

EVALUATION SPECIALIST II*, EO-07

DUTIES SUMMARY:

Has immediate responsibility for providing leadership, planning, and coordination in evaluating all statewide educational programs to determine how well, and to what extent, educational objectives of the Department are being realized; determines needs, develops project proposals and provides data for a variety of audiences and decision-makers; and performs other related duties as assigned.

DISTINGUISHING CHARACTERISTICS:

This class differs from the Evaluation Specialist III in that the Evaluation Specialist II performs the full range of the most difficult and complex assignments in the development, and design of evaluation of specialized activities and programs under the general administrative/technical supervision of a Evaluation Specialist III; whereas the Evaluation Specialist III has full program responsibility in planning, developing, and implementing an educational evaluation program of activities including supervision of a staff of professional and clerical personnel under the general administrative/technical direction of a Director.

Positions in this class are afforded independence in planning, organizing, and carrying out on-going programs and may supervise lower level professional, technical, and clerical personnel. Special assignments at this level are usually given with a statement of objectives, and limitations, if any, of, assignments, A suggested overall plan of work and nature of results expected are identified. Positions work with independence in determining overall work methods, criteria and techniques to be applied. Completed work is reviewed for overall technical adequacy and conformance with the objectives of the assignments.

EXAMPLES OF DUTIES:

1. Reviews educational services content and program approaches or specialized activities and determines the appropriateness of concepts and objectives, consonant with other related disciplines.
2. Reviews and recommends on the adequacy of facilities, equipment, and materials in accommodating program objectives and the effectiveness of instructional organization, methods, and techniques in achieving program objectives.
3. Analyzes present programs, identifies problem areas, develops viable alternatives for their resolution, and applies cost-effective and cost-benefit measures in reaching decisions and making recommendations.
4. Develops specifications for external contract evaluation; arranges for and monitors contract evaluation.
5. Maintains a constant awareness of the educational needs and requirements of an ever changing society, of new instructional strategies, methods, materials, and equipment, and of advances in learning theories and the technology of evaluation-research.
6. Proposes new or revised objectives to meet identified needs and recommends adoption or adaptation of new approaches to more effectively fulfill program needs.
7. Translates evaluation program proposals into state guides and policies.
8. Develops long-range evaluation plans, relates proposals to budgetary requirements, and reduces programs to the planned program budgeting format.

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9. Develops in-service and preservice training guidelines for personnel who are to implement program proposals.
10. Works with others in public and private agencies and institutions who can contribute to or have an interest in program planning, development, and improvement.
11. Provides technical advisory services to complex areas, districts and schools.
12. Assists in or carries out evaluation-research projects; plans, arranges or conducts in-service training in evaluation research.
13. Interprets programs for, and provides program information to parents, community and professional groups, and government agencies.
14. Develops criteria and procedures to evaluate programs and carries out evaluation projects.
15. Participates in the collective bargaining process by researching, collecting, and preparing data and reports.
16. Performs other related duties as assigned.

* POSITIONS IN THIS CLASS WILL NOT BE RECLASSIFIED TO SPECIALIST I IN THE EVENT THERE ARE NO QUALIFIED INTERNAL APPLICANTS FOR A SPECIALIST II VACANCY.

MINIMUM QUALIFICATION REQUIREMENTS (MQRs):

Education: Graduation from an accredited college or university with a master's degree in education with specialization in educational psychology, or with specialization in any other field of education, which included course work in research and statistics in education; **AND**

Experience: Six (6) years of responsible professional work experience in education of which four (4) years shall have been in teaching and two (2) years in education evaluation; **OR**

Any equivalent combination of education and experience which provides the following knowledges, abilities and skills:

Knowledge of: Foundations of curriculum and instruction; instructional media and computers; foundations of American education; tests and measurements; principles of learning and individual differences; educational statistics; design and evaluation procedures in educational research; research developments, trends and current issues or problems pertinent to the area or areas of assignment; laws, rules, regulations and administrative procedures pertinent to the area or areas of assignment.

Ability to: Provide leadership, planning and coordination in the area or areas of assignment; develop, analyze and evaluate plans, programs and procedures; communicate effectively with others both orally and in writing; operate computer and other business machines; maintain awareness of developments in education evaluation.

RECOMMENDED EQUIVALENCIES FOR EDUCATION: None

RECOMMENDED EQUIVALENCIES FOR EXPERIENCE: None