

Columbia Gorge Educational Service District

Job Description – Administrator – Mentoring and Student Success Liaison

Title:	Administrator – Mentoring and Student Success Liaison
Department:	Office of Superintendent
Classification:	Licensed Administrator
Supervised by:	Superintendent or Designee
Work Year:	Assigned by Superintendent

Job Purpose Statement:

This Administrative Mentoring and Student Success Liaison position will spend approximately ½ time mentoring new administrative staff and serve as a point-of-contact and collaboration between the Oregon Department of Education's (ODE) Office of Education Innovation and Improvement, the ESD, and the districts within the ESD's service region. The work will focus on increasing student achievement and reduce the opportunity gaps between student groups.

Job Qualifications, Licensure, Experience, and Certification:

- Master's Degree in education or related field with emphasis in curriculum development, assessment, leadership, instructional improvement and professional development.
- Valid Oregon Administrative License issued by Oregon TSPC.
- At least five years' successful experience in working at the building level as a building principal
- Experience and understanding of school district and improvement efforts, including increasing academic achievement for students and reducing achievement and opportunity gaps between student groups.
- Training in ODE recognized mentoring programs - *preferred*
- Other alternatives to the above qualifications as districts may find appropriate and acceptable.

Knowledge, Skills, and Abilities:

- Experience and understanding about school district and system improvement efforts, including increasing academic achievement for students and reducing achievement and opportunity gaps between student groups.
- Experience developing consulting or support teams to effectively work with districts to advance family and community engagement, equity and culturally sustaining education, and/or continuous improvement efforts.
- Familiar with the research and data mechanisms employed at districts within the ESD.
- Demonstrated ability to facilitate groups, engage the community across all sectors, and work with multiple stakeholders.
- Ability in implementing programs around High School Success, GEER Funding, Every Day Matters Initiatives, Early Indicator and Intervention System and Career and Technical Education
- Excellent verbal, written, electronic, and interpersonal communication skills.
- Ability to organize, prioritize and complete a variety of simultaneous tasks.
- Understanding of, sensitivity to, and experience working with culturally and individually diverse groups, including sovereign nations.
- Skill in soliciting and valuing diverse viewpoints.
- Proficient with technology, including video conference calling and distance meeting software.
- Be deeply collaborative and a strong listener - able to build and maintain authentic, trusting relationships that facilitate shared action.
- Have an understanding of American public education, its historical and current challenges including issues related to equity, democracy and local control, and the role of major

- Experience interacting with community, government, civic, business, and philanthropic leaders, along with media and community-based organizations.
- Ability to navigate complex information by collecting, analyzing and interpreting different types of data.
- Skill in strategic planning and supporting prioritization.
- Demonstrated ability to collaborate with others to achieve common goals through teamwork, coordination, and communication.
- Sense of perspective, having room for holding more than one competing need at a time.
- Ability to make decisions independently and to use initiative and judgment in accomplishing tasks following overall policies and objectives.
- Physical and mental attributes sufficient to perform essential functions.
- Ability to travel between worksites.

Essential Job Functions:

1. Directs the Education and Innovation Programs at CGESD
2. Works to align CGESD efforts with Student Success and other CGESD and regional initiatives.
3. Supports district teams to design and implement engaging parents and community members and gain a better understanding of key barriers for the success of all students, and especially those students who are not making expected progress.
4. Help support districts as they work to expand cultural proficiency, equity and inclusiveness in ways that engage students who have a history of underachievement
5. Communicates progress and activities that are being used to engage and celebrate student successes with district members, the ESD, community and region.
6. To assists in gathering, interpreting and to analyze data and consolidate information to create plans across all multiple funding streams into a single plan that is informed and guided by student outcomes.
7. Assist districts to build skills, expertise, training and capacity for districts including technical assistance and coaching.
8. Works cooperatively and harmoniously with related CGESD programs, districts, co-workers and supervisors.
9. Help guild districts with identifying student and community needs and district activities and efforts to align and tackle.
10. Develop or support the use of engagement tools, including communication and translation supports as needed.
11. Support school districts with incorporating engagement feedback into the needs assessment, planning processes, including developing connections between the engagement, needs assessment, the Continuous Improvement Plan (CIP) process, and the application for SSA/Student Investment Account funds.
12. In individual and/or group meetings, lead or assist the district in documenting their needs, growth targets, attainable outcomes, investment strategies and accountability metrics as outlined in the district plan.
13. Work closely with ODE to deliver technical assistance to districts. This will require regular meetings and consultation with ODE staff to obtain resource and promising practice knowledge.
14. Support districts with the use of equity-based tools for decision-making.
15. Ensure compliance with all state and federal mandates.
16. Perform other related duties, as assigned, to support the success of the program.

Workplace Expectations:

- Work effectively with and respond to people from diverse cultures or backgrounds.
- Demonstrate professionalism and appropriate judgment in behavior, speech and dress in a neat, clean and appropriate professional manner for the assignment and work setting.
- Have regular and punctual attendance.
- Confer regularly with other ESD staff, ESD Districts, and immediate supervisor.
- Follow all District policies, work procedures and reasonable requests by proper authority.
- Maintain the integrity of confidential information relating to a student, family, colleague or District patron.
- Demonstrates professional character in all job responsibilities. Displays courteous, polite disposition, exercising tact and diplomacy. Maintains confidentiality in all aspects of the agency.
- Attend trainings related to professional growth to stay current on best practices.

Physical Requirements:

1. **In an eight-hour day employee may:**

- | | | | | |
|---------------|-------------------------------|----------------------------------|---|---|
| a. Stand/Walk | <input type="checkbox"/> None | <input type="checkbox"/> 1-4 hrs | <input checked="" type="checkbox"/> 4-6 hrs | <input type="checkbox"/> 6-8 hrs |
| b. Sit | <input type="checkbox"/> None | <input type="checkbox"/> 1-3 hrs | <input type="checkbox"/> 3-5 hrs | <input checked="" type="checkbox"/> 5-8 hrs |
| c. Drive | <input type="checkbox"/> None | <input type="checkbox"/> 1-3 hrs | <input checked="" type="checkbox"/> 3-5 hrs | <input type="checkbox"/> 5-8 hrs |

2. **Employee may use hands for repetitive:**

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Single Grasping | <input checked="" type="checkbox"/> Pushing and Pulling | <input type="checkbox"/> Fine Manipulation |
|---|---|--|

3. **Employee may use feet for repetitive movement as in operating foot controls:**

- | | |
|------------------------------|--|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
|------------------------------|--|

4. **Employee may need to:**

- | | | | |
|-----------------|-------------------------------------|--|-------------------------------------|
| a. Bend | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not at all |
| b. Squat | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not at all |
| c. Climb Stairs | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not at all |
| d. Lift | <input type="checkbox"/> Frequently | <input checked="" type="checkbox"/> Occasionally | <input type="checkbox"/> Not at all |

5. **Lifting:**

- Sedentary Work:** Lifting 10 pounds occasionally with frequent sitting and occasional standing/walking.
- Light Work:** Lifting 25 pounds occasionally with frequent sitting and occasional standing/walking.
- Medium Work:** Lifting 50 occasionally, 25 pounds frequently with occasional sitting and frequent standing/walking.
- Medium Heavy Work:** Lifting 75 pounds occasionally, 35 pounds frequently with occasional sitting and frequent standing/walking.
- Heavy Work:** Lifting 100 pounds occasionally, 50 pounds frequently with occasional sitting and frequent standing/walking.

Mandatory Child Abuse Reporting

As mandatory reporter (ORS.419b.010) you are required to immediately report to Law Enforcement and or Department of Human Services, any instances of suspected child abuse.

Agreement

I have reviewed the requirements and expectations for the above position and understand its content. I am aware that my position description may be revised or updated at any time and once notified of changes, I remain responsible for the knowledge of its contents.

The statements contained herein reflect general details necessary to describe the principle functions required of this position, the level of knowledge and the skill typically required and the scope of responsibility.

I, _____ have read and received a copy of this job description. I understand the expectations required for this position and that a copy of this job description will become part of my personnel file.

Employee Signature

Date