dexterity of hands and fingers to operate a computer keyboard and office equipment; sitting, standing and walking for extended periods of time; occasional kneeling, bending at the waist; lifting, pushing, pulling and carrying office equipment, computers, laptops and peripheral equipment, supplies and materials weighing up to 10 pounds; repetitive hand movement and fine coordination to use a computer keyboard; hearing and speaking to exchange information in person and on the telephone; seeing to read, prepare and assure the accuracy of documents.

FLSA: SPP Eval I and SPP Eval II: Non-Exempt; SPP Eval III: Exempt

Approval Date: December 6, 2016

Bargaining Unit: N/A

Salary Grade: SPP Eval I-19; SPP Eval II-25; SPP Eval III-33

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society.

The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

Board of Education Policy 1.80.020-P