

Update

Ministry

Education

Describe: Basic Job Details

Position

Position ID

Position Name (30 characters)

Director, Diploma Examination

Current Class

Job Focus

Operations/Program

Supervisory Level

01 - Yes Supervisory

Agency (ministry) code

Cost Centre

Program Code: (enter if required)

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

System Excellence, Diploma Programs

Current organizational chart attached?

Supervisor's Position ID

Supervisor's Position Name (30 characters)

Executive Director

Supervisor's Current Class

Executive Manager 1

Design: Identify Job Duties and Value

Changes Since Last Reviewed

Date yyyy-mm-dd

Responsibilities Added:

N/A - Analytics branch information added. Online assessment transformation added.

Responsibilities Removed:

N/A - Position updated to new template.

Job Purpose and Organizational Context

Why the job exists:

This branch is responsible for the design, development, administration, scoring, and marking of all Grade 12 Mathematics, Science and Humanities diploma examinations. All diploma exams reflect the curriculum and the questions meet rigorous statistical standards for reliability and validity. The branch involves classroom teachers in the development process and they participate in marking students' written responses in Language Arts, Mathematics and Social Studies. As well, the branch provides support to classroom

teachers and administrators on report interpretation.

The Director, Diploma Exam Administration directs all phases of the development, marking, analyzing and reporting of Grade 12 Mathematics, Science and Humanities diploma exams in schools throughout Alberta. The Director is responsible to ensure the availability of comparable alternative forms of the examinations for students.

The Director ensures all diploma examinations are developed to meet high technical standards so they can be used as valid and reliable credentials for students and to determine whether students are learning what they are expected to learn and to inform Albertans about how well students are achieving provincial standards.

The Director ensures all examinations, field-tests and support documents appropriately reflect the curriculum and are prepared according to schedule and that established procedures for quality control and security are followed. The Director develops and implements communication plans to ensure that school authority personnel and parents understand and benefit from the Diploma Examination Program.

The Director leads the branch as the department implements a new online assessment platform, leading the change management process.

The Director supports the branch, sector, divisions and department by collaborating with department staff and with colleagues at the provincial, national and international levels to meet government and department Business Plan goals.

The Director leads the psychometricians and analysts, responsible for providing psychometric advice regarding the design, development, and enhancement of testing, marking, scoring, and results reporting for all provincial assessments multiple times a school year.

Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities:

1. Ensures all diploma examinations are developed to meet high technical standards so they can be used as valid and reliable credentials for students and to determine whether students are learning what they are expected to learn and to inform Albertans about how well students are achieving provincial standards.
 - Ensure exam forms within a subject are produced across time with an equivalent level of difficulty.
 - Collaborate with branch, sector, division and department management to develop guidelines, policies, and procedures related to the development of valid diploma examinations and reliable marking procedures that are valid and fair for all students.
 - Ensure that different diploma exams and field tests meet all aspects of sector standards.
2. Ensures all examinations, field-tests and support documents appropriately reflect the curriculum and are prepared and marked according to schedule and that established procedures for quality control and security are followed.
 - Collaborate with staff in other branches to determine the standards on which assessment will be based, build diploma exams that accurately reflect provincial standards, and ensure that the appropriate range of programs of study outcomes are included in assessments. Ensure managers are kept informed about assessment related issues and concerns that impact clients.
 - Lead and coordinates teams for the construction of high-quality field tests in order to provide valid, reliable, and fair provincial assessments within established timelines.
 - Build and maintain cooperative relationships and collaborate with superintendents and principals to ensure that teachers representing all school authorities are involved in the development, validation, standard setting and marking of provincial assessments.
3. Develops and implements communication plans to ensure that school authority personnel and parents understand and benefit from the Diploma Examination Program.

- Participate in developing effective communication plans and training strategies to help school authority personnel and department colleagues ensure that provincial standards are accurately reflected in the development of provincial assessments.
- Support and collaborate with clients, stakeholders, and partners through timely and effective responses to issues and concerns related to the development and reliable marking of provincial assessments.
- Provide expertise to teachers, administrators, and school authority staff for the interpretation and use of provincial results, ensuring impartiality and fairness to all.
- Provide and deliver strategies to school authorities for what to assess, how to develop, how to score, how to report and how to use the results to improve student learning
- Provide leadership to school authorities and other agencies in the development of capacity for assessment through the use of subject and grade specific performance assessments to improve student learning.
- Work directly with school authority personnel to coordinate the development, scoring and reporting alternative forms of assessment to improve student learning.

4. Leads the psychometricians and analysts to ensure that the scoring and reporting for early years screening tools, provincial achievement tests, diploma examinations and Canadian Adult Education Credential (CAEC) follow the sector's established business rules and proper procedures and are completed on time without any error.

5. Supports the branch, sector, divisions and department by collaborating with department staff and with colleagues at the provincial, national and international levels to meet government and department Business Plan goals.

- Recruit and lead a diverse team of dedicated professionals and support staff who are highly skilled and productive to meet government and department business and operational goals.
- Support participation of staff in personal and professional learning and development of skills to participate meaningfully in cross-functional teams.
- Lead the development of branch and sector operational and business plans and direct the efficient and effective use of budget and staff resources to support achievement of sector and department goals.
- Research online and technology developments and the potential impacts on policy in order to make recommendations for assessment processes, policies and practices.

Problem Solving

Typical problems solved:

- Decisions concerning the validation of diploma examination forms and the incumbent, in collaboration, makes alternative test forms with other senior managers, with stakeholder groups, and under the general supervision of the Executive Director.
- Financial decisions for an approved unit budget comprised of salaries, travel and contract services are made independently. The Director is accountable for the accuracy of monthly cash flow projections.
- The position requires high levels of analysis, reasoning and judgment. Provide assistance in the development, implementation and administration of the branches policies, programs and procedures.
- This job requires unique perceptive listening skills to first understand and analyze the client's need, apply reasoning skills as needed and quickly evaluate the need to form a hypothesis, create reasonable, effective and responsive inferences that provides the client plausible alternative solutions.
- Analysis, reasoning and judgment are also critical to maintain the mentoring of Senior Managers, Examination Leads, and seconded staff with respect to current and accurate assessment information. The Director provides insight into potential assessment issues in the field to ensure the effective addressing of field concerns.
- Creative thinking a judgment are required to perform administrative responsibilities including planning, organizing, staffing, directing, budgeting, and supporting Directors and other senior managers in accomplishing core functions in support of the government's business plan goals.

Types of guidance available for problem solving:

The job is subject to broad practices and procedures in developing provincial assessments, setting standards and marking. The Director works within a broad framework of policies to develop and mark

assessment materials, including relevant legislation and sector policies.

Precedent decisions are used to some extent, but the Department's initiatives in response to increasing globalization and technology require considerable creativity, hypothesizing, analysis, and judgment on the part of the Director when solving problems and making decisions. A request for decision is referred to the Executive Director when an issue cannot be satisfied by existing policy, regulation, guidelines or procedures.

Direct or indirect impacts of decisions:

This position has effective control over the setting and maintaining of standards in the development and marking of diploma exams and the resources that produce the results. It is the sole position (at this level) that is primarily accountable for these results.

The quality and timeliness of the work performed by the Director directly affects students in grade 12. It also impacts others such as trustees, parents, taxpayers, school authorities and school staff, post-secondary institutions, business and industry, and the ministry.

Results from diploma exams are key strategic performance measures for the accountability of the K to 12 education system. The public needs assurances of the standards inherent in the provincial diploma exams. Improperly designed exams where standards are not controlled and maintained can have serious consequences for administrators, teachers and students.

As well they lead the analytics unit that is charged with designing, developing, managing, and monitoring psychometric and statistical procedures and IT support for all Alberta provincial assessments as well as the new Canadian Adult Education Credential.

As Branch expenditure officer, the incumbent is fully accountable for the management and control of the budget. The support functions directed by this position are essential for any of the programs of the Branch to proceed; therefore, decisions made by the incumbent impact directly on the mandate of the branch as a whole.

Key Relationships

Major stakeholders and purpose of interactions:

Executive Director, daily contact to ensure the work of the sector is of continued high quality and completed within established schedules and for impartial guidance and assistance.

Humanities, Math/Science and Analytics Units, daily contact to ensure collaborative working relations are maintains and teamwork is fostered.

Other Directors and team leaders from other branches, regular contact regarding projects, staffing and emerging issues in curriculum and assessment.

School system administrators and school principals, contact as required to facilitate effective participation and representation in developing, validating, setting standards and marking of diploma exams.

School system personnel, including superintendents, school authority specialists, principals and teachers, contact as required to for interpretation and use of diploma exams.

School and central office administrators contact as required to assist principals and teachers with examination development and marking functions.

Required Education, Experience and Technical Competencies

Education Level

Bachelor's Degree (4 year)

Focus/Major

Other

2nd Major/Minor if applicable

Designation

Other

If other, specify:

Job-specific experience, technical competencies, certification and/or training:

- Knowledge of the relevant program and courses of study.
- Awareness of trends in assessment and instruction and how they impact learners to address issues in test design and development.
- Thorough knowledge of Alberta school authorities, schools, government policies and procedures related to construction, instruction and assessment. This knowledge enables the incumbent to respond appropriately to Ministerial action requests regarding diploma examinations and other assessment related issues, direct the development of valid and reliable assessment instruments, and effectively chair committees consisting of school and school authority administrators.
- Knowledge and skill to psychometrics, test design, and curriculum to provide leadership in the development and marking of all diploma exams and to provide leadership for school authorities in the development, administration, scoring and reporting of alternative forms of assessment.
- Extensive knowledge of theories and principles related to the development and use of assessment materials for learners based on extensive knowledge or programs and programs of study.
- Ability to interpret the Department Business Plan goals into operational plans and implement them within the unit and for effective communication with stakeholders and partners.
- Knowledge of the goals of schooling and educational policy and issues that relate to student learning and assessment.
- Knowledge of administrative structures of school authorities, post-secondary institutions, non-government agencies and government departments in Alberta to identify appropriate representatives for collaboration and consultation.
- The Director requires a high degree of leadership and organizational ability, demonstrated skills in managing fiscal and human resources and expertise to plan, supervise and evaluate assessment processes within preset timelines. The Director must be aware of current trends in assessment, instruction and curriculum and how they impact learners to communicate how this knowledge is applied in the development and construction of assessment instruments.
- Knowledge of government and department business plans, policies and regulations as they relate to assessment are also required.
- The Director requires effective communication skills when working with superintendents, school authority specialists, and principals to direct the wide range of responsibilities involved in coordinating the necessary supports to ensure valid test development and reliable scoring. This includes the accurate selection of marking exemplars and the training of teachers to evaluate relative to standards.
- The job requires a high level of coordination to ensure that different diploma exams and field tests meet all aspects of sector standards. In addition, this job requires a level of organization in and coordination to facilitate the reliable marking of thousands of diploma exams annually, all within preset deadlines.
- Knowledge of the relevant program and courses of study.
- Awareness of trends in assessment and instruction and how they impact learners to address issues in test design and development.
- Thorough knowledge of Alberta school authorities, schools, government policies and procedures related to construction, instruction and assessment. This knowledge enables the incumbent to respond appropriately to Ministerial action requests regarding diploma examinations and other assessment related issues, direct the development of valid and reliable assessment instruments, and effectively chair committees consisting of school and school authority administrators.
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Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level					Level Definition	Examples of how this level best represents the job
	A	B	C	D	E		
Systems Thinking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Takes a long-term view towards organization's objectives and how to achieve them:</p> <ul style="list-style-type: none"> • Takes holistic long-term view of challenges and opportunities • Anticipates outcomes and potential impacts, seeks stakeholder perspectives • Works towards actions and plans aligned with APS values • Works with others to identify areas for collaboration 	<p>The Director must be aware of current trends in assessment, instruction and curriculum and how they impact learners to communicate how this knowledge is applied in the development and construction of assessment instruments.</p>
Creative Problem Solving	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Engages the community and resources at hand to address issues:</p> <ul style="list-style-type: none"> • Engages perspective to seek root causes • Finds ways to improve complex systems • Employs resources from other areas to solve problems • Engages others and encourages debate and idea generation to solve problems while addressing risks 	<p>Excellent creativity, judgment and ability to manage, anticipate and lead change are required to manage responsibilities.</p> <p>The Director collaborates with branch, sector, division and department management to develop guidelines, policies, and procedures related to the development of valid diploma examinations and reliable marking procedures that are valid and fair for all students.</p>

Build Collaborative Environments	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Collaborates across functional areas and proactively addresses conflict:</p> <ul style="list-style-type: none"> • Encourages broad thinking on projects, and works to eliminate barriers to progress • Facilitates communication and collaboration • Anticipates and reduces conflict at the outset • Credits others and gets talent recognized • Promotes collaboration and commitment 	<p>Strong track record in establishing and maintaining effective working relationships with internal and external stakeholders.</p> <p>Collaborates closely with branch, sector, division and department management in completing work.</p>
Agility	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>	<p>Identifies and manages required change and the associated risks:</p> <ul style="list-style-type: none"> • Identifies alternative approaches and supports others to do the same • Proactively explains impact of changes • Anticipates and mitigates emotions of others • Anticipates obstacles and stays focused on goals • Makes decisions and takes action in uncertain situations and creates a backup plan 	<p>Demonstrated ability to manage and adapt to change. Ability to manage human, financial and physical resources within an operating environment.</p> <p>The Director supports and collaborates with clients, stakeholders, and partners through timely and effective responses to issues and concerns related to the development and reliable marking of provincial assessments.</p>

Benchmarks

List 1-2 potential comparable Government of Alberta: [Benchmark](#)

Assign

The signatures below indicate that all parties have read and agree that the job description accurately reflects the work assigned and required in the organization.

Employee Name

Date yyyy-mm-dd

Employee Signature

Supervisor / Manager Name

Date yyyy-mm-dd

Supervisor / Manager Signature

Director / Executive Director Name

Date yyyy-mm-dd

Director / Executive Director Signature

ADM Name

Date yyyy-mm-dd

ADM Signature

DM Name

Date yyyy-mm-dd

DM Signature