



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:	Program Analyst 3	Job Profile ID:	0862
Business Title:	Physical Education And Wellness Program Analyst (Unfilled)	Position ID:	000000162589
Employee Name:		Company ID:	58100
Representation:	OAS	Budget Auth No:	1414912
Location:	Salem ODE Public Service Building		
Supervisor:	Vanessa Martinez (Education Programs Manager 3)		
Position:			
Time Type:	Full Time		
FLSA:	Non Exempt		
Exempt Reason:			
Overtime Eligible:	Yes		
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, 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, and oversee Federal Programs under ESEA.

The major activities of the office include: leading for instructional improvement and literacy outcomes, federal program implementation, development and implementation of content standards in academic content areas, adoption of instructional materials, improving district systems, proficiency-based teaching and learning, alternative education, talented and gifted education, advanced placement, and administration and oversight of Federal Programs under ESEA. 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 education 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:

This position leads K-12 Physical Education standards and the PEEK-8 grant program and serves as the state's primary point of contact for Physical Education, wellness initiatives, and implementation of the Menstrual Dignity for Students Act. The role advances equitable and inclusive student health education by integrating Physical Education, wellness, and menstrual dignity across standards, high-quality instructional materials (HQIM), and statewide supports. In partnership with internal and external stakeholders, the position develops and implements standards and HQIM aligned to culturally responsive practices; leads development of Oregon Administrative Rules, guidance, and implementation supports aligned to state and federal policy; and analyzes legislation to inform policy decisions, testimony, and reporting. It also oversees program administration, including management of PEEK-8 and Menstrual Dignity Act grants, budgets, contracts, and intergovernmental agreements, ensuring accountability and compliance with state and federal requirements.

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% - N - E - K-12 Physical Education (PE), Wellness Initiatives, and Menstrual Dignity Act for Students: Standards, Program Development Coordination, and Policy Implementation

- Analyze proposed legislation pertaining to PE, Menstrual Dignity for Students Act, and wellness initiatives for potential problems or advantages, and ensure that documentation is in place to support conclusions. Prepare testimony and/or reports for administrative use before legislative committees.
- Lead actions to implement new legislation related to Physical Education and Wellness by incorporating legislative mandates into program standards, guidance, and implementation supports.
- Develop Oregon Administrative Rules and internal policies and procedures in alignment with state statute.
- Develop and manage budgets for PEEK-8 and Menstrual Dignity Act grants, write grant applications, and conduct a review process to select grantees.
- Write contracts, including Intergovernmental Agreements (IGAs), in alignment with agency procurement requirements, monitor contracted services for effectiveness, efficiency and compliance with State and Federal policies and procedures.
- Support ODE's implementation of the ODE strategic plan, especially as it relates to High-Quality Instructional Materials (HQIM) adoption and implementation and Transformative SEL. 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.
- Manage the annual PE data collection system and publish a legislative report.
- Develop regional and statewide professional learning opportunities that build educators' capacity in culturally responsive PE, wellness, and Menstrual Dignity Act implementation and inclusive health, stigma reduction, and student dignity.
- Develop guidance for districts on PE instruction, HQIM use, and integration of wellness initiatives, including promoting menstrual dignity for students, within school systems.
- Align PE and Menstrual Dignity Act with broader health education and wellness initiatives (Transformative SEL, Health, Comprehensive Sexuality Education, etc.)
- Review publisher HQIM submission applications to determine eligibility for evaluation under Oregon's instructional materials requirements; evaluate materials using HQIM criteria, ensuring representation of inclusive health topics where appropriate; and formulate recommendations for adoption by the State Board of Education.

30% - N - E - Build Collaborative Partnerships to Coordinate K-12 Physical Education, Wellness Initiatives, and Menstrual Dignity for Students Act Implementation

- Partner with school districts, ESDs, state agencies, and community-based organizations to expand system capacity for high-quality PE and wellness instruction, including partnerships that support menstrual dignity implementation and student access to health education.
- Collaborate with content area specialists, directors, and leadership within ODE to support cross-content integration, including alignment across PE, Health, Sexuality Education, Substance Use Prevention Education, and menstrual health education.
- Work collaboratively with ODE's internal offices, including OEDI, OTLA, and OESO to align resources and supports that promote culturally responsive, inclusive, and equitable systems.
- Lead, recruit, and facilitate educator panels to review and revise PE academic content standards for State Board of Education adoption.
- Lead, recruit, and facilitate the Instructional Materials Criteria Committee to develop state PE criteria for HQIM that reflects best practices and align with the state-adopted academic content standard to the State Board of Education for adoption.
- Lead, recruit, and facilitate an Instructional Materials Criteria and Evaluation Panel, in coordination with the Instructional Materials Coordinator, to evaluate HQIM.
- Develop materials and deliver presentations to internal and external partners including the Legislature, education agencies, and the public on research, data, and best practices related to PE, wellness, menstrual dignity implementation.

30% - N - E - Provide Consultative Advice to Education Partners In Support of K-12 Physical Education, Wellness Initiatives, and Menstrual Dignity Act Policy and Instruction

- Research, develop, and disseminate guidance, tools, and resources on best instructional practices in PE, wellness, and menstrual dignity that are culturally responsive and inclusive of all gender identities, sexual orientations, and racial and/or ethnic identities.
- Evaluate and support school district compliance with Division 22 standards related to PE, HQIM, and menstrual dignity requirements
- Provide technical assistance to educators, administrators, and LEA staff, on implementation of PE content standards, PE HQIM, and menstrual dignity act related statute/rules.
- Provide technical assistance and monitoring of contracts of PEEK-8 and Menstrual Dignity Act grants to ensure effectiveness, efficiency, and compliance with state policies.
- Respond to inquiries and provide information related to PE, wellness initiatives, and Menstrual Dignity Act, including relevant laws, rules, and instructional standards.
- Analyze reports, policies, and proposed programs related to PE, wellness, and Menstrual Dignity Act.
- Maintain and update accessible, public-facing resources on the ODE webpages and Oregon Open Learning, including resources related to wellness, inclusive practices, and menstrual dignity implementation.

5% - N - E - Other duties, as assigned.

At all times - NC

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 ODE Equity Stance and 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. Occasional in-state travel may be necessary and require sitting/driving for extended periods of time.

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 PE.

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?
Educational organizations, private citizens, and other stakeholders	In Person, by mail, email or telephone	Provide information, answer questions, seek clarification	Daily
Legislative Staff/members	In Person, by mail, email or telephone	Provide information, answer questions, seek clarification	Monthly
Other ODE management and staff, School and district staff	In Person, by mail, email or telephone	Provide information, answer questions, seek clarification	Daily
Other State Agencies	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	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.
EPM3	1517528	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:

- Expertise in PE academic content standards, public health research, adolescent and school health, and instructional strategies, with a focus on positive youth development, and strengths-based education. Experience reading and analyzing statute, law, policy, and data related to public health and education. Experience providing advice or technical assistance to school districts, tribes, community groups or public.
- Knowledge of local, state, and federal programs and research related to the development and instruction toward content standards in PE.
- Strong communication skills, including speaking, writing, and presenting. Strong formal writing skills and experience with publishing briefs, memos, and reports for public institutions and the media. 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.
- Fluency with office software, applications, collaborative platforms, virtual meeting apps, and presentation software (e.g., Microsoft Office products, Smartsheet, Adobe, Zoom, Microsoft Teams, GoTo Meeting).
- Ability to facilitate group dialogues, facilitate formal committees, 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 culturally diverse partners, community groups, and government partners 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
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SECTION 12. ORGANIZATIONAL CHART

See Organizational Chart (attach copy or view within Workday).

SECTION 13. SIGNATURES

Employee

Date

Manager

Date

Appointing Authority

Date