



State of Oregon Position Description

Company: Oregon Department of Education
Organization: Inclusive Support Programs - ODE
Service Type:

SECTION 1. POSITION INFORMATION

Job Profile Title:	Education Program Specialist 2	Job Profile ID:	2301
Business Title:	Ld Education Program Specialist 2 (Unfilled)	Position ID:	000000181565
Employee Name:		Company ID:	58100
Representation:	OAS	Budget Auth No:	
Location:	Salem ODE Public Service Building		
Supervisor:	Mary Martinez-Wenzl (Education Programs Manager 3)		
Position:			
Time Type:	Full Time		
FLSA:	Exempt		
Exempt Reason:	Professional Employee Exemption		
Overtime Eligible:	No		
Employee Type:	Limited Duration (Fixed Term)		

SECTION 2. JOB DESCRIPTION SUMMARY

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

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

The Oregon Department of Education (ODE) oversees the education of students in Oregon's public K-12 education system. ODE encompasses early learning, public preschool programs, the state School for the Deaf, regional programs for children with disabilities, and education programs in Oregon youth corrections facilities. While ODE isn't in the classroom directly providing services, the agency (along with the State Board) focuses on helping districts achieve both local and statewide goals and priorities through strategies such as: developing policies and standards, providing accurate and timely data to inform instruction, training teachers on how to use data effectively, effectively administering numerous state and federal grants; sharing and helping districts implement best practices. At the Oregon Department of Education, we are guided by the following values: integrity, accountability, excellence, and equity.

The Office of Equity, Diversity, and Inclusion Initiatives leads proactive equity initiatives that interrupt and eliminate harmful power

dynamics that are endemic in Oregon's education system. Our initiatives are driven by deep and ongoing engagement with the lived experiences of our students and families so that we can provide intentional structures, practices, and policies that uphold their intersecting identities, needs, and strengths. As a result of our agency's collective commitment, we will create an equitable education system centered around justice, relationships, and healing to ensure that every student can achieve their highest potential. Our collective energy and urgency serves as a touchpoint for pivotal cross-departmental and cross-agency collaboration towards a shared vision for equity throughout Oregon.

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:

The primary purpose of this position is to provide technical assistance and coaching to districts and ESDs through the English Learners Outcome Program (ELOP). A core function of this position is to ensure that districts implement evidence-based progressive interventions that result in equitable outcomes for multilingual learners/English learners and advance the priorities and goals in Oregon's Multilingual Learners Strategic Plan. This position supports the administration of grants and contracts funded through the English Learners Account and serves as a point of contact for districts and ESDs throughout the state. Additionally, the position provides leadership and guidance within the agency and to districts for providing developmentally, linguistically, and culturally appropriate practices for multilingual learners/English learners

SECTION 3. JOB DESCRIPTION

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.

45% N E

District Support and Instructional Improvement

- Collaborate with districts identified for support to address specific learning challenges and improve outcomes for multilingual learners, including graduation rates and English language proficiency.
- Build school and district capacity to improve educational experiences and outcomes for multilingual learners/English learners through coaching, technical assistance, and strategic support.
- Provide professional development and coaching aligned with culturally and linguistically responsive pedagogy, Oregon ELP Standards, and evidence-based instructional models.
- Support districts in integrating content standards with instructional delivery models tailored to multilingual learners.
- Lead work groups and communities of practice to strengthen instruction and systems of support for multilingual learners/English learners

Deliver technical assistance to identified districts using a phased model that includes needs assessment, intervention planning, implementation, monitoring, and continuous improvement.

- Design and implement progressive interventions for districts identified under ORS 336.079 and ORS 327.016, including establishing expected growth benchmarks and accountability systems in consultation with districts, ensuring instructional practices and program improvements are evidence-based and sustained over four years.
- Support districts in meeting expected growth benchmarks and strategically using funding to implement instructional practices and program improvements
- Conduct virtual and on-site monitoring to evaluate compliance with state and federal requirements related to English learners.
- Provide individualized, equity-centered coaching and support in collaboration with district staff, families, and community stakeholders, including culturally specific organizations and tribal partners.
- Collaborate across ODE and with external experts to align resources and improve curriculum and instruction.
- Promote culturally relevant and linguistically responsive interventions that integrate general education, English language development, and literacy instruction.
- Build partnerships to leverage grant, state, and federal funding to expand district capacity.
- Engage with school districts, the State Board of Education, and the English Learner Advisory Group to inform program development and implementation.
- Center multilingual learners in all work while ensuring transparency, communication, and collaboration with districts.

30% N E

Program and Resource Development, Planning, and Evaluation

- Develop and apply evidence-based needs assessments to identify root causes impacting student performance and program effectiveness.
- Prepare guidance materials to support districts in measuring achievement, assessing instruction, and evaluating programs serving multilingual learners.
- Evaluate district progress in improving multilingual learner outcomes and implementing effective instructional practices, using an equity lens and multiple data sources.
- Maintain and apply expertise in evidence-based programs and policies to strengthen systems of support for multilingual learners.
- Develop tools and resources in response to district, community, and student needs that align with the Oregon Multilingual Learners Strategic Plan.
- Contribute to statewide strategic planning efforts through development and implementation of resources aligned with the Multilingual Learner Strategic Plan.

Use state accountability metrics to inform planning, resource development, and evaluation of program effectiveness.

- Provide quarterly updates to the ODE English Learner Advisory Group and facilitate policy-informing discussions.
- Collaborate with internal and external partners to ensure curriculum and instruction are informed by research, community experience, and student voice.
- Collaborate with research partners to improve the quality of state services and supports for multilingual learners/English learners.
- Lead and participate in work groups and task forces focused on multilingual learner programs and dissemination of best practices.
- Support data collection and analysis to inform the annual report on English learner funding and outcomes, as required by ORS 327.016, and alignment with district benchmarking and progress reporting
- Respond to inquiries related to multilingual education, including laws, rules, and instructional standards pertaining to English learners and dual language programs.
- Analyze reports, policies, and proposals to inform agency responses and program improvements

20% N E

Program Coordination, Grants, Directed Funding, and Policy

- Support the identification and classification of districts as target or transformation districts.
- Administer English Learner Outcomes Program grants and contracts, ensuring alignment with the Multilingual Learner Strategic Plan and Oregon requirements.
- Review and approve district and ESD program plans, budgets, and expenditures; provide guidance on allowable and strategic use of funds.
- Implement legislative mandates related to multilingual learner accountability and funding, including directed funding provisions.
- Communicate expenditure directions in advance of the fiscal year and review annually in collaboration with district and community stakeholders.
- Ensure districts communicate expenditure direction to stakeholders through public forums, parent communications, and website postings.
- Coordinate and support grant and investment processes aligned with the Multilingual Learners Strategic Plan, including stakeholder communication and application guidance.
- Interpret and apply state and federal law, regulations, and guidance to ensure compliance and guide program improvement.
- Analyze data, policies, and proposals to assess impact on student outcomes and recommend actions.
- Draft and monitor contracts for effectiveness, efficiency, and compliance
- Analyze proposed legislation for implications on multilingual learners and prepare testimony and documentation to support agency positions.

- Support implementation of legislation through development of program standards, Oregon Administrative Rules, and internal procedures.
- Provide mentoring and guidance to other specialists and district staff to support program improvement and compliance.

5% N NE

Other Duties As Assigned

At All times

N

E

Demonstrate commitment to equity; in addition to the cultivation of equitable practices across all aspects of this position description

- Learn and apply knowledge and skills to interrupt systemic oppression
- Participate and engage in efforts to further OEDI and agency-wide development and implementation of equity goals
- Have knowledge of and apply tools, such as the Equity Lens, Strategic Plan, Culturally Responsive Community Engagement tool, the Protocol for Culturally Responsive Organizations, etc., to all work to ensure that the shared vision and mission of OEDI and ODE is clearly articulated in all work produced

Demonstrate professionalism

- Consistently treats customers, partners, vendors and co-workers with dignity and respect. Creates and maintains a work environment that is welcoming and respectful of diversity
- Sets clear guidelines and models expected professional behaviors

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 may be eligible for hybrid remote work, subject to manager approval, business needs, and completion of a remote work agreement in Workday. Employees must have a home workspace that meets all technology, security, and safety requirements, including protection of confidential information. Remote work requires use of agency-issued equipment, a secure internet connection, and VPN access. Staff must follow the DAS Remote Work policy, guidelines and applicable collective bargaining agreements.

The official duty station is the Public Service Building in Salem, Oregon. Travel to this location may be required at the employee's expense.

This position works a professional work week, Monday through Friday. Some evening and/or weekend work may be required. Workload and priorities fluctuate and can involve highly complex, sensitive, and/or political issues. This position relies upon collaborative, productive, professional and respectful engagement with staff, colleagues, leadership, and subject matter experts within the Agency, across other state agencies, representatives of local government and/or governor's office, with key investment members, partners, and providers within Oregon communities, and others.

Occasional in-state travel may be necessary and require sitting/driving for extended periods of time.

SECTION 5. GUIDELINES

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

Oregon statutes and administrative rules related to English learners, including but not limited to: ORS 336.079, ORS 327.016, OAR 581-020-0601, OAR 581-020-0603, OAR 581-020-0606, OAR 581-020-0609, OAR 581-020-0612, OAR 581-020-0613, OAR 581-020-0615, OAR 581-020-0621, OAR 581-020-0624, OAR 581-020-0636.

State and federal laws related to the provision of school services, including but not limited to state and federal laws related to the Individuals with Disabilities Education Act (IDEA), Free Appropriate Public Education (FAPE), Family Educational Rights and Privacy Act (FERPA), ODE Ready Schools, Safe Learners Guidance (RSSL) and supplemental materials, Federal Education Department General Administrative Regulations (EDGAR), and Every Student Succeeds Act, and the Student Success Act.

How are these guidelines used?

To comply with all laws, regulations, policies, procedures, and guidelines in the performance of duties; maintain confidentiality and appropriate dissemination of information and research results; at times develop and adapt guidelines to specific circumstances of assignments in response to unprecedented problems or issues

SECTION 6. WORK CONTACTS

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

Who	How	Purpose	How Often?
Parents	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Daily
Professional groups	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Monthly
School Administrators	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Daily
State agencies	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Weekly
Teachers and specialists	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Daily

SECTION 7. POSITION RELATED DECISION MAKING

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

Must be able to be familiar with state laws, educational systems, and public health recommendations and apply them to challenges presented by LEAs. Must work with decisions regarding compliance issues covering programmatic and fiscal requirements. Analyze districts, school and student performance data to determine potential areas of concern. Plan and coordinate appropriate workshops and trainings as they relate to current practice for English Learners/Emerging Bilinguals and continuous improvement planning.

SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Education Programs Manager 3	2513101	In Person, by mail, email or telephone	Quarterly	To evaluate employees job performance: Identify strengths and weaknesses, provide necessary feedback job, re-define job duties as needed, establish goals and review work plan
EPM3	2513101	In Person, by mail, email or telephone	As Needed	To ensure that the employee has sufficient resources to accomplish required work; to keep lines of communication with supervisor open and clear; establish goals and review work plan

SECTION 9. OVERSIGHT

What are the oversight activities for this position?

SECTION 10. ADDITIONAL POSITION RELATED INFORMATION

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

Expertise in English Language Proficiency standards, dual language programs, and English language development

- Demonstrated commitment to promoting and fostering a diverse and discrimination/harassment-free workplace; establishing and maintaining professional and collaborative working relationships with all contacts; contributing to a positive, respectful and productive work environment; maintaining regular and punctual attendance; performing all duties in a safe manner; and complying with all policies and procedures.
- Knowledge of best practices and local, state, and federal programs related to multilingual education and English language development in K-12 settings
- Fluency with office software, applications, collaborative platforms, virtual meeting apps, and presentation software (e.g., Microsoft Office products, Smartsheet, Adobe, Zoom, Microsoft Teams)
- Strong organization and project management skills, including the ability to manage multiple priorities; work with multiple deadlines, continual change, and at times heavy workloads; and pivot between competing priorities (including many same-day requests) and situations with ease and grace.
- Experience providing advice or technical assistance to school districts, tribes, community groups or public.
- Ability to establish effective relationships with culturally diverse partners and community groups representing a variety of perspectives and lived experiences.
- Ability to facilitate group dialogues and solicit and value diverse viewpoints.
- Ability to demonstrate a leadership role as part of a collaborative team effort
- Ability to collaboratively work across the agency, state government, with school districts, public charter schools and private schools
- Ability to multitask and work in a fast paced environment
- Ability to take broad concepts and convert them to guidance and direction

This position requires successfully passing a pre-employment background check. The pre-employment check may include a review of the following records: criminal background, DMV, licensure, and sexual misconduct. Adverse background data may be grounds for immediate disqualification, withdrawal of a conditional job offer, or termination of employment. This position requires a driver license and an acceptable driving record or an alternative means of transportation.

SECTION 11. BUDGET AUTHORITY

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

Operating Area	Biennial Amount	Fund Type
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SECTION 12. ORGANIZATIONAL CHART

See Organizational Chart (attach copy or view within Workday).

SECTION 13. SIGNATURES

Employee	Date
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Manager	Date
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Appointing Authority	Date
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