



State of Oregon Position Description

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

SECTION 1. POSITION INFORMATION

Job Profile Title:	Education Program Specialist 2	Job Profile ID:	2301
Business Title:	Regional Support Specialist (Unfilled)	Position ID:	000000045134
Employee Name:		Company ID:	58100
Representation:	OAS	Budget Auth No:	1231750
Location:	Salem ODE Public Service Building		
Supervisor:	Timothy Boyd (Education Programs Manager 3)		
Position:			
Time Type:	Full Time		
FLSA:	Exempt		
Exempt Reason:	Professional Employee Exemption		
Overtime Eligible:	No		
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.

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:

Collaborate with agency personnel in the leadership and implementation of federal and state education programs, including, but not

limited to the Elementary and Secondary Education Act / Every Student Succeeds Act (ESEA / ESSA), the Education Accountability Act, the Student Success Act, High School Success, Every Day Matters, Early Indicator and Intervention Systems (EIS), Career and Technical Education (CTE); Create and review project applications presented to and submitted by local education agencies (LEAs); Respond to questions from schools, districts and other institutions and partner organizations; Plan and implement professional development; Give technical assistance in project planning and development; Collect and analyze data; Monitor LEAs to ensure compliance with state and federal regulations; Assist in ensuring all educationally disadvantaged students have equal access to educational opportunities.

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.

50% - R E - Technical Assistance and Regional Support & Program Coordination/Implementation

- Conduct district and school-level “snapshot assessments” to determine coaching priorities.
- Offer direct coaching and technical assistance to districts, ESDs, and other education providers.
- Collaborate with ESDs, Tribal Attendance Initiatives, and Regional Capacity Builders to provide regionally-responsive, evidence-based professional development and support.
- Coordinate system capacity supports assisting districts in implementing equitable practices, improving instruction, and meeting program goals.
- Serve as the primary point of contact for assigned regions, acting as liaison between ODE, ESDs, school districts, and community partners.
- Coordinate implementation of Intensive Coaching Program activities across schools and districts, ensuring alignment with the Education Accountability Act and state/federal requirements.
- Approve and oversee district plans, grant applications, budgets, and amendments related to the program.
- Conduct monitoring visits (virtual and in-person) to assess implementation, compliance, and support needs.
- Track coaching activities and outcomes in partnership with program analysts and other internal teams.
- Lead and facilitate cross-agency work groups to identify and implement strategies for continuous school improvement.

20% - R E - Strategic Planning and Evaluation & Equity, Engagement, and Professional Learning

- Support statewide strategic planning efforts to improve teacher and leader effectiveness and drive comprehensive district and school improvement under ESSA and Oregon statute.
- Collaborate with internal and external partners to design networks and strategic supports that align resources and maximize impact.
- Coordinate the development of quality assurance and monitoring routines to evaluate program and district performance.
- Compile, analyze, and report on program data; identify trends, assess program impact, and inform resource allocation decisions.
- Advocate for and implement ODE’s equity and anti-racism goals within the program and across partnerships.
- Partner with internal teams to steward educational equity in all program efforts, supporting focal student groups (e.g., students experiencing disabilities, students of color, English learners).
- Design and lead professional learning for both internal staff and external partners, aligned with EII and agency strategic priorities.
- Participate in learning journeys, conferences, and collaborative planning efforts that elevate statewide capacity.

20% - R E - Curriculum, Instruction, and Assessment Integration & Policy, Compliance, and Legislative Alignment

- Lead or participate in groups to align instruction with state content standards and assessments.
- Analyze student data to inform instructional strategy and identify interventions that support continuous improvement.
- Assist districts in interpreting assessment results and integrating them into instructional and improvement planning.

- Promote and disseminate evidence-based instructional practices and culturally responsive strategies.
- Review and interpret federal and state regulations to ensure program compliance and continuous improvement.
- Assist in the development and implementation of Oregon Administrative Rules (OARs) and internal policies that guide program work.
- Draft and monitor contracts, interagency agreements, and grant requirements for efficiency, compliance, and impact.
- Evaluate legislative proposals and prepare policy recommendations or testimony related to coaching and school improvement initiatives.

5% - NC E - Support to EII Director

- Work in collaboration with the Director and other office staff on projects.
- Complete projects assigned by the Director.
- Participates as a member of committees and task forces as assigned.

5% - N NE - 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.

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 Revised Statutes (ORS)
- Oregon Administrative Rules (OAR)
- Applicable federal laws and regulations
- ODE policies and procedures
- State Board of Education’s policies and goals
- Department of Administrative Services (DAS) policies and rules

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, partners and community members and to guide the implementation of school reform legislation. These guidelines also serve to set boundaries and employee expectations and allow for 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?

Who	How	Purpose	How Often?
Agency Staff; Education Service Districts (ESDs); Local Education Agencies; Other State Agencies	In Person, by mail, email or telephone	Provide assistance and / or information; seek input and consultation.	Daily
Governor's Staff; Legislators; General Public	In Person, by mail, email or telephone	Provide assistance and / or information; seek input and consultation.	As Needed
Partner Agencies at the federal and state level, including Oregon's nine federally recognized Tribes	In Person, by mail, email or telephone	Provide assistance and / or information; seek input and consultation.	As Needed
State Board of Education	In Person, by mail, email or telephone	Provide assistance and / or information; seek input and consultation.	Monthly

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, the Legislature, 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

Job Profile	Position ID	How	How Often	Purpose of Review
Education Programs Manager 3	0000298	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 philosophical and financial limits of the 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:

- 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, system development, professional practices, and responsibilities for educators and administrators
- Knowledge of Oregon’s academic standards, career learning frameworks and assessment systems and essential elements of effective schools including, but not limited to multi-tiered systems of supports, comprehensive assessments systems, comprehensive professional development systems
- 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; knowledge of presentation software
- High levels of experience and skill in Microsoft and Google software programs; experience in applying web technology as a communication tool and in data collection

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.

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 alternative method 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
----------------	-----------------	-----------

SECTION 12. ORGANIZATIONAL CHART

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

SECTION 13. SIGNATURES

Employee

Date

Manager

Date

Appointing Authority

Date