



# State of Oregon Position Description

**Company:** Oregon Department of Education

**Organization:** Student Assessment - ODE

**Service Type:**

## SECTION 1. POSITION INFORMATION

<b>Job Profile Title:</b>	Education Program Specialist 2	<b>Job Profile ID:</b>	2301
<b>Business Title:</b>	Mathematics Assessment Specialist (Unfilled)	<b>Position ID:</b>	000000065128
<b>Employee Name:</b>		<b>Company ID:</b>	58100
<b>Representation:</b>	OAS	<b>Budget Auth No:</b>	690050
<b>Location:</b>	Salem   ODE   Public Service Building		
<b>Supervisor:</b>	Andrea Lockard (Education Programs Manager 3)		
<b>Position:</b>			
<b>Time Type:</b>	Full Time		
<b>FLSA:</b>	Exempt		
<b>Exempt Reason:</b>	Professional Employee Exemption		
<b>Overtime Eligible:</b>	No		
<b>Employee Type:</b>	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 Research, Assessment, Data, Accountability, and Reporting (RADAR), overseeing the Department's research plan and related data justice initiatives, as well as the federal assessment and accountability requirements present in the current iteration of the Elementary and Secondary Education Act. The office collects, validates, and reports data for educational research, policymaking, and operations. Ensuring security of confidential data and personally identifiable student information is a

function of the office. The office has a primary charge of supporting the analytical and data needs of other ODE offices, the legislature and the Governor's Office. The office also responds to data requests and supports the Quality Education Commission. The team is also responsible for ODE's assessment and accountability work, which includes the development, calculation and reporting of information related to the state's K-12 education assessment and accountability systems. The work of this office impacts local school districts, education service districts, professional associations, and other agencies involved in education programs in kindergarten through post-secondary education.

The purpose of this program is to carry out the mission and goals of the Board of Education and the Department. As stated in the mission, the Oregon Department of Education fosters equity and excellence for every learner through collaboration with educators, partners, and communities. This position supports the agency mission by responding to legislative and media inquiries; providing information and assistance to education partners, state and federal agencies, local school districts, and community, business and educational organizations. It assists as a liaison with community groups, and in public relations and public information regarding Department policies.

b. Describe the primary purpose of this position, and how it functions within this program.

The primary purpose of this position is to develop and support implementation of Oregon's statewide assessment system, which includes formative assessment practices, appropriate use of interim assessments to gauge student learning periodically through the year, and the statewide summative assessments required under the federal Elementary and Secondary Education Act (ESEA) and state law, with a particular focus on assessment in the area of Mathematics. This position coordinates research and development for statewide assessment in Mathematics. In addition, this position develops and implements assessment procedures, oversees secure assessment development and statewide implementation for Mathematics, and helps to maintain test security for assessments.

This position also provides technical assistance relating to assessment, within ODE, and work with districts, state, and national organizations to coordinate test administration of assessments, as well as interpretation and use of Mathematics assessment results, in consultation with the Director of Assessment and Student Reporting and ODE psychometricians. Additionally, this position is also responsible for building statewide, regional, and local capacity around assessment literacy by developing and providing technical assistance to local education agencies and educators in the area of leveraging culturally relevant and equitable assessment practices to improve instruction and evaluate program effectiveness in driving improved student outcomes and educational equity.

## 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.**

### **35% - R E - Building the Capacity of Programs and Schools to Improve Assessment Practices that Promote Educational Equity**

- Lead work groups that partner with local, state, and national programs, agencies, and organizations to develop school-wide and district-wide programs that increase the capacity to leverage assessment practices and tools in a culturally responsive way to improve instruction and evaluate program and school effectiveness by analyzing system health indicators, such as assessment data and progress markers.
- Lead development and implementation of professional learning activities to increase regional capacity for the implementation of balanced, coherent assessment practices.
- Build partnerships to leverage available resources, including federal funding, for expanding school-wide and district-wide capacity in mathematics to effectively utilize assessment practices and tools in a culturally responsive and equitable way.
- Lead the development of quality assurance models and coordinate strategic planning activities designed to improve educator and administrator assessment literacy.
- Develop guidance, tools, and other formal and informal resources on best practices in the area of assessment in response to LEA, community, and student strengths and needs. This includes developing resources that are culturally responsive and inclusive of all gender identities, sexual orientations, and racial and/or ethnic identities.

- Collaborate with ODE's internal offices to provide leadership for developing a system of resource alignment to assist districts in providing culturally relevant and responsive intervention, prevention, and student support which integrates use of culturally relevant and equity-driven assessment practices in relation to both special and general education services.
- Provide technical support and training to educators, administrators, and other LEA staff, in the area of Oregon's statewide assessment system, which includes formative assessment practices, interim tests, and summative tests.
- Coordinate or collaborate with staff across ODE and with external education and community partners to develop and sustain a professional learning community around assessment and data literacy for school and district administrators and Mathematics instructional leads, including through educational conferences, workshops, and seminars.
- Develop communications for updates to schools and districts (i.e. regularly distributed newsletters), urgent messages for District Test Coordinators, and best current knowledge of successful assessment practices for educators, students, parents, media, and public.
- Coordinate timely information dissemination with the Regional ESD Helpdesk Partners.

### **35% - R E - Developing and Maintaining Assessment Practices Aligned with State-Adopted Content Standards**

- Coordinate individual or group efforts to research, develop, implement, and assess strategies to drive improved student outcomes and promote educational equity.
- Partner with content area specialists, directors, and other leadership within ODE and with external education experts and community partners at the local, state, and national level to improve assessment practices in the area of Mathematics; this includes coordinating with applicable assessment consortia or collaboratives, and representing ODE on related committees as assigned by the Director of Assessment.
- Collaborate with other state agencies and multidisciplinary partners to ensure that current research, evidence, community experiences, and student voice informs ODE policies, programs, and recommendations in the area of assessment.
- Collaborate with staff from OTLA and other staff across ODE to lead and participate in work group or task force efforts to develop new and/or modify existing Mathematics content and learning standards. Lead groups that integrate content standards with educational programs and instructional delivery that appropriately incorporate culturally relevant and equitable assessment practices.
- Address questions and requests for information in the area of assessment, including relevant laws, rules, and instructional standards pertaining to Mathematics.
- Analyze reports, complex policies, and proposed programs (internal and external) pertaining to assessment practices and assist in agency response.
- Design and maintain up-to-date and accessible resources, interpretive materials, and other information for the public on the ODE Assessment webpage, including test specifications, blueprints, and sample items pertaining to Mathematics; also, assist in the development of technical reports.
- Facilitate content and assessment panels, and other work and advisory groups to develop, field test, and evaluate academic achievement assessments that measure student progress and survey tools that help define student experiences and needs; this includes designing and facilitating panels for item development and review of items for the operational and practice state assessment general population, as well as students with special education needs.
- Design and/or review field test rotations of items for operational and practice online administration.
- Integrate assessments with Oregon's adopted content standards in the area of Mathematics.
- Ensure that test items are developed consistent with Universal Design principles, do not contain identified biases, and reflect student identities across the full spectrum of Oregon's student populations.
- Oversee and maintain ODE's secure storage and archival procedures for all Mathematics secure test items and stimuli.
- Coordinate and/or review stimuli selection and obtaining copyright permissions where necessary.

- Coordinate implementation of local performance assessments in the content area of mathematics; this includes curating anchor papers and/or exemplars at various levels of performance to help calibrate statewide expectations at each of the grades for scoring work samples, providing resources for local performance assessments as an opportunity to learn and for demonstration of proficiency of essential skills, and leading state-level professional development for reading and writing scoring and local performance assessments.
- Oversee and support temporary employees who assist with Oregon's Mathematics assessment work.
- Support the Director of Assessment & Student Reporting and ODE psychometricians to design studies to measure the reliability and validity of assessments. Analyze student assessments to inform interventions and changes in curriculum or instructional methods in partnership with the Math Content Education Specialist in OTLA.
- Prepare resources that guide educators in the measurement of student achievement and evaluation of educational programs. Assist districts in interpreting results of and using assessment results.

#### **25% - R E - Program Coordination**

- Work with colleagues in OTLA and others to design mathematics assessment programs that address emerging issues pertaining to culturally responsive and equitable assessment practices used to drive high quality instruction and improved student outcomes.
- Analyze and evaluate data, policies, and legislative proposals pertaining to assessment, identify the potential impact, and recommend a course of action.
- Develop budget and fiscal impact statements to support the program strategies of Oregon's statewide assessment system.
- Resolve statewide program and policy issues impacting Oregon's statewide assessment system by applying expertise in the area of Mathematics assessment and develop strategies and problem solving models to address issues in a manner that promotes educational equity and antiracism.
- Collaboratively plan on-site visits with ODE teams; lead a team to evaluate and review schools for compliance with regulations, policies, and statutes; and advise schools on methods to gain compliance with State and Federal requirements pertaining to student assessment.
- As a contract administrator, working with procurement to establish contracts and monitor contracted services pertaining to Oregon's statewide assessment system for effectiveness, efficiency, and compliance with State and Federal policies and procedures.
- Analyze proposed legislation pertaining to assessment for potential problems or advantages, and ensure that documentation is in place to support conclusions. Prepare testimony for administrative use before legislative committees. Lead actions to implement new legislation by incorporating legislative mandates into program standards. Develop Oregon Administrative Rules and internal policies and procedures.
- Present before the Oregon State Board of Education on program and policy changes impacting Oregon's statewide assessment system, as requested by the Director of Assessment & Student Reporting.

#### **5% - N E - 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 RADAR 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 RADAR 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.

Regular and consistent attendance is an essential function of all positions in the office. Frequent contact by telephone, e-mail, in writing or in person with agency personnel and others. The position may require some weekend and evening hours and overnight travel.

## **SECTION 5. GUIDELINES**

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

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 state and federal laws and policies pertaining to student assessments. Following Universal Design for Assessment guidelines and adherence to the AERA/APA/NCME standards for large scale test development is also expected for state summative assessments. Awareness of federal peer review requirements for state assessment systems is critical to the work.

#### **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/Guardians and Families	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 and administration	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 be familiar with education research pertaining to culturally relevant and equitable assessment practices and be able to interpret and use research findings in development of programs. Must be able to facilitate complex situations. Skilled at working within a team-based decision making structure that includes a strong equity lens, including advising the Director of Assessment & Student Reporting on budget and policy decisions.

## SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Director	0000261	In Person, by mail, email or telephone	Regularly	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.
Director (Cont'd)	0000261	In Person, by mail, email or telephone	Regularly	To evaluate employee's job performance over the past 12 months: Identify strengths and weaknesses, provide necessary feedback job, re-define job duties as needed, 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:

- Knowledge of: local, state, and federal programs related to student assessment; ambitious teaching and equitable assessment practices.
- Experience with: assessment design, including Universal Design for Learning; mathematics content standards and instructional strategies, with a focus on assessment practices; providing advice or technical assistance to school districts, tribes, community groups or public; applying web technology as a communication tool; working with culturally and individually diverse groups.
- 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.
- Ability to: facilitate group dialogues, and solicit and value diverse viewpoints; demonstrate tact and to be assertive when faced with noncompliance issues; establish effective relationships with a variety of education and community partners; demonstrate a leadership role as part of a collaborative team effort; multitask and work in a fast paced environment; multitask and work in a fast paced environment; take broad concepts and convert them to guidance and direction; collaboratively work across the agency, state government, with school districts, public charter schools and private schools.
- Skill and fluency working in a team-oriented environment requiring participative decision making and cooperative interactions among staff and management.
- Working knowledge of presentation and meeting software.
- Strong comprehensive writing and speaking skills.
- Evidence of strong verbal and written communication, facilitation, and collaboration skills.
- Demonstrated ability for project management focused on systems level organizational change.

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.

## 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

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Employee

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Date

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Manager

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Date

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Appointing Authority

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Date