STATE OF OREGON
POSITION DESCRIPTION

Agency: Oregon Department of Education
Facility: Office of Educational Improvement and Innovation
☐ New    ☐ Revised

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

SECTION 1. POSITION INFORMATION

<table>
<thead>
<tr>
<th>a. Classification Title:</th>
<th>Principal Executive/Manager F</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Classification No:</td>
<td>X7010</td>
</tr>
<tr>
<td>c. Effective Date:</td>
<td>October 1, 2019</td>
</tr>
<tr>
<td>d. Position No:</td>
<td>2113142</td>
</tr>
<tr>
<td>e. Working Title:</td>
<td>Programs &amp; Practices Director</td>
</tr>
<tr>
<td>f. Agency No:</td>
<td>58100</td>
</tr>
<tr>
<td>g. Section Title:</td>
<td>Education Innovation and Improvement</td>
</tr>
<tr>
<td>h. Budget Auth No:</td>
<td></td>
</tr>
<tr>
<td>i. Employee Name:</td>
<td>Vacant</td>
</tr>
<tr>
<td>j. Repr. Code:</td>
<td>MMS</td>
</tr>
<tr>
<td>k. Work Location (City – County):</td>
<td>Salem-Marion</td>
</tr>
<tr>
<td>l. Supervisor Name (Optional):</td>
<td>Scott Nine</td>
</tr>
<tr>
<td>m. Position:</td>
<td>☒ Permanent, ☐ Seasonal, ☐ Limited Duration, ☐ Academic Year</td>
</tr>
<tr>
<td></td>
<td>☒ Full-Time, ☐ Part-Time, ☐ Intermittent, ☐ Job Share</td>
</tr>
<tr>
<td>n. FLSA:</td>
<td>☒ Exempt, ☐ Non-Exempt</td>
</tr>
<tr>
<td></td>
<td>If Exempt: ☒ Executive, ☐ Professional, ☐ Administrative</td>
</tr>
<tr>
<td>o. Eligible for Overtime:</td>
<td>☐ Yes, ☒ No</td>
</tr>
</tbody>
</table>

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 Oregon Department of Education’s (ODE’s) mission is to foster equity and excellence for every learner through collaboration with educators, partners, and communities. In fulfilling its mission, ODE has a vision to ensure all students have access to and benefit from a world-class, well-rounded, and equitable education system.

ODE 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 and early childhood programs, the Oregon School for the Deaf, regional programs for children with disabilities, monitoring virtual education programs, and education programs within Oregon youth correctional facilities. We are responsible for child care licensing and supporting statewide child care professional development and quality improvement efforts. Additionally the agency houses the Early Learning Division and the Youth Development Division.
The Deputy Superintendent of Public Instruction is the Director and administrative head of the Department of Education. The Governor who is the Superintendent of Public Instruction has delegated to the Deputy Superintendent the responsibility of performing all of the duties, functions and powers of the Superintendent. These include providing leadership and oversight to Oregon's prekindergarten to grade 12 education system. The Deputy Superintendent is the chief executive officer for the State Board of Education and is responsible for interpreting and administering Board policies and rules.

All employees working in the Department are expected to assist in achieving the Department’s diversity and affirmative action goals by creating an inclusive work environment that encourages each employee to meet their full potential and consider Education as their “Employer of Choice.”

This position will be in the newly established Office of Education Innovation and Improvement (EII) and will report directly to the Assistant Superintendent for Education Innovation and Improvement. The Office is a new home for ODE teams that support High School Success (Measure 98), Every Day Matters (addressing Chronic Absenteeism), and District and School Effectiveness.

The Office also has the primary charge of implementing the Student Investment Account of the Student Success Act. Equity is the driving vision behind the Student Success Act (HB3427). The Act makes significant investments in programs to support historically underserved students. Local and state level transparency and accountability are also embedded in the Act.

The Office will be assigned additional duties and will integrate efforts across other ODE Offices and Divisions as they relate to aspects of the Student Success Act and other efforts to innovate and improve education in Oregon.

The work of this office will impact 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.

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:

Provide strategic counsel to the Assistant Superintendent for Education Innovation and Improvement while assuming significant day-to-day responsibilities for projects and tasks within the Office and advancing and maintaining cross agency, district, and community relationships.

This position is responsible for providing leadership to the teams supporting High School Success (Measure 98) and Every Day Matters (addressing Chronic Absenteeism).

### 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>15</td>
<td>N</td>
<td>E</td>
<td><strong>Strategic Partner</strong> - The Director serves as a trusted advisor in the effort to establish the Office of Education Innovation and Improvement and successfully implement Measure 98 (High School Success) and address Chronic Absenteeism</td>
</tr>
</tbody>
</table>
(Every Day Matters) within the domain of the Office while supporting changes in educator and school practices statewide.

Additional responsibilities include:

Partner with ODE Assistant Superintendents, Directors, and Team Leads to develop, implement, and maintain appropriate levels of internal controls and accountability for EII staff in the administration, oversight, evaluation, and monitoring of student success investments.

Review and monitor results of investments, and where necessary take corrective actions, to ensure intended outcomes are met.

Work with the budget office to manage the day-to-day team budget. Identify areas for strategic investments to ensure that expenditure of budgetary dollars aligns with the office and agency strategic goals.

Provide analysis and recommendations for policy action to the State Board of Education on the development of policy guidelines, development of Oregon administrative rules and implementation procedures.

Researching, benchmarking, analyzing data, and making recommendations.

15 N E **Expands the bandwidth and resources of the Office** - The Director will consistently create the working and learning conditions to support operating at maximum effectiveness while assessing and addressing issues that serve as barriers or impediments. The Director will attend to team management, meeting preparation, support the hiring of key personnel, and act a strategic lead on certain high-profile projects.

15 N E **Relationship Builder** – The Director cultivates, creates, and sustains relationships and connections across all domains of the Office’s reach and responsibilities. This aspect of the role is focused on influencing outcomes through practices that embody trust, educational leadership, integrity, and skill in coaching and supporting teams and teams of teams. This cross-functional perspective should not only help garner support for the leadership team, ODE, and the Office of Education Innovation and Improvement but also foster long-term partnerships that are critical to student success.

Additional responsibilities include:

- Collaborate with other ODE teams in the identification, sharing, and support of emerging and evidence-based practices to meet the needs of Oregon’s students as it relates to the areas of program responsibility.
- Participate in the development of an office-wide equity plan that includes specific measurable goals in alignment with the agency’s equity plan.
- Establish and maintain effective relationships with agency peers including but not limited to: State agencies such as the Teacher Standards and Practices Commission, the Higher Education Coordinating Commission and stakeholders such as the Confederation of Oregon School Administrators, Oregon School Board Association, Oregon Education Association, Oregon Education Service Districts, Stand for Children, Chalkboard project and business and industry to build capacity for school improvement.
- Collaborate and problem solve with the other Directors within the office and the Assistant Superintendent for Education Innovation and Improvement.
25 N E Supervision and Team Management - The Director will attend to team management, meeting preparation, support the hiring of key personnel, and act a strategic lead on certain high-profile projects including but not limited to:

- Interviewing, selecting, and providing training to all new staff.
- Evaluating performance of assigned staff based on agency policies, procedures, and practices.
- Providing leadership, management, and mentoring opportunities to the staff assigned, including team leads.
- Receiving and resolving employee concerns and/or grievances.
- Determining need for and, as necessary, initiating disciplinary actions.
- Providing staff with appropriate communication and feedback regarding agency policies and procedures.
- Supporting and promoting efforts to improve the quality and diversity of the workforce.
- Establishing and maintaining an environment that promotes professional development.
- Assigning and reviewing work and provides constructive feedback to staff.
- Reviewing and approving employee timesheets and leave requests.

Other duties as assigned

25 Program Stewardship
This position is responsible for ODE’s implementation of High School Success (Measure 98) and the state’s focus on addressing Chronic Absenteeism through the Every Day Matters initiative. Responsibilities include but are not limited to:

- Guide and facilitate the development and preparation of application and negotiation process, contracts, sub-contracts, and grant agreements, to include budgets, documentation, and interpretation of funding requirements.
- Analyze and evaluate contract and grant budgets for correct calculation of expenditure categories such as salaries, percent of effort, salary adjustment increases, fringe benefits, indirect costs, materials, and equipment.
- Serves as a central negotiator and liaison between the Department with districts, ESDs, and other agencies, contract entities, and eligible applicants including formal responses to requests for proposals, contracts, and agreements.
- Support the fiscal and educational analysis of program elements, including for compliance with funding agency, federal, state, and other requirements.
- Assist in the formulation of processes and procedures for negotiation of contract and grant awards; assist in arbitration and resolution of conflicting interests, as necessary.
- Coordinate receipt of awards and contract documentation; maintain proposal and funding records in database systems, and prepare scheduled and special reports.
- Participate and/or assists in special projects, and perform associated administrative duties, as assigned; providing direction where needed other employees and team members.
- Compile data necessary, including performing routine financial analysis work, for the formulation of budget estimates and participates with program
staff in the planning, development, and review of grant funding requirements.

- Serve as a subject matter expert in interpreting, developing, and applying appropriate regulations, policies, and procedures that pertain to grants and cooperative agreements.
- Ensure that all required actions are executed by recipients and the government in a timely manner both prior to, and after award.
- Provide consultation and technical assistance to program staff, other Federal staff, applicants, and recipients on all aspects of grants and cooperative agreements management.
- Collaborate with other teams to develop a consolidated process for districts to follow in developing their overall improvement efforts.

5 R NE

- Other duties as assigned, including strategically helping manage the Assistant Superintendent’s time: working with administrative assistant, looking at long term travel calendar, evaluating opportunities and determining fit with priorities.

100%

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.

Normal office work environment. Typically requires evening and/or weekend work. Requires a valid driver’s license and a good driving record or the ability to provide an acceptable alternate method of transportation. Occasional in/out-of-state travel occurs. Work must often be accomplished within demanding time-sensitive constraints. Work is FLSA-exempt and frequently exceeds a 40-hour work week.

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.

- Oregon Revised Statutes (ORSs); Oregon Administrative Rules (OARs); Applicable federal laws and regulations;
- ODE policies and procedures
- State Board’s Policies and Goals
- Department of Administrative Services (DAS) policies and rules

b. How are these guidelines used?
To properly manage teams within the Office of Education Innovation and Improvement and to provide both general and specific guidance for administration of the duties of the position; to provide the basis for development of programs and policies; to respond to technical and legal questions; and to guide the work of the Department staff and the State Board. As reference materials to answer questions from the education community, stakeholders and community members and to guide implementation of school reform legislation. These guidelines also serve to set boundaries and employee expectations and allow for the proper management.
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>
</thead>
<tbody>
<tr>
<td>Agency Staff</td>
<td>Phone/In Person</td>
<td>To provide/request assistance and/or information</td>
<td>Daily</td>
</tr>
<tr>
<td>Education Service Districts (ESDs)</td>
<td>Phone/In Person</td>
<td>To provide/request assistance and/or information</td>
<td>Daily</td>
</tr>
<tr>
<td>Local Education Agencies (districts and schools)</td>
<td>Phone/In Person</td>
<td>To provide/request assistance and/or information</td>
<td>Daily</td>
</tr>
<tr>
<td>Other state agencies</td>
<td>Phone/In Person</td>
<td>To provide and receive assistance and information</td>
<td>Daily</td>
</tr>
<tr>
<td>General Public</td>
<td>Phone/In Person</td>
<td>To provide assistance and/or information</td>
<td>Daily</td>
</tr>
<tr>
<td>State Board Members</td>
<td>Phone/In Person</td>
<td>To provide assistance and/or information</td>
<td>Monthly</td>
</tr>
<tr>
<td>Legislators</td>
<td>Phone/In Person</td>
<td>To provide assistance and/or information</td>
<td>By Request</td>
</tr>
<tr>
<td>Other states’ education agencies</td>
<td>Phone</td>
<td>To provide/request assistance and/or information</td>
<td>As needed</td>
</tr>
</tbody>
</table>

SECTION 7. POSITION RELATED DECISION MAKING

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

Decisions relating to policy, rules and process of the Measure 98 (High School Success) implementation and addressing Chronic Absenteeism (Every Day Matters). Additional expectations include collaboration across ODE offices, leadership and modeling of equity among ODE staff and with external partners, stakeholder engagement, navigating internal and external issues, challenges, and support/resourcing needs, and finding positive solutions. These decisions also have a direct impact on some of Oregon’s most vulnerable students who have been historically underserved. Every student is an asset to Oregon, the individual holding this position will make decisions that help systems recognize the assets our children and families bring to our schools and provide for culturally responsive systems.

Decisions regarding school district and charter school improvement: Affect agency ability to achieve strategic plan, may impact agency budget. May have long-term and immediate implications for agency and P-20 education system. May mitigate or create legal liability.

Supervision of personnel, employment decisions; work performance evaluations, project assignments: Affect ability of agency and team to achieve objectives.

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>Principal</td>
<td></td>
<td>Direct &amp; written</td>
<td>Annual</td>
<td>Reviews for overall results</td>
</tr>
<tr>
<td>Executive/Manager I</td>
<td></td>
<td>communication</td>
<td>performance evaluation</td>
<td></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? 13

How many employees are supervised through a subordinate supervisor? 0

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

☒ Plan work
☒ 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:

● Administrative leadership experience in an education setting, preferably a school district, public charter school, education service district or state education agency.
● Have a Master’s Degree or higher in education, administration, leadership or closely related field preferred.
● Experience with leading efforts to improve schools or school districts with a goal of increasing academic achievement for students, including reducing achievement and opportunity gaps between student groups.
● Experience developing consulting or support teams to effectively work with districts to advance family and community engagement, equity and culturally sustaining education, and/or continuous improvement efforts.
● Experience with policy development, implementation, and legislative protocols and processes.
● Experience in both conducting quantitative and qualitative research.
● Experience analyzing national and statewide research.
● Familiar with the research and data mechanisms employed at ODE and partner agencies.
● Experience with community engagement across cross sector and multiple community and stakeholder constituencies.
● Experience working with other state agencies such as the Teacher Standards and Practices Commission, the Higher Education Coordinating Commission and stakeholders such as the Confederation of Oregon School Administrators, Oregon School Board Association, Oregon Education Association, Oregon Education Service Districts, Stand for Children, Chalkboard project and business and industry to build capacity for school improvement.
● Requires strong written and oral communication skills including public speaking on an impromptu and scheduled basis.
● Must possess outstanding interpersonal and employee coaching skills.
● Ability to organize, prioritize and complete a variety of simultaneous tasks.
● Experience working with culturally and individually diverse groups, including sovereign nations.
● Skill in soliciting and valuing diverse viewpoints.
● Requires successfully passing a criminal record check, which may require a fingerprint-based records check, as a condition of employment.
● Knowledge of grant funding policies and procedures and applicable local, state, federal and university regulations.
● Ability to analyze budgetary line items for compliance with budget guidelines.
● Records maintenance skills.
● Knowledge of mathematics.
● Ability to make administrative/procedural decisions and judgments.
● Knowledge of federal, state and/or community funding sources and mechanisms.
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>

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

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Employee Signature  Date  Supervisor Signature  Date

Appointing Authority  Signature  Date