

Education – Subsidiary

2

APS Benchmark Listings

Sub.No.	Bench- mark	Department	Working Title Job Title	Know-How				Creativity/ Problem Solving		Responsibility		Total Points
				Prof./ Cont.	Comp. Div.	H.R. Skills	Points	%	Points	Profile	Points	
Education 1 (Point Range 439 - 518)												
002	021ED02	Education	Psychometrician	F	I	2	264	43	115	B	115	494
002	021ED01	Education	Learning Resources Consultant	F	I	2	264	38	100	B	100	464

Last Review / Update: 2015-02-17

[Back to top](#)

©2020 Government of Alberta

Classification: Public



Subsidiary 2

Benchmark Evaluation - 021ED02

Identification Section

Working Title: Psychometrician

Department: Education

Division, System Reporting and Improvement, Learner
Branch/Unit: Assessment Branch, Psychometrics and
Information Management Unit

Reports To: Director, Achievement Testing Program

Levels to D.M.: 4

Job Description: 021ED02

MRS: See the [Minimum Recruitment Standard](#) for
Education

Job Code: 021ED - Education 1

[Organization Chart](#)

(requires login)

Evaluation
Knowledge
FI2 264
↓
Creativity/Problem Solving
43% 115
↓
Responsibility
B 115
↓
TOTAL JOB POINTS
494

Comments on Role

The Psychometrician provides leadership and psychometric and information management expertise in support of all test design, development, administration, scoring and reporting activities within the Learner Assessment Branch (LAB). This position is responsible to ensure the validity and reliability of scores for all the assessments. Specific duties include: specific

[Back to top](#)

©2020 Government of Alberta

Classification: Public

Alberta 

test development activities, psychometric, and statistical analysis projects; providing technical assistance in the area of psychometrics related to those projects, monitoring procedures for item writing, monitoring test construction, test review, scoring and reporting; developing interpretive documents, and providing technical documentation related to the projects.

Comments on Evaluation

- **Knowledge:**

- **Content:**

- **F:** Requires pedagogy, psychometric, and methodologies knowledge at a professional level acquired through a related degree, coursework and professional experience. Knowledge and skills in test construction, policy development, research, and government policies, guidelines, and procedures are required. Position is rated an F due to the specialized deep technical knowledge applied to test design, administration, scoring and reporting activities. This position is above the E+ level because of the breadth of knowledge possessed and the leading and coordinating functions of the position.

- **Complexity and Diversity:**

- **I:** The Psychometrician ensures the validity and reliability of scores for all the assessments produced by the Learner Assessment Branch. The Psychometrician requires a comprehensive view and understanding of the psychometric and information technology business processes and systems within the Learner Assessment Branch as this position plays a key role in identifying, evaluating, recommending, coordinating and implementing opportunities to apply existing and new methods and technologies to address current and future needs. Position also provides input to committees at a national/Global level for the development of world standards and best practices.

- **Human Relations Skills:**

- **2:** The position requires the ability to translate test results to report on the Provinces ranking. These rankings are used to determine where the province is placed in the worlds standards. Using facilitation and team building skills, the position works with cross-departmental teams to develop standards and reporting results. While this position does not have any formal supervisory duties, it regularly monitors the work of other staff as a senior member of a project team, and supervises contracted consultants on various projects.

- **Creativity/Problem Solving:**

43%: Problems and solutions are generally unknown, resulting in extensive research to determine the issues and independent judgment to implement the solutions. Looks at opportunities to apply existing and new methods and technologies to address

[Back to top](#)

current and future needs. For example, an IT business system needs to be developed to store and manage test questions, test forms, and all psychometric, copyright, and usage history information associated with those items. As the business unit lead on that project, the Psychometrician must apply a thorough understanding of the existing systems, practices, and business rules, as well as current and future business needs, to develop detailed descriptions of system requirements and to prepare business case and project RFP documentation.

▪ **Responsibility:**

B: The primary focus of this position is the day-to-day data analysis and reporting for the Diploma Examination and Achievement Assessments. This position also provides professional knowledge to the Branch for the development Diploma Examinations and Achievement testing. This position, along with the Examination Manager's, are held responsible for the quality of examinations and the standard they set.

Last Reviewed: November, 2009

Alberta Government

Last Review / Update: 2015-02-17

[Back to top](#)

©2020 Government of Alberta

Classification: Public

Alberta Government

Subsidiary 2 Benchmark Job Description - 021ED02

Identification Section

Working Title:	Psychometrician
Department:	Education
Division, Branch/Unit:	System Reporting and Improvement, Learner Assessment Branch, Psychometrics and Information Management Unit
Reports To:	Director, Achievement Testing Program
Levels to D.M.:	4

Purpose

(Brief summary of the job, covering the main responsibilities, the framework within which the job has to operate and the main contribution to the organization.)

Reporting to the Director, Psychometrics and Information Management Unit (PIM), the Psychometrician provides leadership and psychometric and information management expertise in support of all test design, development, administration, scoring and reporting activities within the Learner Assessment Branch (LAB). The incumbent initiates, leads, and coordinates scoring and reporting system design and development projects, as well as psychometric research and reporting projects. He or she also provides expert psychometric and information management advice and support to other professionals in the PIM Unit, in LAB, and in the rest of the Department.

Major responsibilities include:

[Back to top](#)

©2020 Government of Alberta

Classification: Public



Designing, developing, and monitoring the quality of Diploma Examination and Achievement Testing Program scoring and reporting business rules, models, and systems, and results-based reports which the Ministry and its school-based stakeholders use as key accountability reporting indicators

Initiating, leading, and coordinating projects to develop, enhance, or maintain the quality of LAB test design and development processes and products to ensure test score reliability and validity

Providing expert advice to senior managers in LAB and the Department about the strategic, operational, and budget implications of current and emerging psychometric and IT issues, trends, and technologies related to such topics as test score equating, computer administered and adaptive testing, and electronic essay scoring

Representing and supporting LAB's business interests by serving as the Branch representative on Department-wide committees and/or Alberta Education's business interests by serving as a Ministry representative on inter-governmental committees

Ensuring that appropriate assessment and achievement standards are incorporated into all of LAB's existing and new testing, scoring, and reporting products by designing and implementing equating methods and procedures and conducting judgmental standard setting sessions

Initiating, designing, and leading original operations-based psychometric research and keeping abreast of broad measurement related issues and trends in support of Alberta Education's assessment programs

Responsibilities and Activities

(Each end-result/responsibility shows what the job is accountable for, within what framework and what the added value is.)

1. Business Product and System Design and Development

Activities:

Collaborate with LAB directors and exam managers and lead project teams to design, develop, and monitor the quality of all scoring and reporting business rules, models, and systems

Conceive, design, and develop primary and secondary analysis reports and studies of Achievement Testing Program, Diploma Examination Program, and national and international assessment data that can be used by the Ministry and its stakeholders for improvement and accountability reporting purposes

Provide psychometric expertise and collaborate with LAB colleagues and members of the Information and Technology Sector to develop and document sound, consistent, and usable cross-unit statements of business rules and processes for use in IT system development projects

2. Planning and Policy Development

Activities:

Conceive, design, and conduct policy based research studies to inform LAB and Department decision-making
Review, summarize, and interpret relevant psychometric and educational assessment reports and literature, to identify emerging assessment and information technology related issues and trends that have strategic, operational, and budget implications for LAB and the Department

Prepare briefing notes and recommendations to ensure that assessment related legislation, regulations, policies and practices are developed with full consideration of current and emerging national and international psychometric, educational assessment, and information technology trends and directions

Serve as LAB's representative on Department and inter-governmental committees

3. Quality Assurance

Activities:

Promote quality assurance and continuous improvement by collaborating with members of the development, document production, and test administration units, to initiate and conduct proposals for changes which improve the psychometric quality of the tests, reports, and systems

Contribute to the development of new, and review existing, test, administration, and marking designs, processes, and materials, and provide statistical and other psychometric feedback, to ensure that they conform to the psychometric and information technology parameters and standards established by LAB for that course and testing program

Ensure that appropriate assessment and achievement standards are incorporated into all of LAB's existing and new testing, scoring, and reporting products by designing and implementing equating methods and procedures and conducting judgmental standard setting sessions

Verify that LAB's assessment related materials, methods, and processes meet national and international standards of psychometric practice by publishing manuscripts, in peer-reviewed journals, that discuss these elements of LAB work

Consult academics and other psychometric organization experts when proposing and developing psychometric solutions to LAB and Department initiatives and problems, to validate that the proposed solutions meet national and international standards of psychometric practice

4. Analysis and Reporting Services

Activities:

Maintain a comprehensive understanding of LAB data held in Ministry files to effectively deal with stakeholder information requirements and requests

Initiate and provide ad hoc reporting services as well as information requests from LAB and Department staff, and from stakeholders and members of the public

5. Peer Support and Coaching

Activities:

Provide specialized psychometric and information technology expertise and advice upon request by branch staff

Support LAB and other Department colleagues through value-added review and discussion of their work

Contribute to the development of LAB psychometric expertise through mentoring and the design and delivery of formal training sessions

Conceive, develop, and lead professional development initiatives for school and school authority personnel

Scope

(Illustrates what internal or external areas the job impacts, and the diversity, complexity, and creativity of the job.)

The Psychometrician requires a comprehensive view and understanding of the psychometric and information technology business processes and systems within LAB as this position plays a key role in identifying, evaluating, recommending, and implementing opportunities to apply existing and new methods and technologies to address current and future needs. The Psychometrician must then coordinate cross unit business involvement in the development process to ensure that the solution is psychometrically sound and functions as needed, now and in the foreseeable future, negotiating compromises when required. Alternatively, after identifying and evaluating the potential of promising psychometric or information

[Back to top](#)

©2020 Government of Alberta

Classification: Public



technology developments, the Psychometrician may be asked to develop a project to pilot a new method or process to deliver, administer, or score tests, and based on the results of the pilot project, to make recommendations about the feasibility, desirability, consequences, and implications of adopting that technology for widespread use in the Diploma Examination and Achievement Testing programs.

The Psychometrician also plays a significant role in the development of Ministry and LAB psychometric standards, practices, methods, procedures, and materials related to the test development, administration, scoring, and reporting phases of the Diploma Examination and Achievement Testing programs. The Psychometrician must also determine the psychometric consequences of the recommended solution, in terms of its implications for required changes to scoring and reporting systems, within and outside of LAB, as well as its effects on the comparability of Diploma Examination or Achievement Testing program results over time.

The Psychometrician has a responsibility to promote quality assurance, to ensure that appropriate assessment and achievement standards are incorporated into all of LAB's testing, scoring, and reporting products, and to validate that proposed solutions meet national and international standards of psychometric practice. Considerable creativity and originality are required to meet these demands. For example, a Psychometrician may conduct a self initiated research project to investigate the psychometric properties of LAB produced tests. Empirical evidence from the study might indicate areas where improvement should be pursued, so the Psychometrician drafts a proposal outlining why changes are necessary and how to successfully implement the changes. Work is then done with exam managers, systems analysts, and senior managers to implement the proposal in a timely and cost efficient method. If appropriate, the Psychometrician may validate the proposed solution by submitting the study and implementation findings to peer-reviewed academic journals or present and discuss them at a measurement oriented conference.

The Psychometrician represents LAB on cross divisional and intergovernmental projects and committees, providing input regarding business needs and ensuring that appropriate psychometric standards are integrated into projects, where applicable. This position also represents the ministry when interacting with and providing advice to consultants, contractors, and vendors working on LAB information technology projects.

Knowledge, Skills and Abilities

(Diplomas, degrees and the most important knowledge factors, skills and abilities including knowledge about practical procedures, specialized techniques, etc.; analytical and conceptual skills and abilities; and skills needed

for direct interaction with others. Specific training if it is an occupational certification/registration required for the job.)

Business and Technical Knowledge and Competencies

PhD in educational measurement or a related field, or a Masters degree with a minimum of 5 years of large scale assessment experience including proven ability to design and develop psychometric scoring and reporting materials and systems

Psychometrics, Statistics, and Research Design

Expert understanding of and the ability to use Classical Test Theory (CTT), Item Response Theory (IRT), and learning theory and cognition as it applies to large scale assessment, when designing testing materials and scoring and reporting systems, and when assisting others to use and interpret test scores in ways that are meaningful and appropriate

Expert understanding of the *Standards for Educational and Psychological Testing* (1999) and the *Principles for Fair Student Assessment Practices for Education in Canada* (1993) and the ability to evaluate and interpret LAB business practices in relation to those standards

Expert understanding of and ability to apply methods of data visualization and applied statistical modeling with test scores

Expert knowledge of and ability to design and conduct policy based psychometric research studies and to understand and interpret the significance of research studies for assessment practice in Alberta

Expert understanding of and ability to apply statistical analysis techniques including univariate and multivariate analysis of variance, linear and nonlinear regression techniques, factor analysis, scaling methods, equating, parametric and non-parametric techniques

Information Management and Business System Design and Development

Expert understanding of the structure and content of LAB databases and the ability to perform analyses on and verify the accuracy of that data using software applications such as SPSS, EQS, SIBTEST, IteMan, Lertaps, Bilog, CIPE, Parscale, TESTGRAF, Visual Basic, MS Access, MS Excel

Thorough knowledge of LAB policies, business rules and processes, including their interrelationships and historical and theory-based foundations, and the ability to use that information to design and test IT business systems

Working knowledge of IT system design & development principles and methodologies and the ability to work with systems analysts to build and test scoring, reporting, and other business systems

Working knowledge of the underlying mathematics of the psychometric methods used to score and report LAB data, and the ability to use that knowledge to design and test custom scoring and reporting systems • Advanced knowledge of and ability

[Back to top](#)

to apply computer technology in relation to future directions of assessment (e.g., computer administered and computer adaptive testing)

Excellent oral and written communication skills and the ability to use those skills to design effective reports and promote meaningful and effective communication and use of results

Working knowledge of the education system, the structures and policies of school authorities, the School Act and the Freedom of Information and Protection of Privacy Act (FOIP), and the ability to use that information when managing information requests, providing psychometric advice, and designing scoring and reporting systems

Working knowledge of the Guide to Education and the Programs of Study associated with the Achievement Testing and Diploma Examination programs

Expert understanding of national and international assessment issues and trends and the ability to use that information to help shape Branch and Department policy and practice

Knowledge of Alberta Education's business planning cycle and process

Contacts

(Main contacts of this position and the purpose of those contacts.)

N/A

Supervision Exercised

(List position numbers, class titles, and working titles of positions directly supervised.)

N/A

 Alberta Government

Last Review / Update: 2015-02-17

[Back to top](#)

©2020 Government of Alberta

Classification: Public

 Alberta

Subsidiary 2 Benchmark Evaluation - 021ED01

Identification Section

Working Title: Learning Resources Consultant

Department: Education

Division, Branch/Unit: PD&S, Learning and Teaching Resources Branch

Reports To: Senior Manager, Learning Resource Unit

Levels to D.M.: 3

Job Description: [021ED01](#)

MRS: See the [Minimum Recruitment Standard](#) for Education

Job Code: [021ED](#) - Education 1

Evaluation Knowledge
FI2 264
↓
Creativity/Problem Solving
38% 100
↓
Responsibility
B 100
↓
TOTAL JOB POINTS
464

[Organization Chart](#)

(requires login)

Comments on Role

Reporting to the Learning Resource Unit, the Learning Resources Consultant evaluates learning and teaching print multi-media resources in French and in English from all subject areas for Grades K-12. Position also ensures that learning and teaching resources selected for Provincial authorization meet the Recognizing Diversity and Promoting Respect (RD&PR) criteria and review process. This work involves applying theoretical knowledge in the area of resource review process and

[Back to top](#)

curriculum development cycle. Work is internally focused and impacts Provincial Standards and Processes branches, impacts Alberta students, teachers, school administrators, community members, national and international publishers, vendors of multi-media resources, and is responsive to requests from departmental staff, other Alberta departments, other provinces, and educators from other countries.

Comments on Evaluation

- **Knowledge:**

- **Content:**

- **F:** Position requires teacher certification, specialized knowledge in training and certification as a Recognizing Diversity and Promoting Respect (RD&PR) analyst, and in-depth understanding of human rights issues and Francophone perspectives. Position provides the services of a learning resources analyst and consultant in French and English, and is considered a specialist in RD&PR resource evaluation processes.

- **Complexity and Diversity:**

- **I:** Position coordinates the development initiatives of educational resources from the conceptual stage through the development, implementation and assessment stages within a specified budget allocation. This includes leading, coordinating, implementing, providing training and awareness through RD&PR sessions, meeting client needs and contributing to increased awareness and understanding by collaboration with the matrix process. The Learning Resources Consultant provides specialized advice and assistance across the Branch in their area of expertise.

- **Human Relations Skills:**

- **2:** Lead and facilitate the core functions of providing training and awareness of RD&PR processes. Must have excellent communication skills both verbally and written in conveying and persuading of ideas. Responsible for liaising effectively with departmental staff and consultants, as well as with publishers.

- **Creativity/Problem Solving:**

38%: Responsible for contributing to the Learning Resources initiative by ensuring that learning and teaching resources selected for provincial authorization meet the RD&PR criteria to promote understanding of the RD&PR criteria and review processes, and to build relationships by collaborating with colleagues and clients to ensure that their needs are met. Position must utilize a high degree of originality combined with professional knowledge and experience to create specific programs.

- **Responsibility:**

[Back to top](#)

B: The Learning Resources Consultant assesses programs and consults with unit and branch staff, departmental consultants and provincial curriculum committees through the organization and facilitation of RD&PR training sessions for field analysts, departmental staff, and consultants as well as with the publishers for the review of learning and teaching resources. Position is balanced between development and implementation rather than delivery of the curriculum. Responsible for assisting in the designing, planning, preparation and delivery of RD & PR training, awareness, and refresher sessions for department staff, practicing teachers and potential analysts. Also, assists in the preparation and delivery of Social Considerations training sessions for Western and Northern Canadian Protocol (WNCP) teacher evaluators, as required and appropriate.

Last Reviewed: November, 2009



Last Review / Update: 2015-02-17

[Back to top](#)

©2020 Government of Alberta

Classification: Public



Subsidiary 2 Benchmark Job Description - 021ED01

Identification Section

Working Title:	Learning Resources Consultant
Department:	Education
Division, Branch/Unit:	PD&S, Learning and Teaching Resources Branch
Reports To:	Senior Manager, Learning Resource Unit
Levels to D.M.:	3

Purpose

(Brief summary of the job, covering the main responsibilities, the framework within which the job has to operate and the main contribution to the organization.)

Reporting to the Learning Resources Unit, under the supervision of the Director of the Learning and Teaching Resources Branch, position fulfils the core functions of delivering a service and helping to ensure access to learning opportunities

Position provides the services of a learning resources analyst and consultant in French and English. Major responsibilities include: contributing to the Learning Resources Initiative through the Recognizing Diversity and Promoting Respect (RD&PR) resource evaluation process, contributing to the Western and Northern Canadian Protocol (WNCP) through the print and multi-media resource review process, providing training and awareness through RD&PR sessions, meeting client needs, and contributing to increased awareness and understanding by collaboration with the matrix process.

[Back to top](#)

©2020 Government of Alberta

Classification: Public



The position is guided by the Learning and Teaching Resource policies; resource review processes and procedures; RD&PR guidelines; and Alberta Education policies, regulations, statutes and manuals used in the department.

Responsibilities and Activities

(Each end-result/responsibility shows what the job is accountable for, within what framework and what the added value is.)

- 1. To contribute to the Learning Resources initiative by ensuring that learning and teaching resources selected for provincial authorization meet the RD&PR criteria to promote understanding of the criteria and review process, and to build relationships by collaborating with colleagues and clients to ensure that their needs are met.**

Activities:

Performing RD&PR analyses on French and English language resources, including urgent requests, politically sensitive resources, and resources with several controversial issues.

Verifying analyses completed by field analysts and providing quality control through feedback. Verifying problematic resources considered for WNCP.

Collaborating by identifying and sharing possibilities for cross-curricular linkages, regarding the RD&PR criteria and the resource review process, as appropriate, with departmental staff, field analysts and other colleagues and clients.

Communicating with departmental staff, field analysts and other colleagues and clients through informal means; attending and participating in team, branch and division meetings and discussions.

Creating documents and correspondence to assist field analyst to ensure consistency with identification and interpretation of content and potential issues.

Improving and enhancing skills related to performance by attending courses/training as needed to meet job requirements.

- 2. To take lead responsibility for Recognizing Diversity and Promoting Respect sessions.**

Activities:

Assisting with the designing, planning, preparation and delivery of RD&PR training, awareness, and refresher sessions for department staff, practicing teachers and potential analysts. Also, assisting in the preparation and delivery of Social Considerations training sessions for WNCP teacher evaluators, as required and appropriate. Assessing completed RD&PR certification assignments and determining certification qualifications. Providing feedback to potential analysts regarding their assignments.

3. **To contribute to the management and coordination of Call for Resources (CFR), Call for Proposals (CFP), and Request for Proposals (RFP).**

Activities:

Manage and coordinate the production and issuing of the French CFRs.
Respond to questions from French and English-speaking publishers and producers, regarding CFRs.

4. **To fulfill the responsibilities of the zone assignment. Basic Learning operates using matrix management. All Provincial Standards and Processes employees are assigned some responsibilities with a Field Services Branch.**

Activities:

Assisting the field services team with the identification of client needs and helping to meet those needs.
Providing two-way communication between Learning and Teaching Resources Branch and an assigned Field Services branch.
Attending assigned associate branch meetings and assisting in the development of that branch's Operational Plan.

Scope

(Illustrates what internal or external areas the job impacts, and the diversity, complexity, and creativity of the job.)

As part of the Learning Resources Unit in the Learning and Teaching Resources Branch, this position has considerable latitude to accomplish the goals of high quality learning opportunities. The incumbent makes daily decisions, regarding the best ways and means of accomplishing approved objectives. Matters involving the development of new policies and

procedures or unusual circumstances that require approval by the supervisor. Emergent needs and priorities are identified by the supervisor.

Position establishes and maintains effective partnerships and linkages. Consults with unit and branch staff, departmental consultants and provincial curriculum committees through the organization and facilitation of RD&PR training sessions for field analysts, departmental staff, and consultants as well as with publishers for the review of the learning and teaching resources.

Position's work is reviewed upon completion for standards of excellence, accuracy, consistency with departmental policies and operational procedures, and guidelines and adherence to timelines.

The position's overall work:

Is internally focused and impacts Provincial Standards and Processes branches including the Learning Resources Unit, the Learning and Teaching Resources Branch, the French Language Services Branch, Special Programs Branch, Field Services branches, such as the Aboriginal Services Branch and branches in other divisions that are involved in the approval of learning and teaching resources, including Learning Technologies Branch, Learner Assessment Branch and Stakeholder Technology Branch and the Learning Resources Centre.

Impacts externally Alberta students, teachers, school administrators, community members as well as national and international publishers, and vendors of multi-media resources.

Is responsive and flexible by creating documents and writing letters and responding to requests from departmental staff, other Alberta departments, other provinces, and educators from other countries.

Large numbers of learning and teaching resources go through RD&PR evaluation process.

Includes the evaluation of learning and teaching print multi-media resources in French and in English from all subject areas from grades K-12.

Encourages positive change through the promotion of the RD&PR criteria.

Knowledge, Skills and Abilities

(Diplomas, degrees and the most important knowledge factors, skills and abilities including knowledge about practical procedures, specialized techniques, etc.; analytical and conceptual skills and abilities; and skills needed

[Back to top](#)

©2020 Government of Alberta

Classification: Public



for direct interaction with others. Specific training if it is an occupational certification/registration required for the job.)

Teacher certification - Training and certification as a Recognizing Diversity and Promoting Respect analyst

In-depth understanding of human rights issues and Francophone perspectives

Bilingual in French and English

Understanding of political and societal context in which the key departmental objectiveness, flexibility and collaboration are to be achieved

Ability to design/develop/modify RD&PR information packages or handouts, as appropriate, in response to inquiries from the field or for training and awareness sessions for teachers in the field and department staff

Sound knowledge of Learning and Teaching Resources policies and procedures and types of information to be released

Some knowledge of the resource review process and curriculum development cycle

General understanding of Government organization - Some knowledge of relevant programs of studies

Good knowledge of Freedom on Information and Protection of Privacy (FOIPP) guidelines

Strong interpersonal skills including ability to establish and maintain effective working relationships and networks with internal and external clients, stakeholders and partners

Able to maintain confidentiality of information

Superior analytical abilities, able to detect subtle biases

Communication skills (written and oral)

Skilled using Microsoft Word on a Windows Platform, MS Outlook, E-mail, etc.

Presentation and group delivery skills

Contacts

(Main contacts of this position and the purpose of those contacts.)

Key Internal Clients:

Other branches in Learning, such as:

Curriculum Branch

Special Programs Branch

Governance and Program Delivery Branch

Learner Assessment Branch

French Language Services Branch

Zone Services Branches

[Back to top](#)

©2020 Government of Alberta

Classification: Public



Aboriginal Services Branch
 LRDC
 Learning Technologies Branch
 SSTG - PDC (Professional Development and Certification Branch)
 Communications Post Secondary (adult learning/apprenticeship)
 Special Projects
 Minister and Deputy Minister

Key External Clients:

Other government departments and agencies e.g. Children and Youth Services, Health and Wellness
 Publishers
 Schools (Public, Charter, Private, First Nations, Band, Federal)
 Superintendents/school authorities
 Other provinces (WCP partners and Pan Canadian Partners)
 Access The Education Station - Regional Resource and Urban Media Centres
 Business and Industry
 Teachers/Administrators
 Parents
 Students
 Other departments of Education (Worldwide)
 Outside agencies
 Taxpayers
 Stakeholder groups including ATA, ASBA, CASS
 Post secondary institutions, staff and students
 Métis nations and Métis Settlements

Supervision Exercised

(List position numbers, class titles, and working titles of positions directly supervised.)

N/A

Last Review / Update: 2015-02-17

[Back to top](#)

©2020 Government of Alberta

Classification: Public

