



STATE OF OREGON
POSITION DESCRIPTION

Position Revised Date:
July 2021

Agency: Oregon Department of Education

Division: Office of Equity, Diversity, and Inclusion

New Revised

This position is:

- Classified
Unclassified
Executive Service
Mgmt Svc - Supervisory
Mgmt Svc - Managerial
Mgmt Svc - Confidential

SECTION 1. POSITION INFORMATION

a. Classification Title: Principal Executive Manager F
b. Classification No: X7010
c. Effective Date: October 2021
d. Position No: 1517531
e. Working Title: Director
f. Agency No: 58100
g. Section Title: Office of Equity, Diversity and Inclusion
h. Budget Authorization No: 001216650
i. Employee Name: Vacant
j. Representation Code: MMS
k. Work Location (City-County): Salem, Marion County
l. Supervisor Name (optional): Deborah Lange, Assistant Superintendent

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 it affects, and the 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.

ODE provides statewide leadership for all elementary and secondary students in Oregon's public school districts and education service districts. Our responsibility also extends to public preschool and early childhood programs, the Oregon School for the Deaf, regional programs for children with disabilities, and education programs in Oregon youth correctional facilities. 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 Deputy Superintendent of Public Instruction is the Director and administrative head of the Department of Education. The Governor who is the Superintendent of Public Instruction has delegated to the Deputy Superintendent the responsibility of performing all of the duties, functions and powers of the Superintendent. These include providing leadership and oversight to Oregon's pre-kindergarten to grade 12 education system. The Deputy Superintendent is the chief executive officer for the State Board of Education and is responsible for interpreting and administering Board policies and rules.

All employees working in the Department are expected to assist in achieving the Department's diversity and affirmative action goals by creating an inclusive work environment that encourages each employee to meet their full potential and consider Education as their "Employer of Choice."

This position is within the Office of Equity, Diversity, and Inclusion (OEDI) and will report directly to the Assistant Superintendent of Equity, Diversity, and Inclusion.

The office has a primary charge of implementing several Legislative initiatives, including HB 3499 (English Language Learner State Plan), HB 2016 (African-American/Black Student Success State Plan), HB 2440 (Latino/Hispanic Student State Plan), LGBTQ+ Student State Plan, and Safe and Inclusive Schools (including Trauma-Informed/Socio-Emotional Learning [TI/SEL] practices). The Office of EDI also oversees emergent bilinguals education, biliteracy initiatives, and the adoption and use of the Oregon Equity Lens within the Office and across the agency.

The Office of EDI will be assigned additional duties and will integrate efforts across other ODE Offices and Divisions as they relate to equitable education outcomes within Oregon.

The work of this office will impact local school districts, education service districts, professional associations, and other agencies involved in education programs in kindergarten through post-secondary education. Staff members will work with a variety of state agencies and individuals on educational program planning, curriculum development, professional development for teachers and administrators, and compliance with federal and state laws/regulations.

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:

Provide strategic counsel to the Assistant Superintendent for Equity, Diversity, and Inclusion while assuming significant day-to-day responsibilities for projects and tasks within the Office and advancing and maintaining cross agency, district, and community relationships.

This position is responsible for leading grant/contract activities and program/initiative teams within the Office's purview. This will include directing and monitoring compliance with established policies, objectives, program priorities, and applicable laws/rules/regulations, as well as managing community and advisory committee engagement and providing technical assistance within and outside of the Office/agency to ensure compliance with state and federal requirements. The position will support the Assistant Superintendent in hiring teams and human resources related efforts, draft Oregon Administrative Rules, provide guidance and technical assistance related to legislative process and initiative development and draft the policies and practices need to successfully implement initiatives within the office and across the agency.

As a result of the breadth and scope of this work, this position must understand and be able to expand upon:

- Equity barriers and supports within a pre-K through grade 12 and higher education system, including the impact of policies and programs on historically, traditionally, and currently underrepresented students, families, and communities
- The Oregon Equity Lens
- The difference between equality vs equity
- White fragility
- Sex and gender identities
- Intersectionality across legalities, socially and structurally
- The ability to interrupt with confidence and thoughtfulness
- Racialized immigration
- Ethno-culture

- Being part of an equity team, including knowledge and understand of the specific bodies of work within the Office of Equity, Diversity, and Inclusion
- Opportunity gaps
- Deficit language and Discourse 0, I, and II language

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) functions.

| % of time | N/R/NC | E/NE | DUTIES |
|-----------|--------|------|---|
| 30% | R | E | <p>Advisement and Strategic Planning</p> <p>The Director serves as a trusted advisor in the effort to support Office efforts and successfully implement initiatives within the domain of the Office. Attention to internal and external communications, operational support, and interacting with key departmental and community constituencies.</p> <p>Additional responsibilities include:</p> <ul style="list-style-type: none"> • Develop team processes and procedures with Asst. Sup, and program goals consistent with the agency mission, vision, and requirements of state and federal law governing pre-kindergarten through high school education. <ul style="list-style-type: none"> ○ Coordinating efforts within Office and across ODE/other state agencies to ensure planning, processes, procedures, and implementation efforts are attentive to equitable education outcomes. ○ Review, update, and implement Office policies, practices, and procedures in coordination with agency-wide processes. ○ Interpret federal and state laws, rules and regulations including, but not limited to Title III, ESSA, and Civil Rights. • Provide support to school districts and charter schools to address academic disparities for historically underserved students. • Lead and model compliance with applicable federal, state, and agency laws, regulations, policies, and procedures, specifically around EDI-led and/or supported initiatives. • Work with the budget office to manage the day-to-day team budget. Identify areas for strategic investments to ensure that expenditure of budgetary dollars aligns with the Office and agency strategic goals. • Provide analysis and recommendations for policy action to the State Board of Education on the development of policy guidelines, development of Oregon administrative rules, and implementation procedures. • Researching, benchmarking, analyzing data, and making recommendations. • Participate in visioning processes for inter-office, intra-office, and agency-wide equity strategic planning. • Coordinate with other directors and team leads to develop, implement, evaluate, and infuse equity efforts into the work of each team and office across the agency. |
| 30% | R | E | <p>Leadership and Management</p> <p>The Director will consistently create the working and learning conditions to support operating at maximum effectiveness while assessing and addressing issues that</p> |

serve as barriers or impediments. The Director will attend to team management and development, meeting preparation, support the hiring of key personnel, and act as a strategic lead on certain high-profile projects.

Additional responsibilities include:

- Strategically helping manage the Assistant Superintendent's time: working with administrative assistant(s), looking at long term travel calendar, evaluating opportunities and determining fit with priorities.
- Providing leadership and management to the staff assigned to leading EDI efforts.
- Interviewing, selecting, and providing training to all staff.
- Evaluating performance of assigned staff based on agency policies, procedures, and practices.
- Receiving and resolving employee concerns and/or grievances.
- Determining need for and, as necessary, initiating disciplinary actions.
- Providing staff with appropriate communication and feedback regarding agency policies and procedures.
- Supporting and promoting efforts to improve the quality and diversity of the workforce.
- Establishing and maintaining an environment that promotes professional development.
- Assigning and reviewing work and providing constructive feedback to staff.
- Reviewing and approving employee timesheets and leave requests.

30 %

R

E

Internal/External Engagement and Collaboration

The Director cultivates, creates, and sustains relationships and connections across all domains of the Office's reach and responsibilities. This aspect of the role is focused on influencing outcomes through practices that embody trust, educational leadership, integrity, and skill in coaching and supporting teams and teams of teams. This cross-functional perspective should not only help garner support for the leadership team, ODE, and the Office of EDI, but also foster long-term partnerships that are critical to equitable education outcomes.

Additional responsibilities include:

- Collaborate with other ODE teams to oversee the establishment of EDI goals and strategies and the identification of best practices to meet those targets.
- Participate in the development of an office-wide equity plan that includes specific measurable goals in alignment with the agency's equity plan.
- Establish and maintain effective relationships with agency peers, other state agencies (e.g., Teacher Standards and Practices Commission [TSPC], Higher Education Coordinating Commission [HECC]), and stakeholders such as the Confederation of Oregon School Administrators (COSA), Oregon School Board Association (OSBA), Oregon Education Association (OEA), Oregon Education Service Districts (ESDs), Stand for Children, Chalkboard project, and business and industry to build capacity for EDI-related outcomes.
- Collaborate and problem solve with the Assistant Superintendent of EDI and other Directors across the agency.
- Present at state and national conferences and meetings as needed.
- Advocate for and implement agency and state diversity, equity and inclusion and affirmative action objectives, employee development, and other human resource goals.

- Prepare and provide talking points or testify before the legislature concerning equity, diversity, and inclusion initiatives.
- Lead and model active and regular/recurring engagement with diverse stakeholders and communities, including coordination of outreach and mechanisms for feedback on internal and external efforts across EDI and ODE to meet legislative or federal requirements aimed at addressing opportunity gaps (e.g., equity laws, ESSA).
- Coordination and facilitation of Advisory Committees and/or Groups, including but not limited to those tied to HB 3499, HB 2016, etc.

10% R NE **Other Duties as Assigned**
 Perform other duties and responsibilities (special assignments) as assigned by the Assistant Superintendent or his/her designee.

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.

Normal office work environment. Typically requires evening and/or weekend work. Requires a valid driver’s license and a good driving record or the ability to provide an acceptable alternate method of transportation. Occasional in/out-of-state travel occurs. Work must often be accomplished within demanding time-sensitive constraints. Work is FLSA-exempt and frequently exceeds a 40-hour work week.

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 Equity Lens
- English Learner Strategic Plan (HB 3499)
- African American/Black Student Success Plan (HB 2016)
- Latino/Hispanic Student State Plan (HB 2440)
- LGBTQ+ Student State Plan
- American Indian/Alaska Native Student Plan
- Every Student Succeeds Act (ESSA)
- Title III laws and regulations
- Safe and Inclusive Schools (including Trauma-Informed/Socio-Emotional Learning [TI/SEL] practices)
- Oregon Department of Education Administrative Rules
- Oregon Department of Education Revised Statutes
- Program policy manuals
- Board of Education Policies
- Department of Education Policies and Procedures
- Standards based education
- School improvement efforts in the State of Oregon and on a national level
- US Department of Education laws and regulations, including the Elementary and Secondary Education Act.

b. How are these guidelines used?

To provide information on and interpretation of program laws rules and guidelines to ensure program quality, compliance, and effectiveness, provide technical assistance to districts, and provide guidance to team members.

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? |
|--|--|---|---------------|
| Local education agency representatives and federal representatives | Telephone, e-mail, webinars, web pages, letters, meetings | Provide leadership support to develop/implement accountability, school improvement, and coherency throughout the educational system. | Daily |
| Professionals in specialized areas | Telephone, e-mail, webinars, web pages, letters, meetings | Provide leadership to and serve as a liaison between agency and leaders of professional organizations. | Weekly |
| Representatives of higher education. | Telephone, e-mail, webinars, web pages, letters, meetings | Serve as liaison between agency and higher education institutions and provide leadership and professional development in education equity in an effort to close achievement and opportunity gaps for students of color and English Learners | Monthly |
| Community/citizenry/Non-Profits | Telephone, e-mail, webinars, web pages, letters, meetings | To provide and receive information. To collaborate for specific initiatives | Daily/Monthly |
| Professional Groups | Telephone, e-mail, videoconferences, web pages, letters, meetings. | Professional Development | Monthly |

SECTION 7. POSITION RELATED DECISION MAKING

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

Makes significant decisions about requirements and needs as they relate to education equity in the State of Oregon, assigns and evaluates program activities and staff, and allocates appropriate fiscal resources to support program and staff. These decisions require a high level of independence, resulting in highly visible outcomes and response statewide from school districts, education partners, and the public. Additional expectations include collaboration across ODE offices, leadership and modeling of equity among ODE staff and with external partners, stakeholder engagement, navigating internal and external issues, challenges, and support/resourcing needs, and finding positive solutions. These decisions also have a direct impact on Oregon's most vulnerable students who have been historically underserved. Every student is an asset to Oregon: the individual holding this position will make decisions that help systems recognize the assets our children and families bring to our schools and provide for culturally responsive systems.

Decisions have direct consequences for the agency's need to fulfill state and federal mandates and to annually access categorical federal funds. Must be able to interpret state and federal regulations and apply the interpretation to problems presented by Local Education Agencies (LEA's) and school districts. Must work with decisions regarding education equity in school districts, post-secondary institutions preparing teacher candidates, and non-profit organizations serving diverse populations of students.

The individual in this position will analyze district, school, and student performance to determine potential areas of concern. Plan and coordinate appropriate workshops and professional development in the areas of culturally responsive pedagogy, closing achievement and opportunity gaps for diverse populations of students, Title III, and English Learner teaching, learning, and continuous improvement. Decisions affect the agency's ability to achieve strategic planning goals and may impact agency budget. Decisions also may have long-term and immediate implications for agency and P-20 education system. May mitigate or create legal liability.

It is essential that the decisions made by this position are in keeping with the mission, goals and priorities of the work unit, the agency, the State Board of Education, and the federal government. The person in this position is expected to use his/her best professional judgment and integrity, demonstrate strong communication and interpersonal skills, and demonstrate a high degree of ethical conduct in all work-related situations. Supervision of personnel and employment decisions also include work performance evaluations and project assignments which affect the ability of the agency and team to achieve objectives.

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

| Classification Title | Position Number | How | How Often | Purpose of Review |
|--------------------------|-----------------|---|--|--|
| Assistant Superintendent | 1517529 | Supervises this position, reviews the work projects and proposals on an ongoing basis, and prepares the annual evaluation. Reviews and approves annual evaluation. | Weekly teamwork and monthly meetings. Prepares annual evaluation. | The purpose is to ensure that all programs are working toward a common goal and within philosophical and financial limits of the department. The purpose is to ensure that all programs are working toward a common goal and within philosophical and financial limits of the department. |

SECTION 9. OVERSIGHT FUNCTIONS

a. How many employees are directly supervised by this position? 10
How many employees are supervised through a subordinate supervisor? 0

b. Which of the following activities does this position do?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Plan work | <input checked="" type="checkbox"/> Coordinates schedules |
| <input checked="" type="checkbox"/> Assigns work | <input checked="" type="checkbox"/> Hires and discharges |
| <input checked="" type="checkbox"/> Approves work | <input checked="" type="checkbox"/> Recommends hiring |
| <input checked="" type="checkbox"/> Responds to grievances | <input checked="" type="checkbox"/> Gives input for performance evaluations |
| <input checked="" type="checkbox"/> Disciplines and rewards | <input checked="" type="checkbox"/> Prepares & signs performance evaluations |

SECTION 10. ADDITIONAL POSITION-RELATED INFORMATION

ADDITIONAL REQUIRMENTS: List any knowledge and skills needed at time of hire that are not already required in the classification specification:

- Strong background in equity, diversity, and inclusion (e.g., experience serving on and/or leading an equity team in government, non-profits, district/school environments; experience in pre-K-20 teaching and/or administration)
- Strong research background in culturally responsive pedagogy, closing achievement and opportunity gaps for students of color, curriculum development for diverse populations of students, and multicultural education
- Excellent budget and analysis skills, including experience in fiscal and grant management of large-scale initiatives
- Experience in applying web technology as a communication tool
- Strong understanding of the legislative process and knowledge of bill development and implementation
- Strong comprehensive writing skills and oral presentation skills
- Strong facilitation/collaboration skills
- Knowledge of local, state, and federal policies and programs
- Working knowledge of presentation software
- Ability to engage and establish effective relationships with administrators, teachers, parents, community organizations, institutions of higher education, and colleagues, including experience coordinating and facilitating Advisory Groups or Committees in guiding equity work
- Ability to be assertive and act with tact when faced with non-compliance issues.
- Ability to demonstrate a leadership role as a part of the collaborative team effort.

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

| Operating Area | Biennial amount (\$00000.00) | Fund type |
|----------------|------------------------------|-----------|
|----------------|------------------------------|-----------|

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