

JOB DESCRIPTION

POSITION TITLE:	Regional Administrator Mentor Lead
DEPARTMENT & PROGRAM:	Teaching and Learning
WORK YEAR:	220 days
SUPERVISED BY:	REN Supervisor
ASSOCIATION:	Meet & Confer
FLSA STATUS:	Exempt

The description contained herein reflects general details as necessary to describe the principle functions of this job, the level of knowledge and skill typically required, and the scope of responsibility, but should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absences or relief, to equalize peak work periods or otherwise to balance the workload. Employees who hold this position may be asked to perform other duties as assigned.

GENERAL DESCRIPTION OF THE POSITION:

The Education Service District is recruiting a Regional Administrator Mentor Lead to support the design and implementation of the regional administrator mentor support program. This mentor network will bring together administrators, educators, and community partners to increase and support the retention of educators of color in the region. The lead mentor will: design and facilitate professional learning for administrator mentors; build the capacity of the mentor network to engage in the principles, practices and mindsets to design and implement innovative processes and practices to strengthen new administrator mentors across diverse settings and lead from a lens of equity and advocacy. The position coaches and coordinates across districts to support the implementation of improvement science in order to grow excellent equity-centered mentor programming.

ESSENTIAL FUNCTIONS:

1. Facilitate or co-facilitate local mentor team meetings and training that involve implementation planning within an inquiry cycle structure that may include:
 - a) Designing measures of success,
 - b) Supporting collection of associated data,
 - c) Facilitating progress monitoring routines,
 - d) Using equity centered mentoring tools and processes,
 - e) Leading teams in the use of qualitative and quantitative data collection and analysis to inform and evaluate the work.
2. Identify and leverage current strengths within district and regional mentor programs and work within the REN structure to spread learning and build the capacity.
3. Identify best practices, research, and effective tools to improve current systems and practices.
4. Establish and foster meaningful relationships with district/school teams, staff, and community partners to support the collective work of the mentoring project.
5. When applicable, appropriate, and necessary, provide 1:1 coaching to district staff in order to build their capacity to attain the goals of the mentoring project.
6. Participate in professional learning opportunities and communities of practice to further develop coaching and facilitating skill sets.
7. Perform other related duties, as assigned to support the success of the agency and Regional Educator Network.
8. Model and facilitate best practices in highly effective adult learning.
9. Model coaching moves specifically for increased equity.
10. Assist in the recruitment of mentors for regional network.

ADDITIONAL FUNCTIONS:

1. Follows and supports district and program values, policies, procedures, and requirements.
2. Works cooperatively and harmoniously with families, co-workers, supervisors, and community partners of diverse backgrounds.
3. Maintains professional and technical knowledge by participating in professional development activities.

4. Maintains regular communications including checking and replying to work email on a regular daily basis.
5. Maintains regular and punctual attendance.
6. Performs other duties as may be assigned.

ESSENTIAL COMPETENCIES:

1. **CULTURAL RESPONSIVENESS:** Actively demonstrates a commitment to supporting equity and inclusion, and serves as an advocate with colleagues, partners, and communities.
2. **ACCOUNTABILITY:** Takes responsibility and ownership for successfully accomplishing work and agency objectives, and delivering results. Sets high standards of shared performance for self and others.
3. **ACCURACY AND ATTENTION TO DETAIL:** Ensures work is thoughtfully completed, accurate, and error-free to the highest degree possible.
4. **PLANNING, ORGANIZATION, AND PRIORITIZATION:** Assesses the work to be performed and considers how it should be organized and accomplished, with appropriate priorities and realistic time parameters.
5. **RECORDKEEPING AND DOCUMENTATION:** Gathers, organizes, and maintains records, following confidential information and security protocols as needed. Accurately documents relevant/essential actions, processes, and practices.
6. **TEAMWORK:** Works collaboratively with others to achieve shared goals and make decisions.
7. **COMMUNICATION:** Maintains a high standard of written and verbal communication skills, and ability to present to diverse audiences, specifically individuals of differing abilities and racially, ethnically, and socioeconomically diverse communities.

MINIMUM QUALIFICATIONS:

1. Master's degree in education, continuous improvement methodologies, or equivalent experience.
2. Experience with Professional Learning Teams, mentoring and coaching others.
3. Other alternatives to the above qualifications as the District may find appropriate and acceptable.
4. Criminal Justice Fingerprint Clearance.
5. Valid Driver's License and evidence of insurability.
6. Demonstrated commitment to equity and revising systems that have perpetuated disproportionate outcomes for marginalized populations.
7. Knowledge of and experience with the processes and tools of continuous improvement.
8. Commitment to using different data sources and measures to evaluate improvement strategies.
9. Strong facilitation and coaching skills.
10. Ability to perform job responsibilities in a fast-paced, collaborative work environment, respond to shifting priorities, take initiative, communicate effectively, and meet deadlines.
11. Excellent written and oral communication skills, including experience developing and giving presentations.
12. High level of proficiency in using Google Drive.
13. Successfully complete district background check.

PREFERRED QUALIFICATIONS:

1. At least 10 years' experience as a K-12 principal.
2. At least 5 years' experience as a coach or teacher leader.

WORKING CONDITIONS:

1. Travel required delivering services in multiple sites during day and week throughout the areas served by program.
2. Work settings vary from ESD offices, ODE, schools, school districts and stakeholder locations.
3. Travel modes can include the use of public transportation.
4. Some evenings and weekends may be required for program events.

EQUIPMENT USED:

1. Personal Vehicles

PHYSICAL JOB TASK REQUIREMENTS:

The physical requirements checked are essential to successfully performing the duties associated with this position.

- **Medium work.** Medium work involves lifting no more than 50 pounds at a time with frequent lifting or carrying of objects weighing up to 25 pounds. If someone can do medium work, we determine that he or she can also do sedentary and light work.

Never	Rare / Intermittent	Occasionally	Frequently	Continuously
Not At All	Less than 1 hour or 1- 5% per day	1 – 3 hours per day or 6 – 33% per day	3 – 6 hours per day or 34 – 66% per day	6 – 8 hours per day or 67 – 100% per day

Lifting (X = REQUIRED)										
Lifting students who have physical impairments and are unable to assist. All students regardless of their size and weight are lifted by two people with the total weight of the student not evenly distributed between the two. Students weighing over 50 pounds will be lifted using a mechanical lift.										
01-30 lbs		Never		Rare		Occasionally	X	Frequently		Continuously
26-50 lbs		Never		Rare	X	Occasionally		Frequently		Continuously
> 50 lbs	X	Never		Rare		Occasionally		Frequently		Continuously

Employee may need to: (X = REQUIRED)										
Bend		Never		Rare		Occasionally	X	Frequently		Continuously
Climb	X	Never		Rare		Occasionally		Frequently		Continuously
Crawl	X	Never		Rare		Occasionally		Frequently		Continuously
Drive		Never		Rare	X	Occasionally		Frequently		Continuously
Kneel		Never	X	Rare		Occasionally		Frequently		Continuously
Reach (above shoulder)		Never		Rare	X	Occasionally		Frequently		Continuously
Reach (forward)		Never		Rare	X	Occasionally		Frequently		Continuously
Sit		Never		Rare		Occasionally		Frequently	X	Continuously
Squat		Never	X	Rare		Occasionally		Frequently		Continuously
Stand		Never		Rare		Occasionally	X	Frequently		Continuously
Twist		Never		Rare	X	Occasionally		Frequently		Continuously
Walk		Never		Rare	X	Occasionally		Frequently		Continuously



Run	<input checked="" type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Stairs	<input type="checkbox"/>	Never	<input checked="" type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Lying Down	<input checked="" type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Hands may be used for: (X = REQUIRED)										
Grasping	<input type="checkbox"/>	Never	<input checked="" type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Pinching	<input type="checkbox"/>	Never	<input checked="" type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Finger Manipulation	<input type="checkbox"/>	Never	<input checked="" type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Wrists may be used for: (X = REQUIRED)										
Twisting/Turning	<input type="checkbox"/>	Never	<input checked="" type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Pushing/Pulling: (X = REQUIRED)										
01-30 lbs	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input checked="" type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
31-50 lbs	<input type="checkbox"/>	Never	<input checked="" type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
> 50 lbs	<input checked="" type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Carrying: (X = REQUIRED)										
01-30 lbs	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input checked="" type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Description	Objects carried, for a maximum distance of 30 feet, include school supplies, teaching materials, and food items.									
31-50 lbs	<input type="checkbox"/>	Never	<input checked="" type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Description										
> 50 lbs	<input checked="" type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Description										
Environment Exposures (X = REQUIRED)										



Chemical Contact	<input checked="" type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Moving Objects	<input type="checkbox"/>	Never	<input checked="" type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Noise	<input type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input checked="" type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Safety Equipment	<input checked="" type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
Wetness	<input checked="" type="checkbox"/>	Never	<input type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously

MENTAL JOB TASK REQUIREMENTS:

The mental functions checked are essential to successfully performing the duties associated with this position.

X = Requirement | ☐ = Not Required

REASONING ABILITY:

- ☒ Complete routine, repetitive tasks with simple instructions
- ☒ Follow detailed instructions that require few changes
- ☒ Follow detailed procedures with several potential variables
- ☐ Accurately interpret behaviors and nonverbal communication and act on decisions
- ☒ Demonstrate logical or deductive thinking
- ☒ Provide creative, innovative solutions to job problems

CALCULATIONS:

- ☒ Perform simple copying, addition, counting, subtraction
- ☒ Perform multiplication and division
- ☐ Understand the metric system and conversions
- ☒ Manipulate fractions, decimals, and percentages
- ☒ Understand and use statistics
- ☒ Understand and use charts and graphs
- ☐ Understand and use advanced mathematics
- ☐ Understand the theoretical application of statistics and complex math

LANGUAGE:

- ☒ Read and understand product labels, policies written at the 10th grade level
- ☒ Follow verbal or demonstrated instructions
- ☒ Explain simple directions, copy data from one form to another
- ☒ Complete form letters or answer routine correspondence
- ☒ Compose correspondence independently
- ☒ Read and interpret complex technical material
- ☐ Speak and understand a second language

- ☒ Prepare complex reports and documents
- ☒ Speak with individuals and small groups in an articulate manner
- ☒ Speak at meetings and before groups in an articulate manner using prepared materials and on a spontaneous basis

By signing below, I indicate that:

1. I have been given the opportunity to thoroughly read the job description above,
2. I understand that I may request an accommodation to perform the essential functions of the position, and
3. I can perform the essential functions of this position without accommodation.



Job Description ID Code:CC201

Print Name: _____

Signature: _____ Date _____

Clackamas Education Service District is proud to be an equal opportunity workplace. We respect and seek to empower each individual and support the diverse cultures, perspectives, skills and experiences within our workforce along with the students and families that we serve.