STATE OF OREGON
POSITION DESCRIPTION

Agency: Oregon Department of Education

Facility: Office of Teaching, Learning & Assessment

This position is:
☒ Classified
☐ Unclassified
☐ Executive Service
☐ Mgmt Svc – Supervisory
☐ Mgmt Svc – Managerial
☐ Mgmt Svc - Confidential

Position Revised Date: 

SECTION 1. POSITION INFORMATION

a. Classification Title: Education Specialist
b. Classification No: 2300

c. Effective Date: October 1, 2017
d. Position No: 1713068

e. Working Title: High School Success
f. Agency No: 58100

g. Section Title: OTL&A
h. Budget Auth No: 

i. Employee Name: 
j. Repr. Code: 
k. Work Location (City – County): Salem, Marion
l. Supervisor Name (Optional): 

m. Position: ☒ Permanent
☐ Seasonal
☐ Full-Time
☐ Part-Time
☐ Limited Duration
☐ Intermittent
☐ Academic Year
☐ Job Share

n. FLSA: ☒ Exempt
☐ Non-Exempt
If Exempt: ☒ Executive
☐ Professional
☐ Administrative

SECTION 2. PROGRAM AND POSITION INFORMATION

a. Describe the program in which this position exists. Include program purpose, who's affected, size, and scope. Include relationship to agency mission.

The Office of Teaching, Learning, and Assessment provides statewide leadership for all elementary and secondary students in Oregon’s public school districts and education service districts. Our responsibility also extends to public preschool programs, the state School for the Deaf, regional programs for children with disabilities, and education programs in Oregon youth correctional facilities. This work is accomplished through:

• development and implementation of content standards and instructional practices,
• integration of systems for engagement in continuous improvement that impacts student achievement,
• creation of systems to support each and every student in graduating from high school career and college ready,
• development of career pathways for Career-Technical Education and STEM programs,
• development, implementation, and monitoring of systems of support for Federal Title Programs,
• management of Strategic Investments and grants and
• increased access to broadband connectivity and digital learning.
Additionally, the Office conducts policy analysis and support for the State Superintendent and State Board to ensure that all students have opportunities to achieve the State Board of Education’s rigorous content and performance standards.

b. Describe the primary purpose of this position, and how it functions within this program. Complete this statement. The primary purpose of this position is to:

To support high school success in implementing the High School Graduation and College and Career Readiness Act (M98), team members are responsible for:

- Improvement efforts statewide to assist in elevating the graduation rates and college and career readiness of all high school students in Oregon through expanding career technical education programs;
- Expanding college-level educational opportunities to include advanced placement, international baccalaureate and other accelerated college credit programs;
- Expand dropout prevention strategies including activities designed to reduce chronic absenteeism.
- Develop and expand strategies for schools and districts to implement 9th grade on track programs including reviewing and analyzing data.
- Collaborate with agency personnel in the leadership and implementation of federal and state education programs including the alignment of aspects of the Elementary and Secondary Education Act / Every Student Succeeds Act (ESEA / ESSA).
- Assist in ensuring all educationally disadvantaged students have equal access to educational opportunities.

## SECTION 3. DESCRIPTION OF DUTIES

List the major duties of the position. State the percentage of time for each duty. Mark “N” for new duties, “R” for revised duties or “NC” for no change in duties. Indicate whether the duty is an “Essential” (E) or “Non-Essential” (NE) function.

<table>
<thead>
<tr>
<th>% of Time</th>
<th>N/R/NC</th>
<th>E/NE</th>
<th>DUTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>N</td>
<td></td>
<td>Technical Assistance and Adaptive Supports to Schools and Districts</td>
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<td></td>
<td>- Maintain knowledge and understanding of evidenced-based education research and best practices, specifically around at least one of the following: career technical education strategies/pathways; dual credit/accelerated learning; freshman on track; dropout prevention; chronic absenteeism</td>
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<td>- Collaborate with statewide partners and contractors to coordinate/support High School Success initiatives</td>
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<td>- Lead work groups to identify strategies and problem solving models for implementation of High School Success initiative</td>
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<td>- Process, evaluate and approve district-designed M98 plans and sub-grant applications</td>
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<td>- Plan on-site visits and lead support teams in monitoring and evaluating districts and other necessary educational agencies for compliance with regulations, policies and statutes</td>
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<td>- Interpret and develop policy related to M98 guidance</td>
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<td></td>
<td>- Collaborate in the alignment of programs and funding with statewide efforts including, but not limited to, equity, diversity and inclusion, student services supports, education technology, career and technical education, and charter school efforts</td>
</tr>
</tbody>
</table>
- Collaborate with statewide partners and contractors on implementing coordinated support efforts
- Lead work groups to identify strategies and problem solving models for implementing high school success strategies
- Develop interim measures and implement monitoring routines to evaluate M98 plans to determine success of programs
- Collaborate with Research Analyst to collect, compile, and submit data for required internal, state and federal reports, via the use of electronic databases, electronic tools, and/or complex spreadsheets
- Calculate grant amounts, coordinating and communicating with ODE offices, districts, and other necessary education agencies
- Collaborate with Research Analyst to design and create data reports, ensuring they are delivered on time and accurately reflect submitted data

<table>
<thead>
<tr>
<th>30</th>
<th>N</th>
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</table>

**Freshman On Track**
- Supports to ODE staff
  - Interpret data tables and other displays to evaluate program effectiveness and rank program successes
  - Perform basic manipulation of data to create displays facilitating interpretation by classroom staff
- Supports to teacher teams in schools and districts
  - Guide data team leads in the collection, display, and facilitated interpretation of data to support decision-making
  - Bridge data users in schools, districts, and ODE staff supporting local teams to data owners and analysts to enhance communication and understanding on both sides

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<tr>
<th>10</th>
<th>N</th>
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</table>

**Other Duties as Assigned**

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**SECTION 4. WORKING CONDITIONS**

Describe any on-going working conditions. Include any physical, sensory, and environmental demands. State the frequency of exposure to these conditions.

This position requires some national and statewide travel, including overnight, weekend, and some evening work. The person in this position must possess and maintain a current, valid driver’s license and an acceptable driving record or be able to provide an acceptable alternate method of transportation.

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**SECTION 5. GUIDELINES**

a. List any established guidelines used in this position, such as state or federal laws or regulations, policies, manuals, or desk procedures.

Department of Education Policy manual
Department handbook “Standard Operating procedures”
Reference Manuals
Oregon Revised Statutes and Oregon Administrative Rules
The Oregon School Directory
Software and hardware manuals
HB2246 Enrolled
b. How are these guidelines used?

Staff must be familiar with laws, rules and bulletins to stay within the legal requirements of state and federal government to provide information and interpretation of program laws, rules and guidelines. Specialists will ensure program quality, compliance and effectiveness, as well as provide technical assistance to districts and effectively implement and evaluate educational programs.

SECTION 6. WORK CONTACTS

With whom, outside of co-workers in this work unit, must the employee in this position regularly come in contact?

<table>
<thead>
<tr>
<th>Who Contacted</th>
<th>How</th>
<th>Purpose</th>
<th>How Often?</th>
</tr>
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<tbody>
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</table>

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit “Enter”.

SECTION 7. POSITION RELATED DECISION MAKING

Describe the typical decisions of this position. Explain the direct effect of these decisions.

The Education Specialist 2 is expected to make decisions and formulate recommendations to both the agency and the field in the areas of comprehensive services leading to improved achievement of students, such as professional development, curriculum, instruction, instructional materials, testing, teacher education, accountability measures and performance measures. Decisions must be made regarding compliance issues, covering programmatic and fiscal requirements, and change or discontinuance of programs.

It is essential that the decisions made by this position are in keeping with the mission, goals and priorities of the work unit, the agency, the State Board of Education and the Federal Government. The person in this position is expected to use their best professional judgment and integrity and must demonstrate a high degree of ethical conduct in all work related situations.

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

<table>
<thead>
<tr>
<th>Classification Title</th>
<th>Position Number</th>
<th>How</th>
<th>How Often</th>
<th>Purpose of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit “Enter”. 
<table>
<thead>
<tr>
<th>Principal Executive/Manager F</th>
<th>Supervises this position, reviews the work projects and proposals on an ongoing basis.</th>
<th>Weekly teamwork, one on one meetings and monthly team meetings.</th>
<th>The purpose is to ensure that all programs are working toward a common goal and within philosophical and financial limits of the department.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPA4</td>
<td>Provides management and guidance to this position, reviews the work projects and proposals on an ongoing basis.</td>
<td>Weekly teamwork and monthly meetings.</td>
<td>The purpose is to ensure that all programs are working toward a common goal and within philosophical and financial limits of the department.</td>
</tr>
</tbody>
</table>

**SECTION 9. OVERSIGHT FUNCTIONS**

**THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY**

**a.** How many employees are directly supervised by this position?  
0

How many employees are supervised through a subordinate supervisor?  
0

**b.** Which of the following activities does this position do?

- [x] Plan work
- [x] Assigns work
- [ ] Approves work
- [ ] Responds to grievances
- [ ] Disciplines and rewards
- [ ] Coordinates schedules
- [ ] Hires and discharges
- [ ] Recommends hiring
- [ ] Gives input for performance evaluations
- [ ] Prepares & signs performance evaluations

**SECTION 10. ADDITIONAL POSITION-RELATED INFORMATION**

**ADDITIONAL REQUIREMENTS:** List any knowledge and skills needed at time of hire that are not already required in the classification specification:

<table>
<thead>
<tr>
<th>ADDITIONAL REQUIREMENTS: List any knowledge and skills needed at time of hire that are not already required in the classification specification:</th>
<th></th>
</tr>
</thead>
</table>

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• Ability to establish effective relationships and demonstrate collaborative skills with district administrators, teachers, parents, and personnel from partnering institutions and groups
• High level understanding of system-thinking and system development
• High-level knowledge of professional practices and responsibilities for educators and administrators
• Knowledge of essential elements of effective schools including, but not limited to multi-tiered systems of supports, comprehensive assessments systems, comprehensive professional development systems
• Knowledge of Oregon’s academic standards, career learning frameworks and assessment
• Ability to demonstrate tact and to be assertive when faced with noncompliance issues
• Experience and skill in oral presentation and public speaking
• Strong comprehensive writing skills
• High levels of professional knowledge regarding Elementary and Secondary Education Act and other effective programs for disadvantaged children and youth
• Knowledge of presentation software
• High levels of experience and skill in Microsoft Excel, Access and/or other similar software programs
• Experience in applying web technology as a communication tool and in data collection

Experience in K-12 teaching and/or K-12 administration preferred.

BUDGET AUTHORITY: If this position has authority to commit agency operating money, indicate the following:

<table>
<thead>
<tr>
<th>Operating Area</th>
<th>Biennial Amount ($00000.00)</th>
<th>Fund Type</th>
</tr>
</thead>
</table>

**Note:** If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit “Enter”.

SECTION 11. ORGANIZATIONAL CHART

Attach a current organizational chart. Be sure the following information is shown on the chart for each position: classification title, classification number, salary range, employee name and position number.

SECTION 12. SIGNATURES

_________________________  ______________________  ____________________________  ______________________
Employee Signature   Date   Supervisor Signature   Date