

## **SENIOR LANGUAGE ASSESSMENT TECHNICIAN**

### **DEFINITION**

Under general supervision, plans, provides lead direction to and reviews the work of Language Assessment Technicians in the identification, scheduling, testing, evaluation and assessment for non-English-speaking students; maintains current records of all identified students; directs the preparation of, prepares and submits necessary reports; and performs related work as required.

### **CLASS CHARACTERISTICS**

This is the lead level in the language assessment class series. This class is responsible for planning, assigning, scheduling, directing and reviewing technical staff members. Successful performance of the work requires exercising sound independent judgment in coordinating language assessment activities and programs at a variety of school sites and in ensuring that such activities meet all programmatic and procedural requirements.

### **EXAMPLES OF DUTIES**

Plans, coordinates, provides lead direction to, and reviews the work of Language Assessment Technicians; trains staff in work procedures.

Schedules and administers English and primary language tests, following established procedures.

Completes registration procedures for students that have been assessed and meet program criteria.

Makes placement recommendations based upon test results, distributes to appropriate recipients.

Provides technical and student-related information to teachers, nurses, speech therapists, school secretaries and other District staff.

Completes data entry, updates, retrieves, verifies and compiles information using established automated spreadsheet and word processing formats.

Maintains current lists of students enrolled in special language classes.

Oversees the compilation of data and the completion of state and federal reports and conducts censuses for various programs, updates such documentation periodically.

Provides information concerning students to school-site employees such as principals, secretaries and teachers.

### **QUALIFICATIONS**

#### **Knowledge of:**

Basic supervisory principles and practices.

Cultural background and language of an appropriate non-English speaking community.

Assessment, data analysis, testing and evaluation techniques.

Applicable laws, regulations and governmental agency requirements.

Computer applications related to the work, including word processing, spreadsheet and database applications.

Standard English usage, including spelling and grammar.

Business mathematics and basic statistical techniques

Record keeping and reporting practices.

Standard office practices and procedures, including filing and the operation of standard office equipment.

#### **Skill in:**

Planning the work of, coordinating, and providing lead direction to and work review to program staff.

Training staff in work procedures.

Speaking, reading and writing in appropriate non-English language.

Understanding and communicating with students of varied cultures.

Gathering and analyzing data and report preparation.

Using sound independent judgment within policy and procedural guidelines.

Entering and accessing information within standard computer formats with sufficient speed and accuracy to perform the work.

Maintaining accurate records and files.

Preparing and directing the preparation of effective reports and correspondence.

Operating a computer to input, access, update and retrieve data.

Typing forms and routine correspondence.

Establishing and maintaining cooperative working relationships with those contacted in the course of work.

**Education:**

Equivalent to graduation from high school supplemented with post-secondary course work in social sciences or a field related to the work.

**Experience:**

Four years of experience working with non-English speaking individuals in an educational, vocational or social service setting. Experience in dealing with school-age youth is desirable.

**License:**

Must possess a valid California class C driver's license and have a satisfactory driving record.

**Physical Demands:**

Must possess mobility to work in a standard school or office setting, use standard office equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate in person, before groups and over the telephone.

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