



**STATE OF OREGON  
POSITION DESCRIPTION**

**Position Revised Date:**  
**12/27/22**

**This position is:**

**Agency:** Department of Education

**Facility:** Public Service Building

☒ New ☐ Revised

- ☒ Classified  
☐ Unclassified  
☐ Executive Service  
☐ Mgmt Svc – Supervisory  
☐ Mgmt Svc – Managerial  
☐ Mgmt Svc - Confidential

**SECTION 1. POSITION INFORMATION**

|  |   |                   |   |   |
|--|---|-------------------|---|---|
| <b>a. Classification Title:</b>          | Educational Program Specialist 2  |                   | <b>b. Classification No:</b>  | C2301   |
| <b>c. Effective Date:</b>                | 11/30/21  |                   | <b>d. Position No:</b>  | limited duration  |
| <b>e. Working Title:</b>                 | Computer Science Education Specialist   |                   | <b>f. Agency No:</b>  | 58100   |
| <b>g. Section Title:</b>                 | Digital Learning & Well-Rounded Access  |                   | <b>h. Budget Auth No:</b>   |   |
| <b>i. Employee Name:</b>                 |   |                   | <b>j. Repr. Code:</b>   | OAS   |
| <b>k. Work Location (City – County):</b> | Salem, Marion   |                   |   |   |
| <b>l. Supervisor Name (Optional):</b>    | Ken Greenbaum   |                   |   |   |
| <b>m. Position:</b>                      | <input type="checkbox"/> Permanent <input type="checkbox"/> Seasonal <input checked="" type="checkbox"/> Limited Duration <input type="checkbox"/> Academic Year<br><input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Intermittent <input type="checkbox"/> Job Share |                   |   |   |
| <b>n. FLSA:</b>                          | <input checked="" type="checkbox"/> Exempt<br><input type="checkbox"/> Non-Exempt   | <b>If Exempt:</b> | <input type="checkbox"/> Executive<br><input checked="" type="checkbox"/> Professional<br><input type="checkbox"/> Administrative | <b>o. Eligible for Overtime:</b> <input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No |

**SECTION 2. PROGRAM AND POSITION INFORMATION**

**a. Describe the program in which this position exists. Include program purpose, who's affected, 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. As public servants, staff within ODE embody the following values of state service:

- **Accountability:** Own and take responsibility for quality of outcomes for Oregonians.

- **Equity:** Create and foster an environment where everyone has access and opportunity to thrive.
- **Excellence:** Collaboratively manage the resources we are entrusted with to achieve the best possible outcomes for Oregonians.
- **Integrity:** Be honest and transparent regardless of the situation.

ODE provides statewide leadership for all elementary and secondary students in Oregon's public school districts and education service districts. ODE's responsibility also extends to public preschool and early childhood programs, the Oregon School for the Deaf, regional programs for children with disabilities, education programs in Oregon youth correctional facilities, and non-public schools. 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 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, oversee Federal Programs under ESEA, develop and deliver the state's assessments of student learning, and support districts with implementation of Ready Schools Safe Learners and Comprehensive Distance Learning.

The major activities of the office include: leading for instructional improvement, implementation of Perkins V requirements, CTE/STEM program implementation, development and implementation of content standards in academic content areas and career and technical education, improving district systems, instructional materials adoption, proficiency-based teaching and learning, alternative education, talented and gifted education, advanced placement, administration and oversight of Federal Programs under ESEA, supporting schools and districts with implementation of RSSL and CDL, and state assessments. 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**

The purpose of this position is to provide leadership in the area of computer science education and provide technical assistance to LEAs to support their implementation of computer science education programs, specifically as it pertains to the Governor's Computer Science Directive. This position leads collaborative efforts with LEAs, other public agencies, and community and business partners to leverage resources to support student access to and engagement in computer science courses specific to the \$5 million GEER fund investment for the 2022-23 school year and development of a statewide computer science implementation plan. This also includes coordinating internally and externally to provide technical assistance, professional learning, and external engagement to and with schools, school districts, Education Service Districts (ESDs), public charter schools, private schools, and other community and industry partners in order to meet the needs of students and fulfill the goals of the Directive.

### 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) function.

| % of Time | N/R/NC | E/NE | DUTIES |
|-----------|--------|------|--------|
|-----------|--------|------|--------|

**Note:** If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".

|     |   |   |  |
|-----|---|---|--|
| 60% | R | E | <p><b>Lead the Development of the Statewide Computer Science Implementation Plan to Improve Equitable Student Access and Engagement in Computer Science</b></p> <ul style="list-style-type: none"> <li>• Lead the development of a statewide plan and program for expanding equitable student access to computer science courses in partnership with the Computer Science Program Analyst and make recommendations on the allocation of funding provided for priority computer science strategies.</li> <li>• Lead work groups that partner with local, state and national programs, agencies and organizations to develop school-wide and district-wide programs that increase the capacity to improve equitable instruction in the area of computer science and evaluate program and school effectiveness by analyzing system health indicators, such as assessment data and progress markers.</li> <li>• Build partnerships to leverage available resources, including federal funding, for expanding school-wide and district-wide capacity to improve instruction in the area of computer science.</li> <li>• Lead the development of quality assurance models and coordinate strategic planning activities designed to improve equitable education services in the area of computer science based on district effectiveness findings.</li> <li>• Develop guidance, tools, and other formal and informal resources on best instructional practices in the area of computer science in response to LEA, community, and student needs. This includes developing resources that are culturally responsive and inclusive of all gender identities, sexual orientations, and racial and/or ethnic identities.</li> <li>• Collaborate with ODE's internal offices, including OEDI, OTLA, and OESO to provide leadership for developing a system of resource alignment to assist district in providing culturally responsive and sustaining intervention, prevention, and student support which integrates special and general education services including but not limited to computer science course offerings.</li> <li>• Provide technical support and training to educators, administrators, and other LEA staff, in the area of computer science.</li> <li>• Coordinate or collaborate with staff across ODE and with external education partners to support the development and sustainment of a professional learning community for computer science instructional leads, including through educational conferences, workshops, and seminars.</li> </ul> |
| 30% | R | E | <p><b>Program Coordination</b></p> <ul style="list-style-type: none"> <li>• Partner with the Computer Science Program Analyst to design a statewide computer science education program.</li> <li>• Partner with the Computer Science Program Analyst to write contracts and grants and monitor grant activities and</li> </ul>   |

|    |   |   |   |
|----|---|---|---|
|    |   |   | <p>contracted services pertaining to Oregon's statewide computer science education program for effectiveness, efficiency, and compliance with State and Federal policies and procedures.</p> <ul style="list-style-type: none"> <li>• Analyze and evaluate data, policies, and proposals pertaining to computer science education, identify the potential impact, and recommend a course of action.</li> <li>• Develop budget and fiscal impact statements to support computer science program strategies.</li> <li>• Resolve statewide program and policy issues by applying expertise in the area of computer science and develop strategies and problem solving models to address issues in a manner that promotes educational equity and antiracism.</li> <li>• Plan on-site visits; lead a team to evaluate and review schools for compliance with regulations, policies, and statutes; and advise schools on methods to gain compliance with State and Federal requirements pertaining to computer science education.</li> <li>• Analyze proposed legislation pertaining to computer science education for potential problems or advantages, and ensure that documentation is in place to support conclusions. Prepare testimony for administrative use before legislative committees. Lead actions to implement new legislation by incorporating legislative mandates into program standards. Develop Oregon Administrative Rules and internal policies and procedures.</li> </ul> |
| 5% | R | E | <p><b>Developing and Maintaining Computer Science Curriculum Standards and Assessment Practices</b></p> <ul style="list-style-type: none"> <li>• Coordinate individual or group efforts to research, develop, implement, and assess computer science instructional strategies that are equitable and culturally responsive and sustaining.</li> <li>• Partner with content area specialists, directors and other leadership within ODE and with external education experts at the local, state, and national level to improve equitable and culturally responsive computer science curriculum and instruction.</li> <li>• Collaborate with other state agencies and multidisciplinary partners to ensure that current research, evidence, community experiences, and student voice informs ODE policies, programs, and recommendations in the area of computer science.</li> <li>• Lead and participate in work group or task force efforts to develop new and/or modify existing computer science curriculum and learning standards. Lead groups that integrate content standards with educational programs and instructional delivery.</li> <li>• Lead and facilitate the Oregon Open Learning Computer Science Group.</li> <li>• Address questions and requests for information in the area of computer science education, including relevant laws, rules, and instructional standards.</li> </ul>   |

|              |   |   |  |
|--------------|---|---|--|
|              |   |   | <ul style="list-style-type: none"> <li>Analyze reports, complex policies, and proposed programs (internal and external) pertaining to computer science education and assist in agency response.</li> </ul>   |
| 5%           | N | E | <b>Other Duties As Assigned</b>  |
| At All times | N | E | <p><b>Demonstrate commitment to equity; in addition to the cultivation of equitable practices across all aspects of this position description</b></p> <ul style="list-style-type: none"> <li>Learn and apply knowledge and skills to interrupt systemic oppression.</li> <li>Participate and engage in efforts to further OTLA and agency-wide development and implementation of equity goals.</li> <li>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.</li> </ul> <p><b>Demonstrate professionalism</b></p> <ul style="list-style-type: none"> <li>Consistently treat customers, partners, vendors and co-workers with dignity and respect. Create and maintain a work environment that is welcoming and respectful of diversity</li> <li>Set clear guidelines and models expected professional behaviors</li> </ul> |

#### 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.**

Regular and consistent attendance is an essential function of all positions in the office. Frequent contact by telephone, e-mail, in writing or in person with agency personnel and others. The position may require some weekend and evening hours and overnight travel.

#### 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.**

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), the statutory and regulatory requirements of the Governor's Emergency Education Relief Fund (GEER) as established in the Coronavirus Aid, Relief, and Economic Security (CARES) Act, and any Oregon state rules and statutes pertaining to Computer Science education.

**b. 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 Contacted | How | Purpose | How Often? |
|---------------|-----|---------|------------|
|---------------|-----|---------|------------|

**Note:** If additional rows of the below table are needed, place curser at end of a row (outside table) and hit "Enter".

|                                   |  |   |         |
|-----------------------------------|--|---|---------|
| School Administrators             | Telephone, email, videoconferences, web pages, letters, meetings | Technical assistance, training, and information sharing | Daily   |
| Teachers and specialists          | Telephone, email, videoconferences, web pages, letters, meetings | Technical assistance, training, and information sharing | Daily   |
| Parents                           | Telephone, email, videoconferences, web pages, letters, meetings | Technical assistance, training, and information sharing | Daily   |
| State agencies and administration | Telephone, email, videoconferences, web pages, letters, meetings | Technical assistance, training, and information sharing | Weekly  |
| Professional groups               | Telephone, email, videoconferences, web pages, letters, meetings | Technical assistance, training, and information sharing | Monthly |

## SECTION 7. POSITION RELATED DECISION MAKING

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

This position determines and recommends agency policy, develops processes, procedures, action plans, and strategy for programs and services of statewide impact, specifically for Oregon's 197 school districts. This position determines the implications of federal and state legislation; determines the best course of action to recommend to senior leadership; and identifies and effectively recommends means and methods to carry out agency and state policies, programs and services. This position makes decisions regarding school districts' compliance with computer science education program requirements, including but not limited to programmatic, data, fiscal requirements and eligibility to receive funding and determining the best use of funds to support youth in the foster care system. Through independent interpretation of federal and state regulation determines student eligibility criteria for public school enrollment and supplemental education services or assistance from federal programs. Discretionally determines and effectively recommends changes or discontinuance of State programs and services

## SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

| Classification Title | Position Number | How | How Often | Purpose of Review |
|----------------------|-----------------|-----|-----------|-------------------|
|----------------------|-----------------|-----|-----------|-------------------|

**Note:** If additional rows of the below table are needed, place curser at end of a row (outside table) and hit "Enter".

|       |         |                                      |              |  |
|-------|---------|--------------------------------------|--------------|--|
| PEM F | 2313105 | Reviews work informally and formally | Periodically | 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. |
| PEM F | 2313105 | Performance Appraisal                | Quarterly    | To evaluate employees job performance: Identify strengths and weaknesses, provide necessary feedback job, re-define job duties as needed, establish goals and review work plan         |
|       |         |                                      |              |  |

## SECTION 9. OVERSIGHT FUNCTIONS

THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY

|           |  |  |
|-----------|--|--|
| <b>a.</b> | How many employees are directly supervised by this position?   | None   |
|           | How many employees are supervised through a subordinate supervisor?  | None   |
| <b>b.</b> | Which of the following activities does this position do?   |  |
|           | <input type="checkbox"/> Plan work<br><input type="checkbox"/> Assigns work<br><input type="checkbox"/> Approves work<br><input type="checkbox"/> Responds to grievances<br><input type="checkbox"/> Disciplines and rewards | <input type="checkbox"/> Coordinates schedules<br><input type="checkbox"/> Hires and discharges<br><input type="checkbox"/> Recommends hiring<br><input type="checkbox"/> Gives input for performance evaluations<br><input type="checkbox"/> Prepares & signs performance evaluations |

## SECTION 10. ADDITIONAL POSITION-RELATED INFORMATION

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

## REQUESTED SKILLS

- Experience teaching, leading, and/or researching computer science education, with experience in Oregon context preferred.
- Experience monitoring and evaluating grants and contracts.
- Experience coordinating and/or leading community and organizational partner engagement efforts.
- Strong comprehensive writing and speaking skills
- Knowledge of local, state, and federal programs related to computer science education
- Ability to collaboratively work across the agency, state government, with school districts, public charter schools and private schools
- Experience providing advice or technical assistance to school districts, tribes, community groups or public.
- 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.
- Experience working with culturally and individually diverse groups.
- Ability to facilitate group dialogues 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 a variety of education and community partners.
- Ability to demonstrate a leadership role as part of a collaborative team effort.
- Skill and fluency working in a team-oriented environment requiring participative decision making and cooperative interactions among staff and management.
- Ability to multitask and work in a fast paced environment.
- Ability to take broad concepts and convert them to guidance and direction.
- Working knowledge of presentation and meeting software.
- Experience in applying web technology as a communication tool.
- Evidence of strong verbal and written communication, facilitation, and collaboration skills.
- Demonstrated ability for project management focused on systems level organizational change.

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

| Operating Area | Biennial Amount (\$00000.00) | Fund Type |
|----------------|------------------------------|-----------|
|----------------|------------------------------|-----------|

**Note:** If additional rows of the below table are needed, place curser at end of a row (outside table) and hit "Enter".

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

## 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<br>Signature | Date |  |                      |      |  |