

# Position Description - Unclassified

## Position Status:

Position Title		Position Number
Project Specialist (Assessment)		E80006
Appointment (9mos. / 12 mos. / Other)	Contract Period (from / to)	FLSA
12 mos.	07/01/21 – 06/30/22	Exempt
Position Type	Regular/Short-Term	
Full-Time	Regular	
Work Location	Department/Division	
Remote option with approval	The Research Institute	
Reports to	Reports to Position Number	
Director, Center on Early Learning and Youth Development	E80014	
Incumbent	University ID #	
TBD		

## Program Information:

A. Describe the general program in which this position exists. Include program purpose, size, scope and relationship to the University's mission.
<p>The Research Institute (TRI) houses two Centers focused on informing and facilitating change in educational and human service systems to improve the quality of life for all individuals. Funded through external grants and contracts, the Centers conduct programs of research, develop evidence-based interventions that are provided through technical assistance and professional development, and increase system capacity to effect change. TRI was established in 1961 at WOU and has research partnerships throughout Oregon and the nation. TRI is committed to promoting and supporting an environment which values and affirms equal opportunity, diversity, and inclusive practices. TRI is committed to creating a safe environment to have dialogue with our co-workers, partners and those who receive our services about how to best address the implicit bias that exists. TRI is committed to creating an anti-racist workplace that is fully inclusive by disrupting systemic racism and dismantling barriers for people of color in the workplace.</p>
B. Describe the purpose of this position and how it functions within this program.
<p><b>Project Specialist</b></p> <p>Project Specialists participate as members of a collaborative team working on a variety of projects within the TRI's Center on Early Learning and Youth Development (CELYD). Project Specialists provide a continuum of services and products across the early learning system in Oregon. CELYD engages in Early Learning and/or Youth Development at the state level which requires a specialized knowledge and skills as well as an ability to navigate change, emergent needs and the expectations of system work. Project Specialists are expected to use culturally responsive, innovative best practices across a variety of duties including; program and process development, systems collaboration, change and alignment, program assessment and observation, system communications, leadership and facilitation, and training and technical assistance.</p> <p>TRI staff are expected to engage in continual learning in anti-racism, equity, diversity, inclusion and outreach in order to cultivate equitable practices across all aspects of position duties and participate and engage in efforts to further develop and implement the center, projects and university's equity work and goals.</p> <ul style="list-style-type: none"> <li>• Work collaboratively in a team environment. Facilitate, participate in and contribute to project meetings, seminars, workshops and other gatherings as needed</li> <li>• Provide ongoing administrative and communication support</li> <li>• Participate in team meetings on both the project teams and the CELYD team</li> <li>• Effectively communicate with a wide variety of individuals and groups from diverse backgrounds, including providing high quality customer service</li> <li>• Participate in internal and external meetings</li> <li>• Maintain confidential information</li> </ul>

- Complete duties related to assigned project/s; adapting to team needs as tasks arise

### Assessment Specialist

The primary purpose of this position is to provide assessments/observations using selected versions of the Environment Rating Scales (ERS) and Classroom Assessment Scoring System (CLASS) assessment tools for early learning programs. Assessment Specialists will conduct and score the assessments/observations and write reports. Assessment Specialists will also provide professional learning and technical assistance (TA) to early learning professionals in Oregon. The Assessment Specialist will be assigned a primary service area but will also be expected to travel statewide to conduct assessments and provide professional learning/TA. This position requires frequent in-state travel, occasional out of state travel, and semi-frequent night and weekend work.

### Position Information and Qualifications:

A. Description of Duties/Responsibilities – List the major duties assigned to the position. Note percentage of time each listed duty is performed to total 100%. Indicate “E” = Essential, “R” = Revised

Percent of time	
10%	<ul style="list-style-type: none"> <li>• Achieve and maintain reliability in selected ERS tools</li> </ul>
55%	<ul style="list-style-type: none"> <li>• Provide Assessments, write reports, and log data as needed for project</li> </ul>
10%	<ul style="list-style-type: none"> <li>• Achieve and maintain reliability in selected CLASS tools</li> </ul>
10%	<ul style="list-style-type: none"> <li>• Participate in project meetings and Assessment Peer Learning discussions</li> </ul>
10%	<ul style="list-style-type: none"> <li>• Support the development and delivery of ERS and/or CLASS training and TA for quality improvement professionals and early educators in Oregon</li> </ul>
5%	<ul style="list-style-type: none"> <li>• Gain and maintain a working knowledge of Oregon’s early learning system and initiatives and gain knowledge and apply learned skills to interrupt systemic oppression</li> </ul>
As needed	<ul style="list-style-type: none"> <li>• Assist with the development of ERS and CLASS assessment forms, policies, and procedures</li> </ul>

### B. Required Qualifications

List any certificates, licenses, academic degrees, or experience required to perform the duties of this position. Indicate if a combination of education and experience is acceptable.

- Combination of experience and education equivalent to a Bachelor’s degree and 5 years of experience related to the duties of the position
- At least 3 years professional work experience in childhood care and education (birth to age 12) and/or other relevant experience such as home visiting, CCR&R, human/social services, assessment work, or child care licensing
- Ability to become a reliable Assessment Specialist within 6 months of hire and maintain reliability
- Proficient oral and written communication skills
- Ability to take initiative and work independently
- Ability to be flexible and adapt to changes and emergent needs
- Ability to communicate with a wide variety of individuals and groups, including work team, providers, program personnel, and administrators from diverse backgrounds

<ul style="list-style-type: none"> <li>Strong organizational skills, attention to detail, and ability to manage a variety of task</li> </ul>
<b>C. Preferred Qualifications</b>
<p><i>Describe preferred education, experience, skills, licenses, certificates, and other qualifications for this position.</i></p> <ul style="list-style-type: none"> <li>MA or MS in Early Childhood Education or related field</li> <li>5 or more years early childhood or related field work experience</li> <li>Experience using program/classroom/staff observation tools (e.g. CLASS, ERS) and providing feedback</li> <li>Current ERS reliability in one or more tools (ECERS-3, ITERS-3, FCCERS-3)</li> <li>Current CLASS reliability in one or more tools (Infant, Toddler, Pre-K)</li> <li>Experience working with child care quality standards and quality rating and improvement systems</li> <li>Experience with translation and/or interpretation</li> <li>Bicultural or multicultural</li> <li>Proficient oral and written communication skills in Spanish, Russian, Chinese or Vietnamese</li> <li>Experience in adult education and providing professional development</li> <li>Experience coaching, consulting or providing technical assistance</li> </ul>
<b>D. Knowledge Areas</b>
<p><i>List the major areas of knowledge that are required to perform the duties of this position.</i></p> <ul style="list-style-type: none"> <li>Knowledge of the use of common computer-based technology such as, Microsoft Office, Google Suite, web-based meeting software, etc.</li> <li>Early Childhood Education</li> <li>Knowledge of Oregon's early learning system</li> <li>Culturally responsive practices</li> </ul>

**Budget Authority:**

Indicate the level of the position's responsibility for the development, control, and monitoring of budget. Indicate the size of the budget. Check all that apply.		
<input type="checkbox"/>	Develops, monitors*, and controls* <i>*Monitor means to review and approve expenses; control means to authorize budget transfer at the department level</i>	\$0
<input type="checkbox"/>	Delegated authority to monitor budget	\$0
<input type="checkbox"/>	Limited approval authority for purchase	\$0
<input type="checkbox"/>	Purchase only with higher level approval	\$0

**Supervisory Authority:**

If this position has the authority to act or effectively recommend action affecting employees in the following areas, check all that apply.			
<input type="checkbox"/>	Hire	<input type="checkbox"/>	Assign Work
<input type="checkbox"/>	Transfer	<input type="checkbox"/>	Recommend salary adjustments
<input type="checkbox"/>	Discipline	<input type="checkbox"/>	Approve requests (i.e. leave)
<input type="checkbox"/>	Dismiss	<input type="checkbox"/>	Respond to complaints/grievances
<input type="checkbox"/>	Layoff	<input type="checkbox"/>	Conduct performance assessments
<input type="checkbox"/>	Promote	<input type="checkbox"/>	Give Direction

**Positions Supervised:**

Type	# of Employees	Total FTE
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Teaching faculty	0	0
Classified staff	0	0
Unclassified staff	0	0
Student Employees (average per term)	0	0
Other (specify) Substitute Child Care Staff & Early Educators	0	0

**Decision Making Authority:**

Describe the breadth and scope of decision-making authority and discretion the position has to formulate, implement, evaluate, approve and/or modify department and/or university policy, procedures, and/or programs. Describe the type of review and/or approval required by a higher level.

No decision-making authority to formulate, implement, evaluate, approve and/or modify department/university policy, procedures, and/or programs.

**Additional Information:**

List any additional information that would help describe the nature of the position.

All TRI salaried employees are considered exempt from overtime.

This position is contingent upon successful enrollment in the Oregon Department of Education Early Learning Division Central Background Registry (CBR) Specialist must successfully complete the WOU Driver Authorization, and have access to reliable transportation This position is grant funded

This position may require in-state travel, as well as occasional weekend and evening hours

**TRI Mission:**  
The Research Institute (TRI) at Western Oregon University improves the quality of life for individuals by facilitating positive change in education, health, and human services systems.

**WOU Diversity and Respect Values:**  
Equity and inclusion; a fundamental basis in human diversity; appreciation for the complexity of the world; strength drawn from our variety of backgrounds, abilities, cultural experiences, identities, knowledge domains and means of expression.

**Acknowledgement:**

Employee Printed Name	Employee Signature / Date
Supervisor Printed Name	Supervisor Signature / Date
Reviewer (VP / Director)	Reviewer Signature / Date
Appointing Authority	Appointing Authority Signature / Date

**HR USE ONLY:**

Received by		Date	
Position Class # (Ex. UF101)	Employee Class	Job Location	Appointment Percent
CUPA-HR# / Title	NOC Code	Category Code	SOC Code
Actions Taken			
	NBAPBUD / NBAPOSN		
	NBAJOBS		
	PEAFAC		
	Electronically Filed		