



State of Oregon Position Description

Company: Oregon Department of Education
Organization: Teaching, Learning & Assessment | Standards & Instructional Support - ODE
Service Type:

SECTION 1. POSITION INFORMATION

Job Profile Title:	Education Program Specialist 2	Job Profile ID:	2301
Business Title:	Education Program Specialist 2 (Unfilled)	Position ID:	000000037044
Employee Name:		Company ID:	58100
Representation:	OAS	Budget Auth No:	376470
Location:	Salem ODE Public Service Building		
Supervisor:	Vanessa Martinez (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 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 lead the design, administration, and continuous improvement of Oregon's content standards development and High-Quality Instructional Materials (HQIM) program by establishing coherent, statewide systems for standards revision, instructional materials adoption, and aligned implementation. This includes supporting HQIM implementation statewide by strengthening curriculum-based professional learning (CBPL) and building the conditions for effective use of materials in classrooms. The position collaborates with content specialists and ODE staff across finance, procurement, research, and IT to manage funds, contracts, and program operations, and provides project management for standards revision processes. The role also leads HQIM strategy, including oversight of the adoption schedule, program budget, and implementation supports, and provides technical assistance and training to districts and partners. For the 2025–27 biennium, the focus is on strengthening instructional coherence, advancing HQIM implementation through SB 141 and ODE's strategic plan, and building sustainable systems that ensure equitable access to high-quality, standards-aligned instruction.

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.

30% - R - E - Content Standards & High Quality Instructional Materials Program Leadership, Design, and Administration

- Support ODE's implementation of SB 141 and the Instructional Materials & Professional Development (IMPD) strategic plan, with a focus on advancing High-Quality Instructional Materials (HQIM) adoption and implementation statewide. This includes tracking and applying current research and best practices.
- Lead continued improvement and innovation in the design and revision of content standards by establishing and maintaining common practices, processes, and artifacts to ensure coherence, consistency, quality, across content areas.
- Serve as a project manager to support content specialists in facilitating standards revision processes and, where content specialists are not assigned (e.g., World Languages and the Arts), lead revision efforts by facilitating panels and managing the full lifecycle of standards development.
- Serve as a project manager for continued improvement and innovation of HQIM adoption and implementation, including designing and maintaining the program budget and overseeing the statewide adoption schedule.
- Recommend, design, and implement models to increase district adoption and implementation of HQIM, with a focus on prioritizing the highest-rated materials.
- Support the development and strengthening of the infrastructure for curriculum-based professional learning (CBPL) to ensure aligned, sustained implementation of HQIM.
- Evaluate and recommend priorities and strategies to achieve program goals and align with legislative direction and funding requirements for both content standards and HQIM.
- Establish and refine program guidelines and processes for developing and supporting statewide implementation of adopted content standards and HQIM, including designing service delivery models; researching standards of practice; and identifying, analyzing, and resolving operational challenges to improve program effectiveness and sustainability.
- Develop and maintain internal procedural manuals and tools that support content standards development and HQIM processes; provide training and guidance to staff to ensure consistent implementation.
- Plan and support community and partner engagement related to the development and implementation of adopted content standards and HQIM, including outreach strategies that address regional and local needs.
- Develop and maintain guidance and resources to support districts and ESDs in implementing content standards and HQIM.
- Recommend legislative concepts and policy options to expand or revise program operations and funding; monitor legislation; prepare testimony; and respond to legislative inquiries in coordination with agency leadership and legislative staff.

- Lead administrative rule development and coordinate the rulemaking process, including consultation with partners such as the Teacher Standards and Practices Commission to assess impacts on licensure.

30% - R - E - Content Standards & High Quality Instructional Materials Policy Statewide Implementation, Continuous Improvement, and Systems-Level Impact

- Lead and support continuous improvement of HQIM and content standards implementation by monitoring statewide progress across districts, ESDs, and partners and analyzing data and trends to inform decision-making.
- Collaborate across OTLA and with external partners to design and deliver professional learning aligned to content standards and HQIM, including supporting the implementation of curriculum-based professional learning (CBPL) systems.
- Evaluate implementation challenges and successful practices to inform revisions to program guidance, reduce barriers to adoption, and improve statewide outcomes and instructional coherence.
- Recommend and implement improvements to program operations based on implementation data and stakeholder feedback, including updates to procedures, training systems, guidance, and resource allocation to align with evolving priorities.
- Provide ongoing outreach, technical assistance, and training to ensure consistent and compliant implementation of content standards, HQIM, and Division 22 requirements across districts and ESDs.
- Plan and support community and partner engagement related to the development and implementation of adopted content standards and HQIM, including outreach strategies that address regional and local needs.

25% - R - E -Statewide Coordination and Collaboration

- Coordinate and facilitate content panels, advisory groups, and engagement activities related to content standards and HQIM implementation.
- Develop and sustain partnerships with districts, ESDs, community organizations, agencies, and statewide stakeholders.
- Design and support communication strategies and resources that promote transparency, engagement, and strong implementation of content standards and HQIM.
- Consult on and contribute to HQIM-related communications to support consistent messaging and partner alignment.

10% - N - E -Fiscal Management and Contract Administration

- Design and manage the program budget for content standards and HQIM, including forecasting, monitoring expenditures, and recommending adjustments aligned to priorities and legislative direction.
- Monitor and leverage state and federal funding streams to support program goals.
- Administer legislatively allocated funds, including contracts for professional services, panel facilitation, instructional materials evaluation, and related program activities.
- Develop and manage contracts, including drafting statements of work, overseeing deliverables, and ensuring quality and compliance.
- Evaluate funding requests and proposals for alignment, feasibility, and cost-effectiveness.
- Develop strategies to maximize funding impact, including braiding and leveraging resources while minimizing financial risk.
- Identify and pursue grant opportunities aligned with program priorities.

5% - NC- E - Other Duties As Assigned

At All Times - R - 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. Occasional in-state travel may be necessary and require sitting/driving for extended periods of time.

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.

Oregon Revised Statutes and Chapter Laws; Oregon Administrative Rules; Federal Laws, Code of Regulations (CFR), Requirements, and Guidelines; Oregon Accounting Manual Rules and Regulation; and ODE Policies and Procedures; Oregon Department of Education's Numbered Memos; grant management, budget, and procurement procedures.

How are these guidelines used?

Oregon Revised Statutes and Chapter Laws provide guidance on specific projects and programs approved for funding by the Legislature, as well as guidance on various administrative processes (procurement, debt issuance, collections, State School Fund formula, etc.). Administrative Rules, Oregon Accounting Manual and ODE Policies and procedures are used to provide guidelines for the administration of the programs and/or processes. Federal Statutes, regulations, and guidelines are used to monitor appropriate use of federal funds and monitor for changes in funding authorizations.

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?
Other ODE Management and Staff; School and District Staff; Educational Organizations; Private Citizens; and other stakeholders	In Person, by mail, email or telephone	Provide information, answer questions, seek clarification	Daily
Other State Agencies; Legislative Staff/Members	In Person, by mail, email or telephone	Provide information, answer questions, seek clarification	Monthly

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 uses initiative and independent judgment to analyze situations and make decisions. The supervisor gives guidance to the person in this position during the development of the program, after which the person in this position proceeds with considerable independence and functions in all aspects of the assignment within the limits. Decisions and recommendations made by the employee impact public and fiscal policy pertaining to development, adoption, and implementation of academic content standards. This position will be expected to directly make and enact decisions that will affect the timely completion and overall success of program implementation, and will impact outcomes of agency-wide programs and processes.

SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Education Programs Manager 3	1517528	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.
EPM3	1517528	In Person, by mail, email or telephone	Regularly	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:

- Strong organization and project management skills, including the 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. Strong communication skills, including speaking, writing, and presenting.
- Fluency with office software, applications, collaborative platforms, virtual meeting apps, and presentation software (e.g., Microsoft Office products, Smartsheet, Adobe, Zoom, Microsoft Teams).
- Experience working in a K-12 setting and/or experience with curriculum and instruction. Experience with contract and grant

development and management. Experience providing advice or technical assistance to school districts, tribes, community groups or public.

- Ability to establish effective relationships with culturally diverse partners and community groups representing a variety of perspectives and lived experiences. Ability to demonstrate a leadership role as part of a collaborative team effort. 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

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
----------------------	------