



**STATE OF OREGON
POSITION DESCRIPTION**

Position Revised Date:
11/30/21

This position is:

Agency: Education

Facility: Public Service Building

☐ New

☒ Revised

- ☒ Classified
☐ Unclassified
☐ Executive Service
☐ Mgmt Svc – Supervisory
☐ Mgmt Svc – Managerial
☐ Mgmt Svc - Confidential

SECTION 1. POSITION INFORMATION

a. Classification Title:	Administrative Specialist 1	b. Classification No:	C0107
c. Effective Date:	3/1/2023	d. Position No:	
e. Working Title:	Assessment Administrative Specialist	f. Agency No:	58100
g. Section Title:	Assessment Team (OTLA)	h. Budget Auth No:	782080
i. Employee Name:		j. Repr. Code:	OAS
k. Work Location (City – County):	Salem -- Marion		
l. Supervisor Name (Optional):	Dan Farley		
m. Position:	<input type="checkbox"/> Permanent <input type="checkbox"/> Seasonal <input checked="" type="checkbox"/> Limited Duration <input type="checkbox"/> Academic Year <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> PartTime <input type="checkbox"/> Inter mittent <input type="checkbox"/> Job Share		
n. FLSA:	<input type="checkbox"/> Exempt <input checked="" type="checkbox"/> Non-Exempt	If Exempt:	<input type="checkbox"/> Executive <input type="checkbox"/> Professional <input type="checkbox"/> Administrative
		o. Eligible for Overtime:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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. As public servants, staff within ODE embody the following values of state service:

- **Accountability:** Own and take responsibility for quality of outcomes for Oregonians.

- **Equity:** Create and foster an environment where everyone has access and opportunity to thrive.
- **Excellence:** Collaboratively manage the resources we are entrusted with to achieve the best possible outcomes for Oregonians.
- **Integrity:** Be honest and transparent regardless of the situation.

ODE provides statewide leadership for all elementary and secondary students in Oregon's public school districts and education service districts. ODE's responsibility also extends to public preschool and early childhood programs, the Oregon School for the Deaf, regional programs for children with disabilities, education programs in Oregon youth correctional facilities, and non-public schools. We are responsible for childcare licensing and supporting statewide childcare professional development and quality improvement efforts. Additionally, the agency houses the Early Learning Division and the Youth Development Division.

The Office of Teaching, Learning & Assessment contributes to ODE's mission of fostering equity and excellence for every learner through collaborations with educators, partners, and communities by providing support in overall school improvement efforts to Oregon's school districts. The work of OTLA includes helping districts meet the standards for Oregon elementary and secondary schools, connect K-12 learning to post-secondary opportunities, meet the requirements of Perkins V, support CTE and STEM state-wide initiatives, lead for Digital Learning, oversee Federal Programs under ESEA, develop and deliver the state's assessments of student learning, and support districts with implementation of Ready Schools Safe Learners and Comprehensive Distance Learning.

The major activities of the office include: leading for instructional improvement, implementation of Perkins V requirements, CTE/STEM program implementation, development and implementation of content standards in academic content areas and career and technical education, improving district systems, instructional materials adoption, proficiency-based teaching and learning, alternative education, talented and gifted education, advanced placement, administration and oversight of Federal Programs under ESEA, and state assessments. The work of this office impacts local school districts, education service districts, professional associations, other agencies involved in education programs in kindergarten through post-secondary education, and private schools. Staff members work with a variety of schools and districts on educational program planning, curriculum development, professional development for teachers and administrators and compliance with federal and state laws/regulations in order to center equity and excellence for every Oregon student.

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:

This position performs and coordinates administrative tasks in support of the Oregon Statewide Assessment System. The position, in general, coordinates the following activities:

- Coordinate office meetings and events related to ongoing assessment team communications and planning and stakeholder engagement and advisory committees with production staff.
- Serve as the official timekeeper for the assessment team and help ensure that staff timesheets match all communications around leave requests and regularly-scheduled work hours prior to monthly review by the Director of Assessment.
- Support the Director of Assessment by documenting all position descriptions and performance evaluations for the assessment team, ensuring that all necessary forms are appropriately routed to Human Resources for processing.
- Support cross-office collaborative efforts, particularly with the Accountability Team.

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.

% of Time	N/R/NC	E/NE	DUTIES
-----------	--------	------	--------

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

60%	N	E	Project Coordination <ul style="list-style-type: none"> • Develop and maintain procedures, systems, and forms necessary to complete the work of the Assessment Team and ensure efficient flow of information, workflow, and delivery of services. • Coordinate the efficient flow of documents (e.g., agency policies and procedures, budget proposals, management studies) and/or requests requiring action through an established process using tools such as Smartsheet, Google suite, and Microsoft Teams to ensure that deadlines are met. • Plan, prepare, and organize presentation materials for meetings and professional learning activities for agency staff, education and community partners, or the public to provide information and explain new laws, processes or procedures pertaining to the Assessment Team; • Coordinate the development and routine updating of technical manuals, directives and procedures pertaining to the Assessment Team by editing, proofing, preparing for web accessibility, arranging for printing and distribution, and preparing extensive indexes as needed. • Write instructional manuals describing procedures and requirements pertaining to the Assessment Team for use by agency staff, other agencies, local education agencies, and members of the public. • Review, revise, and edit drafts of Administrative Rules for appropriate readability levels, consistency of content and definitions within existing rules, and compliance with standards of Secretary of State; train and coordinate agency staff work in preparation, processing, and distribution of Administrative Rules.
35%	N	E	Administrative Support <ul style="list-style-type: none"> • Explain laws, rules and regulations, and procedures pertaining to Oregon's state assessments to agency staff; other local, state, and federal agencies; and members of the public. • Collaborate with Assessment Team members to develop and publish newsletters and other communications on a regular basis. • Support the web content administrator for the Assessment Team, including ensuring web accessibility for all published materials. • Review documents and applications submitted in request of agency benefits and/or services (e.g., assessment contracts, grants, credits, reimbursements, invoices, claims for payments); determine if applicant meets or continues to meet criteria for and approves or denies benefits and/or services; investigate circumstances; respond to questions; and resolve discrepancies regarding approval or denial of benefits or services. • Track legislative bills by reading proposed legislation and maintaining calendars for hearings and/or work sessions impacting members of the Assessment Team;

			<ul style="list-style-type: none"> • Research, collect data, and prepare reports outlining the impacts of legislation or changes in procedures on the Assessment Team and related funding and update the status of each bill. • Compile statistical information related to the Assessment Team measuring performance and outcomes to be used by others to make decisions related to the Assessment Team; develop detailed reports on a monthly, quarterly, semiannual, or annual basis to meet the needs of the Director of Assessment. • Coordinate in-person interpreter and written translation services following ODE's procedures. • Schedule, plan for, and help facilitate community engagement sessions and coordinate internal and external meeting schedules for Assessment Team members. • Gather feedback from engagement sessions and prepare a synthesis of feedback to share with members of the Assessment Team • Process travel requests for internal and external participants, as needed. • Support the Director of Assessment with relevant administrative tasks when the team is short-staffed. • Process crisis alert notices that are received from the test vendor, including communication with District Test Coordinators and the respective principals as well as documenting ODE receipt of alerts and responses to alerts in a database.
5%	N	NE	Other as Assigned Other work as assigned in the agency
At all times	N	E	Commitment to Equity <ul style="list-style-type: none"> • In addition to the cultivation of equitable practices across all aspects of position description: • Recognize and interrupt policies and practices that contribute to systematic oppression. • Participate and engage in efforts to further OTLA and ODE wide efforts to develop and implement equity goals • Have knowledge of and apply tools, such as the Equity Lens and Strategic Plan, to all work to ensure that the shared vision and mission of OTLA and ODE is clearly articulated in all work produced. 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 OTLA and ODE is clearly articulated in all work produced. Demonstrate professionalism <ul style="list-style-type: none"> • 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.

General office environment with much use of computer and various software products. Weekly, monthly, and annually occurring deadlines, as well as emerging priorities. Pressure of frequent deadlines and rush jobs. Routine interruptions from telephones and persons seeking information which requires the handling of several projects or tasks simultaneously while developing quality projects for each timeline. Occasional evening/Saturday meetings and overnight travel. Statewide travel is a regular part of this job, sometimes involving weekend work and/or overnight stays to attend meetings. Must have a valid driver's license and good driving record, or be able to provide an acceptable alternate mode of transportation.

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's State Assessment System and technical manuals; federal laws; Oregon Revised Statutes, Oregon Administrative Rules; Oregon Department of Education's Numbered Memos; grant management, budget, and procurement procedures.

b. How are these guidelines used?

To provide information on and carry out program laws, rules, and guidelines to ensure program compliance and effectiveness. To aid in establishing priorities and allocating resources.

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 Contacted	How	Purpose	How Often?
Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".			
Department staff, school district administrators and teachers, regional education service district personnel, professional organizations, community partners	Email, video call/conference, list serves, telephone, letters, groups and individual meetings.	Receive and provide information; provide technical assistance	Daily and as requested.
Other local, state, and federal agencies	Email, video call/conference, telephone, meetings.	Collaboration, communication, coordination.	Ongoing
Vendors	Email, video call/conference, telephone, meetings.	Monitor progress, communication.	Ongoing
Counterparts in other states	Email, video call/conference, telephone, meetings.	Collaboration, communication, coordination.	Monthly
Members of the public	Email, telephone	Provide information	Ongoing

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 works with a high degree of independence and applies knowledge of federal laws, Oregon Revised Statutes, and agency policies and procedures to decision-making; explaining agency services; reviewing, approving or denying requests for services; and the development of procedures, systems, and reports.

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

Classification Title	Position Number	How	How Often	Purpose of Review
----------------------	-----------------	-----	-----------	-------------------

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

Principal Exec/Mgr F	261	One on one meetings, e-mail	As needed	Review work plan, prioritize, progress of projects; conduct performance evaluations and supervise timesheets.
----------------------	-----	-----------------------------	-----------	---

SECTION 9. OVERSIGHT FUNCTIONS

THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY

a.	How many employees are directly supervised by this position?	0
	How many employees are supervised through a subordinate supervisor?	0
b.	Which of the following activities does this position do?	
	<input type="checkbox"/> Plan work	<input type="checkbox"/> Coordinates schedules
	<input type="checkbox"/> Assigns work	<input type="checkbox"/> Hires and discharges
	<input type="checkbox"/> Approves work	<input type="checkbox"/> Recommends hiring
	<input type="checkbox"/> Responds to grievances	<input type="checkbox"/> Gives input for performance evaluations
	<input type="checkbox"/> Disciplines and rewards	<input type="checkbox"/> 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:

- 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.
- Basic knowledge of the principles of work organization and simplification.

- Knowledge of local, state, and federal programs.
- Fluency with office hardware (PC and Mac) and software and applications (e.g., Microsoft Office products, Smartsheet, Adobe), and virtual meeting apps (e.g., Zoom, Microsoft Teams, GoTo Meeting).
- Skill and fluency working in a team-oriented environment requiring participative decision making and cooperative interactions among staff and management.
- Strong comprehensive writing skills
- Strong organizational skills and 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.
- Excellent project management skills with significant attention to detail.
- Experience in oral presentations and presentation software.
- Experience in applying web technology as a communication tool.
- Experience with Google Applications and other virtual collaboration platforms.
- Experience providing advice or technical assistance to school districts, tribes, community groups or public.
- Experience with grant development and management.
- Experience working with culturally and individually diverse groups.
- Ability to solicit and value diverse viewpoints.
- Ability to establish effective relationships with a variety of stakeholders and community groups
- Ability to maintain composure during stressful situations and offer grace to those in similar situations.
- Ability to demonstrate a leadership role as part of a collaborative team effort
- Ability to coordinate complex projects with ever-changing structures and timelines. Strong conceptual reasoning ability and ability to apply abstract thinking to concrete models in order to develop systems that can be applied to the work of State and local agencies.
- 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
- Preference may be given to bilingual/bicultural candidates.

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

Operating Area	Biennial Amount (\$00000.00)	Fund Type
----------------	------------------------------	-----------

Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

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

	Employee Signature		Date		Supervisor Signature		Date
	Appointing Authority Signature		Date				