



State of Oregon Position Description

Company: Oregon Department of Education
Organization: District & School Effectiveness - ODE
Service Type:

SECTION 1. POSITION INFORMATION

Job Profile Title:	Administrative Specialist 2	Job Profile ID:	0108
Business Title:	Administrative Support For Intensive Coaching Program (Unfilled)	Position ID:	000000178836
Employee Name:		Company ID:	58100
Representation:	OAS	Budget Auth No:	1446453
Location:	Salem ODE Public Service Building		
Supervisor:	Timothy Boyd (Education Programs Manager 3)		
Position:			
Time Type:	Full Time		
FLSA:	Non Exempt		
Exempt Reason:			
Overtime Eligible:	Yes		
Employee Type:	Permanent		

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.

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.

This position is in the Office of Education Innovation and Improvement (EII) and will report to the Director of District and School Effectiveness, who in turn reports to the Assistant Superintendent for Education Innovation and Improvement.

The work of EII impacts local school districts, education service districts, professional associations, and other agencies involved in education programs in kindergarten through post-secondary education. Staff members will work with a variety of state agencies and individuals on educational program planning, curriculum development, professional development for teachers and administrators and compliance with federal and state laws/regulations.

Section 2b. 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:

Provide administrative support to the District and School Effectiveness Team and the Intensive Coaching Program in program planning, research, analysis, and interpretation; coordinates process and structure for all Intensive Coaching Program activities; supports writing and adoption of OARs needed to govern project implementation. This position is instrumental in collaboration with multiple teams to create and maintain efficient systems for all Intensive Coaching Program and Oregon's redesigned accountability efforts. This staff member will research issues, edit/write reports, maintain budget reports, conduct travel support, schedule and maintain meetings, communicate with school districts, ESD's, nonprofits and other education partners across the state.

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.

40% - N E - Program Coordination and Monitoring

- Track program deliverables and support progress monitoring in collaboration with Intensive Coaching Program Specialists.
- Coordinate and monitor program implementation for compliance with state and federal laws, grant requirements, and agency goals.
- Compile, analyze, and report on district program status using quantitative and qualitative data submitted from the school district to ODE.
- Assist in evaluating program effectiveness and recommending improvements or solutions to identified challenges.

Communication and Stakeholder Support

- Draft and send correspondence to grant recipients and school districts regarding awards, deadlines, and reporting requirements.
- Serve as a liaison to district superintendents, principals, ESD personnel, and other stakeholders, providing necessary program updates, technical assistance, and other pertinent agency information, and program support.
- Respond to inquiries from internal and external partners regarding program guidelines, deliverables, and timelines.

Data Collection and Analysis

- Research and compile information on evidence-based High Success strategies to inform program decisions.
- Work with Research Analysts to analyze and publish data findings for schools, districts, and communities.
- Collect information from statutes, internal staff, and other sources to support rulemaking (e.g., OAR development).

40% - N E - Administrative and Technical Support

- Coordinate and support internal and external meetings, including scheduling, technology setup, and note-taking for both virtual and in-person formats.
- Support virtual meetings using platforms such as Zoom and Microsoft Teams.
- Submit and monitor help desk tickets to ensure technical support for the program team.

Budget and Fiscal Management

- Support directors with budget planning, maintenance, and monitoring of budget records.
- Process travel arrangements and reimbursements; track expenses, forms, deadlines, and completion of documentation.

Content Development and Documentation

- Edit and prepare reports, presentations, and other program communications.
- Coordinate design and maintenance of program webpages and online resources.
- Prepare contracts, interagency agreements, or documentation as needed for program operations.

20% - R NE - General Administrative Support

- Support other teams work
- Attend unit support staff meetings
- Other duties as assigned

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.

General office environment with daily use of the personal computer workstation, laptop computers, peripherals and various software products. Software products include Microsoft Word, Excel, Explorer, Access, Publisher, Outlook, Smart Sheets, and proprietary State applications. Pressure to request deadlines and rush jobs at times. Telephone calls and people seeking information require the handling of several projects or tasks simultaneously while developing quality projects for each timeline. Occasional lifting of heavy boxes that weigh approximately 30-40 pounds. Occasional evening/Saturday work may be required to meet project deadlines.

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.

SECTION 5. GUIDELINES

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

Requires knowledge and support of the Oregon Department of Education Mission and Values and Strategic Initiatives. Requires knowledge and application of the State Board of Education policy, Oregon Revised Statutes (ORS) and Oregon Administrative Rules (OAR) regarding K-12 school districts, other state legislation affecting Oregon public schools and community colleges. Requires knowledge of the Student Success Act and Student Investment Account.

How are these guidelines used?

Guidelines are used to ensure compliance with state and federal laws.

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?
Grant Recipients/school district leaders/Secondary District Administrators	In Person, by mail, email or telephone	Provide information upon request and technical assistance	As Needed
ODE Staff	In Person, by mail, email or telephone	Provide information upon request and technical assistance	As Needed

SECTION 7. POSITION RELATED DECISION MAKING

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

The person in this position uses initiative and judgment without direct supervision, and in the absence of managers and specialists, to analyze situations and make decisions in accordance with established policy rules and regulations pertaining to the job, using guides, instructions, manuals, precedents in carrying out assignments. The person in this position must exhibit a high degree of accuracy in the work. Self-determines and monitors timelines and work priorities to accomplish and balance workload. Missing deadlines could jeopardize state and local grant availability. Recommends corrective action to the supervisor needed to meet federal fund planning and administration. Incorrect action could result in noncompliance with federal and state laws.

SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Education Programs Manager 3	0000183	In Person, by mail, email or telephone	As Needed	The purpose is to ensure that all programs are working toward a common goal and within the limits of the position, office and department.

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:

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. Must be proficient with database, spreadsheet, and word processing software.

