|  | | | | **STATE OF OREGON**  **POSITION DESCRIPTION** | | | | | | | | **Position Revised Date:**  **1/7/22**  **This position is:** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Agency:** Department of 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: | | | | | Educational Program Specialist 2 | | | | | **b.** Classification No: | | | 2301 | | |
| **c.** Effective Date: | | | | | 11/30/21 | | | | | **d.** Position No: | | | \_\_\_\_\_ | | |
| **e.** Working Title: | | | | | Multilingual Education Specialist | | | | | **f.** Agency No: | | | 58100 | | |
| **g.** Section Title: | | | | | Multilingual and Migrant Education Team (OTLA) | | | | | **h.** Budget Auth No: | | | \_\_\_\_\_ | | |
| **i.**  Employee Name: | | | | | \_\_\_\_\_ | | | | | **j.** Repr. Code: | | | OAS | | |
| **k.** Work Location (City – County): | | | | | | | Salem, Marion | | | | | | | | |
| **l.** Supervisor Name (Optional): | | | | | | | \_\_\_\_\_ | | | | | | | | |
| **m.** Position: | | | ☐ Permanent ☐ Seasonal ☒ Limited Duration ☐ Academic Year  ☒ Full-Time ☐ Part-Time ☐ Intermittent ☐ Job Share | | | | | | | | | | | | |
| **n.** FLSA: | | ☒ Exempt  ☐ Non-Exempt | | | | If Exempt: | | ☐ Executive  ☒ Professional  ☐ Administrative | | | **o.** Eligible for Overtime: | | | | ☐ Yes  ☒ 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, supporting schools and districts with implementation of RSSL and CDL, 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**

The federal American Rescue Plan Elementary and Secondary Emergency Relief Fund (ESSER III) provides funding to State Education Agencies (SEAs) in response to the COVID-19 pandemic. As Oregon’s SEA, ODE is charged with investing over $100 million through direct program services and staffing. ODE created this position as part of its staffing to implement ODE’s ESSER III investments. The primary purpose of this position is to lead the development of a statewide plan and program for multilingual education, including the expansion of dual language programs statewide. A core function of this position will be to ensure the agency is calibrated in an understanding of evidence-based, culturally and linguistically responsive approaches to serving multilingual students and families.This position is also responsible for coordinating administration of the Oregon State Seal of Biliteracy program.

| **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** |

| 45% | R | E | Building the Capacity of Programs and Schools to Implement and Expand Multilingual Education Programs that Promote Educational EquityLead the development of a statewide plan and program for multilingual education, including dual language programsMake recommendations on the allocation and use of federal and state funding to support state and district strategies  * Support the implementation of multilingual pathways for K-12, including developing frameworks, policies, administrative rules, and guidance  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 improve multilingual education programs and instruction and evaluate program effectivenessBuild partnerships to leverage available resources, including federal funding, for expanding school-wide and district-wide capacity to improve multilingual education programs and instructionDevelop guidance, tools, and other formal and informal resources on best instructional practices in the area of multilingual education in response to LEA, community, and student needs. This includes developing resources that are culturally responsive and inclusive of all gender identities, sexual orientations, and racial and/or ethnic identitiesCollaborate with ODE’s internal offices to ensure ODE is calibrated in its understanding of evidence-based, culturally and linguistically responsive approaches to serving multilingual learners and 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 special and general education services including but not limited to multilingual educationProvide technical support and training to educators, administrators, and other LEA staff, in the area of multilingual educationCoordinate or collaborate with staff across ODE and with external education partners to support the development and sustainment of a professional learning community for educators providing instruction through a multilingual education program, including through educational conferences, workshops, and seminarsDevelop guidance, tools, and resources to expand schools’ capacity to use multilingual education programs to leverage students’ strengths and meet their instructional needs, including those arising from the COVID-19 pandemic and resulting unfinished learning |
| --- | --- | --- | --- |
| 30% | R | E | Developing and Maintaining English Learner Program Standards and Supportive Assessment Practices  * Develop and coordinate implementation of policies and practices to build ODE’s capacity to:   + review and evaluate high-quality instructional materials for language arts and English Language Proficiency   + ensure that standards adoption, processes, and implementation efforts accommodate English learner students.   + provide guidance and technical assistance for districts on how to enhance opportunities to increase English learner graduation outcomes * Coordinate individual or group efforts to research, develop, implement, and assess instructional strategies for effective and culturally and linguistically responsive education for language learners * Partner with content area specialists, directors and other leadership within ODE and with external education experts at the local, state, and national level to improve curriculum and instructional practices utilized in English language development programs * 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 English learner and multilingual education * Lead and participate in work group or task force efforts to develop new and modify existing English language development standards and instructional strategies. Lead groups that integrate content standards with multilingual education programs and instructional delivery * Address questions and requests for information in the area of multilingual education, including relevant laws, rules, and instructional standards * Analyze reports, complex policies, and proposed programs (internal and external) pertaining to English learner and multilingual education and assist in agency response |
| 20% | R | E | **Program Coordination**   * Design a statewide structure of technical assistance and support for multilingual education programs * Analyze and evaluate data, policies, and proposals pertaining to multilingual education, identify the potential impact, and make recommendations to the Director of Multilingual and Migrant Education * Develop budget and fiscal impact statements to support multilingual education program strategies * Resolve statewide program and policy issues by applying expertise in the area of multilingual education and develop strategies and problem solving models to address issues in a manner that promotes educational equity and antiracism * Plan on-site visits and advise schools on methods to gain compliance with relevant State and Federal requirements * Write contracts and monitor contracted services pertaining to ODE’s statewide support for multilingual education programs for effectiveness, efficiency, and compliance with State and Federal policies and procedures * Analyze proposed legislation pertaining to multilingual education 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 * Lead and manage the updating of the Oregon State Seal of Biliteracy program l, including technical assistance and guidance efforts to support districts and schools through implementation |
| 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 OTLA 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 OTLA 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** |
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**Describe any on-going working conditions. Include any physical, sensory, and environmental demands. State the frequency of exposure to these conditions**.

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** |
| --- |

**a. List any established guidelines used in this 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 Every Student Succeeds Act, the Student Success Act, HB3499.

**b. 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 Contacted** | **How** | **Purpose** | **How Often?** |

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

| School Administrators | Telephone, email, videoconferences, web pages, letters, meetings | Technical assistance, training, and information sharing | Daily |
| --- | --- | --- | --- |
| Teachers and specialists | Telephone, email, videoconferences, web pages, letters, meetings | Technical assistance, training, and information sharing | Daily |
| Parents | Telephone, email, videoconferences, web pages, letters, meetings | Technical assistance, training, and information sharing | Daily |
| State agencies and administration | Telephone, email, videoconferences, web pages, letters, meetings | Technical assistance, training, and information sharing | Weekly |
| Professional groups | Telephone, email, videoconferences, web pages, letters, meetings | Technical assistance, training, and information sharing | Monthly |

| **SECTION 7. POSITION RELATED DECISION MAKING** |
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**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 multilingual education research, including language immersion, 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.

| **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 curser at end of a row (outside table) and hit “Enter”.*

| PEM F | \_\_\_\_ | Reviews work informally and formally | Periodically | 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. |
| --- | --- | --- | --- | --- |
| PEM F | \_\_\_\_ | Performance Appraisal | Quarterly | To evaluate employees job performance: Identify strengths and weaknesses, provide necessary feedback job, re-define job duties as needed, establish goals and review work plan |
|  |  |  |  |  |

| **SECTION 9. OVERSIGHT FUNCTIONS THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY** | | | |
| --- | --- | --- | --- |
| **a.** | How many employees are directly supervised by this position? | None |  | |
|  | How many employees are supervised through a subordinate supervisor? | None |  | |
| **b.** | Which of the following activities does this position do? | | |
|  | ☐ Plan work ☒ Coordinates schedules  ☐ Assigns work ☐ Hires and discharges  ☐ Approves work ☐ Recommends hiring  ☐ Responds to grievances ☐ Gives input for performance evaluations  ☐ Disciplines and rewards ☐ 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:

REQUESTED SKILLS

* Expertise in multilingual education, dual language programs, and English language development
* Demonstrated fluency and strong positive, professional, and comprehensive writing and speaking skills in English and Spanish
* Knowledge of best practices and local, state, and federal programs related to multilingual education
* Ability to collaboratively work across the agency, state government, with school districts, public charter schools and private schools
* Experience providing advice or technical assistance to school districts, Tribes, community groups or public.
* 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.
* Experience working with culturally and individually diverse groups.
* Ability to facilitate group dialogues and solicit and value diverse viewpoints.
* Ability to demonstrate tact and to be assertive when faced with noncompliance issues
* Ability to establish effective relationships with a variety of education and community partners
* Ability to demonstrate a leadership role as part of a collaborative team effort
* Skill and fluency working in a team-oriented environment requiring participative decision making and cooperative interactions among staff and management.
* Ability to multitask and work in a fast-paced environment
* Ability to take broad concepts and convert them to guidance and direction
* Working knowledge of presentation and meeting software
* Experience in applying web technology as a communication tool
* Evidence of strong verbal and written communication, facilitation, and collaboration skills
* Demonstrated ability for project management focused on systems level organizational change.

| 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 curser at end of a row (outside table) and hit “Enter”.*

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| --- | --- | --- |
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| **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 |  | | | | |