

## JOB DESCRIPTION

<b>POSITION TITLE:</b>	Equity Facilitator
<b>DEPARTMENT &amp; PROGRAM:</b>	Teaching and Learning   Regional Educator Network (REN)
<b>WORK YEAR:</b>	230 day contract   12 Months   July - June
<b>SALARY   PLACEMENT:</b>	Range 6
<b>SUPERVISED BY:</b>	REN Coordinator
<b>ASSOCIATION:</b>	Non-Represented   Meet, Confer, and Consult
<b>FLSA STATUS:</b>	Exempt

### GENERAL DESCRIPTION OF THE POSITION:

The Network Equity Support and Development Facilitator will support all levels of the network from the internal REN staff, district leaders, individual educators and teams to understand the foundational knowledge, skills, dispositions and behaviors needed for the successful implementation of improvement ideas for systemic change. The Facilitator will work to align, enhance and support the equity work already happening in districts and provide opportunities and resources to expand capacity and learning of all partners. Addressing the challenges of deconstructing institutional structures that promote persisting disparate outcomes for stakeholder groups.

The Network Equity Support and Development Facilitator should be able to demonstrate a personal commitment to anti-racism with an understanding of challenges and barriers faced by communities concerning race, ethnicity, class, language, ability, immigration status, and gender. A candidate must also understand and operationalize a strength based approach, have the ability to identify and amplify the local and regional strengths, and coach others toward an asset-based framework. Candidate must have a background in designing and facilitating professional learning to support growth and development towards equitable education systems.

### ESSENTIAL FUNCTIONS:

1. Coordinate with district and regional equity leaders across the state
2. Collaborate with REN staff to ensure continuous improvement processes are evaluated through a racial equity lens
3. Collaborate with data and measurement teams to interrogate data for bias
4. Create criteria for foundational knowledge/skill/dispositions/behaviors for teams to implement change ideas
5. Create and conduct gap analysis - equity learning, engagement, development
6. Create inventory of all resources in Clackamas ESD, Multnomah ESD, member school districts, and REN partners
7. Create individualized plan for districts and teams following gap analysis
8. Connect member teams and districts to resources
9. Design and facilitate supplementary professional learning where resources do not exist
10. Create measurement plan for the individualized plans of support
11. Coach REN staff
12. Coach Implementation Team Leads

*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.*

### ADDITIONAL FUNCTIONS:

1. Work effectively with and respond to people from diverse cultures and backgrounds.
2. Demonstrate professionalism and appropriate judgment in behavior, speech and dress in a neat, clean, and appropriate professional manner for the assignment and work setting.
3. Have regular and punctual attendance.
4. Confer regularly with other ESD staff, ESD districts, and immediate supervisor.
5. Follow all district policies, work procedures and reasonable requests by proper authority.
6. Maintain the integrity of confidential information relating to students, families, colleagues or District patrons.

**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 applicable field of study, or equivalent education/experience (e.g. Bachelor's Degree plus two years of related work experience)
2. Prior experience with Professional Learning Teams, mentoring and coaching others preferred
3. Prior experience working in education and moving equity initiatives, policy and conversation
4. Demonstrated commitment to equity and prior experience revising systems that have perpetuated disproportionate outcomes for marginalized populations
5. Knowledge of, and experience with, the processes and tools of continuous improvement
6. Commitment to using different data sources and measures to evaluate improvement strategies
7. Strong facilitation and coaching skills.
8. Ability to perform job responsibilities in a fast-paced, collaborative work environment, respond to shifting priorities, take initiative, communicate effectively, and meet deadlines
9. Excellent written and oral communication skills, including experience developing and giving presentations
10. High level of proficiency in using Google Drive
11. Access to transportation for travel across all districts in Multnomah and Clackamas counties
12. Excellent written and oral communication skills, including experience developing and giving presentations

*District may consider other alternatives to the above qualifications as the District finds appropriate and acceptable*

**PREFERRED QUALIFICATION(S):**

1. Holds an active Oregon TSPC Teaching or Administrative License
2. Prior teacher experience in K-12 classroom setting

**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.

- Sedentary work.** Sedentary work involves lifting no more than 10 pounds at a time and occasionally lifting or carrying articles like docket files, ledgers, and small tools. Although a sedentary job is defined as one which involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. Jobs are sedentary if walking and standing are required occasionally and other sedentary criteria are met.

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	<input checked="" type="checkbox"/> Occasionally	Frequently	Continuously
26-50 lbs		Never	<input checked="" type="checkbox"/> Rare		Occasionally	Frequently	Continuously
> 50 lbs	<input checked="" type="checkbox"/>	Never		Rare	Occasionally	Frequently	Continuously

Employee may need to: (X = REQUIRED)								
Bend		Never		Rare		Occasionally	<input checked="" type="checkbox"/> Frequently	Continuously
Climb	<input checked="" type="checkbox"/>	Never		Rare		Occasionally	Frequently	Continuously
Crawl	<input checked="" type="checkbox"/>	Never		Rare		Occasionally	Frequently	Continuously
Drive		Never		Rare	<input checked="" type="checkbox"/>	Occasionally	Frequently	Continuously
Kneel		Never	<input checked="" type="checkbox"/>	Rare		Occasionally	Frequently	Continuously
Reach (above shoulder)		Never		Rare	<input checked="" type="checkbox"/>	Occasionally	Frequently	Continuously
Reach (forward)		Never		Rare	<input checked="" type="checkbox"/>	Occasionally	Frequently	Continuously
Sit		Never		Rare		Occasionally	Frequently	<input checked="" type="checkbox"/> Continuously
Squat		Never	<input checked="" type="checkbox"/>	Rare		Occasionally	Frequently	Continuously
Stand		Never		Rare		Occasionally	<input checked="" type="checkbox"/> Frequently	Continuously
Twist		Never		Rare	<input checked="" type="checkbox"/>	Occasionally	Frequently	Continuously
Walk		Never		Rare	<input checked="" type="checkbox"/>	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
<b>Hands may be used for: (X = REQUIRED)</b>										
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
<b>Wrists may be used for: (X = REQUIRED)</b>										
Twisting/Turning	<input type="checkbox"/>	Never	<input checked="" type="checkbox"/>	Rare	<input type="checkbox"/>	Occasionally	<input type="checkbox"/>	Frequently	<input type="checkbox"/>	Continuously
<b>Pushing/Pulling: (X = REQUIRED)</b>										
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
<b>Carrying: (X = REQUIRED)</b>										
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										

**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.

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.*