



State of Oregon Position Description

Company: Oregon Department of Education
Organization: Well-Rounded, Integrative & Digital Learning - ODE
Service Type:

SECTION 1. POSITION INFORMATION

Job Profile Title:	Education Program Specialist 2	Job Profile ID:	2301
Business Title:	Science, Math, And Integrated Stem Education Specialist (Unfilled)	Position ID:	000000033911
Employee Name:		Company ID:	58100
Representation:	OAS	Budget Auth No:	1216570
Location:	Salem ODE Public Service Building		
Supervisor:	Adrienne Pierce (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.

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, including both implementation and monitoring of educational program standards such as the Division 22 Standards, and developing and supporting local implementation of instructional standards and materials; supporting well-rounded learning strategies, including implementation of statewide literacy, digital learning, and STEM (Science, Technology, Engineering & Math) initiatives, and expanded learning opportunities.

The major activities of the office include: leading for instructional improvement and literacy outcomes, development and implementation of content standards in academic content areas, adoption of instructional materials, improving district systems, proficiency-based teaching and learning, talented and gifted education, advanced placement, and expanded learning. 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 purpose of this position is to lead research, development and implementation of statewide academic content standards and high quality instructional materials (HQIM) in science. This position provides technical assistance and professional learning (this includes curriculum-based professional learning) to local education agencies and educators to support the consistent use of equitable and rigorous instructional practices aligned with HQIM. The position also provides collaboration between science, math, and integrated STEM education leaders within ESDs, districts, state, national organizations, and with community partners to identify and elevate best practices around culturally sustaining instruction that drive instructional improvement and equitable student outcomes within Oregon's education system.

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.

40% - R - E - Building the Capacity of Programs and Schools to Improve Science, Math, and Integrated STEM Education 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 improve instruction in the area of science and evaluate program and school effectiveness by analyzing system health indicators, such as assessment data and progress markers.
- Build partnerships to leverage available resources, including federal funding, for expanding school-wide and district-wide capacity to improve instruction in the area of science, mathematics, and STEM education.
- Lead the development of quality assurance models and coordinate strategic planning activities designed to improve education services in the area of science based on district effectiveness findings and state priorities.
- Develop guidance, tools, and other formal and informal resources on best instructional practices in the area of science in response to LEA, community, and student needs, as well as the intersection of science and STEM transdisciplinary learning. 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, including OEDI, OTLA, and OESO 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 special and general education services including but not limited to science.
- Lead the development and implementation of a statewide plan and program for science and make recommendations on the allocation of funding toward addressing funding provided for priority science strategies.
- Contribute to statewide planning, design of resources and implementation efforts related to mathematics and STEM education.
- Provide technical support and training to educators, administrators, and other LEA staff on implementation requirements pertaining to the area of science academic content standards and HQIM.
- Provide technical support and training to educators, administrators, other LEA staff and educational partners (i.e. STEM Hub staff) on best science instructional practices, including as it relates to science digital tools (i.e. digital HQIM platforms, digital supplemental materials and/or Artificial Intelligence tools).

- Coordinate or collaborate with staff across ODE and with external education partners to provide regional and statewide professional learning opportunities that build educators' capacity in culturally responsive instructional best practices and implementation of High Quality Instructional Materials (HQIM) support the development and sustainment of a professional learning community for Science instructional leads, including through educational conferences, workshops, and seminars; this includes curriculum-based professional learning (and support math & integrated learning communities when possible).

40% - R - E - Developing and Maintaining Science Curriculum Academic Content Standards and Assessment Practices for Science, as well as High Quality Instructional Materials for Science, Math, and Integrated STEM Education

- Coordinate individual or group efforts to research, develop, implement, and assess instructional strategies in science and integrated learning, including interdisciplinary approaches that strengthen student engagement, achievement and workforce readiness.
- 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 instruction in the area of science and integrated instruction.
- Partner with the assessment team to support assessment literacy and best assessment practices in science.
- 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 science, math, and integrated STEM education.
- Lead and participate in work groups or task force efforts to develop and revise new and modify existing science curriculum and learning academic content standards. Lead groups that integrate content standards with educational programs and instructional delivery.
- Recruit, lead and facilitate an Instructional Materials Criteria Committee to develop criteria for HQIM that reflects best practices and align with the state-adopted academic content standards for science and integrated learning.
- Recruit, lead and facilitate an Instructional Materials Evaluation Panel, in coordination with the Instructional Materials Coordinator, to review publisher submissions applications and other information to decide if publishers are eligible for evaluations under Oregon's Instructional Materials requirements, evaluate instructional materials using the HQIM criteria, and formulate recommendations for adoption by the State Board of Education.
- Prepare and present recommended academic content standards and HQIM to the State Board of Education for adoption.
- Address questions and requests for information in the area of science, including relevant laws, rules, and instructional standards.
- Analyze reports, complex policies, and proposed programs (internal and external) pertaining to science, integrated learning and climate change, and assist in agency response.

15% - R - E - Program Coordination

- Design education programs that address emerging issues pertaining to science and support the design of education programs that address emerging issues pertaining to math, integrated STEM learning, CTE and workforce development initiatives.
- Support the implementation of ODE's strategic plan. This also includes tracking most recent research and best practice around HQIM implementation and incorporating and contributing to HQIM communication with internal and external partners.
- Analyze and evaluate data, policies, and proposals pertaining to science, identify the potential impact, and recommend a course of action.
- Analyze and evaluate best science instructional practices as it relates to digital tools (i.e. digital HQIM platforms, digital supplemental materials and/or Artificial Intelligence tools).
- Develop budget and fiscal impact statements to support Science program strategies.
- Resolve statewide program and policy issues by applying expertise in the area of science & STEM education, and develop strategies and problem solving models to address issues in a manner that promotes educational equity and antiracism.
- Review, coordinate, and monitor the work of school districts' compliance with Division 22 standards pertaining to Instructional Materials to make certain they comply with program guidelines.
- Plan on-site visits; 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 science and integrated STEM learning.
- Write contracts and monitor contracted services pertaining to science for effectiveness, efficiency, and compliance with State and Federal policies and procedures.
- Analyze proposed legislation pertaining to science 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.
- Support STEM Education Plan implementation in coordinated efforts with other ODE content specialists, HECC/other SEAs, LEAs and educational partners.

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.
- Develop strategies and apply problem solving models to address issues in a manner that promotes educational equity and antiracism.

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 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.

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.

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 national best practices and guidelines specific to the development and support of appropriate instructional practices in the area of science.

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, School Administrators, Teachers and specialists	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
State agencies and administration	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Weekly

SECTION 7. POSITION RELATED DECISION MAKING

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

This position determines and recommends agency policy, develops processes, procedures, action plans, and strategy for programs and services of statewide impact, specifically for Oregon's 197 school districts. This position determines the implications of federal and state legislation; determines the best course of action to recommend to senior leadership; and identifies and effectively recommends means and methods to carry out agency and state policies, programs and services. This position makes decisions regarding school districts' compliance with science, including but not limited to programmatic, data, fiscal requirements and eligibility to receive funding and determining the best use of funds to support youth in the foster care system. Through independent interpretation of federal and state regulation determines student eligibility criteria for public school enrollment and supplemental education services or assistance from federal programs. Discretionally determines and effectively recommends changes or discontinuance of State programs and services.

SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Education Programs Manager 3	2313105	In Person, by mail, email or telephone	As Needed	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
EPM 3	2313105	In Person, by mail, email or telephone	Quarterly	To evaluate employees 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:

Ability to: collaboratively work across the agency, state government, with school districts, public charter schools and private schools; facilitate group dialogues and solicit and value diverse viewpoints; demonstrate tact and to be assertive when faced with noncompliance issues; establish effective relationships with culturally diverse partners and community groups representing a variety of perspectives and lived experiences; demonstrate a leadership role as part of a collaborative team effort; multitask and work in a fast paced environment; take broad concepts and convert them to guidance and direction. 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.

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.

This position requires a driver license and an acceptable driving record or an alternative means 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
----------------------	------