

POSITION TITLE:

Reviewer 1 or 2

JOB DUTIES IN ORDER OF IMPORTANCE: (These duties are illustrative only. Incumbents may perform some or all of these duties or other job-related duties as assigned.)

Provide services as a member of the District Review Team (DRT), shall successfully complete 16.5 hours of training at the Ohio Department of Education (ODE), 25 South Front St., Columbus, OH. Will be trained in protocols, data collection, analysis, and report development in accordance with ODE District Standards and indicators to include training in a strict protocol for evidence collection as a member of the District Review Team.

Shall perform a district review as detailed below:**(a) A Standards-Based, Evidence-Based Process:**

The district review is an evidence-based process using the six (6) District Standards and twenty-four (24) Indicators to organize the collection and analysis of data in order to generate findings about key district systems and practices and recommendations for improvement.

Will collect evidence for each of the six (6) District Standards (see above). The reviews will seek to identify those systems and practices that may be impeding rapid improvement as well as those that are most likely to be contributing to positive results. The DRT consists of individuals with expertise in the District Standards. The Center for Accountability and Continuous Improvement (CACI) screens, selects, and trains experienced, independent district reviewers, known as the DRT; provides protocols, materials, and oversight of the review process; and hands off the review findings to district stakeholders and to the State Support Team when further assistance and intervention is recommended. The findings and recommendations are also made available to an Academic Distress Commission, when applicable, to inform the development of an Academic Recovery Plan.

The DRT reviews selected district documents and ODE data and reports for two (2) days prior to conducting a five-day district visit that includes visits to various district schools. Materials in the appendices to this protocol provide an evidence array for the DRT to understand district policies, systems, processes, practices, and outcomes. The team holds interviews and focus groups with such stakeholders as school board members, teachers' association representatives, administrators, teachers, parents, and students. Team members also observe classes. The team then meets for two (2) days to develop findings and recommendations before submitting the draft of their district review report to ODE.

(b) Preparing for the District Review:

Preparation for the review was designed to be minimal. May prepare and facilitate training. There is only a short list of documents to provide and a 5-day site visit schedule to be completed.

(c) Six Stages of the District Review:

The district review consists of the six stages outlined below:

1. Document and Data Review - For two (2) days the DRT reviews information about the district's context, student performance, goals and processes, and resources. The Center for Accountability and Continuous Improvement collects information and data from ODE and from the district and provides it to the team.

Team members are each assigned to one of the six (6) Standards

Six 6 Standards and twenty-four 24 Indicators serve as "buckets" for collecting and sorting information

- i. The team collectively reviews data analyses
- ii. The team reviews documents to learn about district practices
- iii. Each team member develops and shares specific questions
- iv. Questions for each interview are identified
- v. The team reviews and adjusts the onsite schedule as needed

2. Onsite Visit

For four (4) days the review team conducts observations and asks questions about practices.

- i. Introductory meeting: purpose of the review and a discussion of the review process
- ii. Board of Education interviews
- iii. District, school, and program leaders interviews
- iv. Teachers' Association leadership interview
- v. Teacher focus groups

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- vi. Parent interviews
- vii. Classroom observations
- viii. Municipal business and local government official interviews
- ix. Team evidence gathering and sharing throughout the visit
- x. Closing DRT meeting: what the team has learned (emerging themes) and what it needs to sort out
- xi. Meeting with Superintendent; and meeting with District Leadership Team to share emerging themes on Day 5

3. Analysis of Evidence and Draft Report Development

The review does not end upon the last day of the site visit. The Department and the DRT use the evidence gathered from the review to generate a draft report; after receiving any factual corrections from the district, ODE staff finalize the report. The Center for Accountability and Continuous Improvement ensures that DRT members follow a strict protocol for evidence triangulation. The process of report production consists of:

- i. Evidence sorting
- ii. Team identification of priority findings
- iii. Developing team consensus on written evidence in findings
- iv. Collective correction of and feedback on all written draft findings
- v. Development of preliminary recommendations
- vi. Findings and recommendations are compiled by the coordinator; draft report created
- vii. Edit the draft (Editing includes the checking of data and its interpretation; checking of sensitive material within the findings; making sure that findings are supported by sufficient evidence and contain sufficient attribution; making sure that findings and recommendations are aligned with current ODE guidance, communicating with a variety of ODE offices as needed; and making sure that the tone of the report is neutral.)
- viii. Draft findings sent to superintendent to check for factual accuracy
- ix. ODE staff then respond to the local district's corrections and finalize the recommendations

4. Publication of the Final Report

- i. Specific recommendations are confirmed by ODE for inclusion in final report
- ii. Final reports include a description of the district context and background, demographic and student achievement data, findings focused on the school system's most significant strengths and challenges, and recommendations that the district can use for ongoing systematic improvement and that ODE can use to consider providing technical assistance and other resources.
- iii. Reports are produced approximately two months after the onsite visit.

AND/OR

Series 1 – will be skilled with all of the above duties

Series 2 – will be skilled with all of the above duties as well as provide team leader duties

MAJOR WORKER CHARACTERISTICS:

Knowledge of: instructional methods and techniques of current educational trends and developments; principles and theories of education; program or subject matter assignment within the position's area of concentration (see Position Description); instructional methods and other aspects of educational administration; public educational programs and public school administrative procedures; principles and processes for providing customer and personal services; public relations; human relations; research methods; government structure and process relating to ODE; ODE policies & procedures.

Skill in: communicating with others to convey information effectively; using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems; considering the relative costs and benefits of potential actions to choose the most appropriate one; understanding the implications of new information for both current and future problem-solving and decision-making; identifying complex problems and reviewing related information to develop and evaluate options and implement solutions; monitoring/assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action; operation of personal computer & software (e.g. MS Office suite); office equipment (e.g., copier, printer, calculator).

Ability to: establish and maintain effective working relationships with school administrators, educators, educational organizations, curriculum and/or program specialists at local, state, or federal level, and the general public; analyze classroom, curriculum, program, or administrative problems and to recommend possible solutions; formulate and communicate ideas on educational issues and the ability to prepare thorough program evaluations and recommendations; and interpret rules, public school law, educational policies and to effectively communicate philosophies of education; convey ideas clearly and concisely, orally and in writing; proofread technical materials, recognize errors & make corrections; use proper statistical research methods in gathering data; gather, collate & classify information about data, people or things.

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Reviewer 1 or 2 (CONT'D)

MINIMUM CLASS QUALIFICATIONS FOR EMPLOYMENT:

Candidate must understand and have K-12 experience in one of the following categories, within five years of being hired:

- a. Leadership, Governance and Communications
- b. Curriculum and Instruction/Assessment and Effective use of Data
- c. Assessment and Data
- d. Human Resource and Professional Development
- e. Student Support
- f. Fiscal Management

A Master's degree or higher is preferred in the area of education or in the standard area of hire.

TRAINING AND DEVELOPMENT REQUIRED TO REMAIN IN THE CLASSIFICATION AFTER EMPLOYMENT:

Must attend training administered by the Agency.

UNUSUAL WORKING CONDITIONS:

May require travel to various school districts within Ohio. Travel expenditures will not be covered by Ohio Department of Education.

POSITION TITLE:

General Administrative Hearing Officer

JOB DUTIES IN ORDER OF IMPORTANCE: (These duties are illustrative only. Incumbents may perform some or all of these duties or other job-related duties as assigned.)

In accordance with the Ohio Administrative Procedures Act, Ohio Revised Code Chapter 119, the Office of Legal Counsel secures hearing officers to preside over administrative hearings and issue written reports and recommendations, with an executive summary, to the State Board of Education.

Hearing Officers agree to preside over administrative hearings and issue written reports and recommendations, with an executive summary, to the State Board of Education in accordance with the Ohio Administrative Procedures Act, Ohio Revised Code Chapter 119.

In addition, the Hearing Officers also agree to provide services to the State as a hearing officer in administrative hearings before the State Board of Education in cases involving payment in lieu of transportation, territory transfers, credit flexibility and college credit plus.

Upon conclusion of each administrative hearing, the hearing officer must complete, in detail, and issue written reports and recommendations, with an executive summary. Invoices must be itemization by services, provided, date services were provided.

Must demonstrate the ability to be skilled with making decisions that are of significant issues and in a timely and efficient manner.

Administrative proceedings are conducted in accordance with the Ohio Revised Code Chapter 119. Majority of the in-person hearing will be held in Columbus, Ohio.

And other various duties as assigned.

MAJOR WORKER CHARACTERISTICS:

Knowledge of legal & adjudicative hearing practices & procedures, research methods, federal & state laws, rules, regulations & court decisions *;interviewing; public relations. Skill in operation of personal computer & software (e.g., mainframe & desktop databases; spreadsheets; word processing)* & office equipment (e.g., tape recorder, photocopier, speaker/conference telephone, facsimile machine, electronic calculator & teleconference/telecommunication equipment)*. Ability to research, interpret & apply technical material, federal & state statutes, rules, regulations & procedures; access & research information on internet; write recommended hearing decision consistent with findings of fact; handle sensitive inquiries from & contacts with attorneys, witnesses, appellants, hearing participants, government officials & general public.

(*)Developed after employment.

MINIMUM CLASS QUALIFICATIONS FOR EMPLOYMENT:

Must be licensed to practice law in Ohio (Admission to Ohio Bar pursuant to Section 4705.01 of the Ohio Revised Code).

Have experience conducting or representing parties in Chapter 119 hearings or other administrative hearings. Three years of experience preferred.

Familiarity with State education laws, and Chapter 119 of the Ohio Revised Code

Ability to issue timely decisions

Ability to preside over a hearing and manage the process

Knowledge and understanding of State and Federal Education Laws.

TRAINING AND DEVELOPMENT REQUIRED TO REMAIN IN THE CLASSIFICATION AFTER EMPLOYMENT:

Must attend training administered by the Agency.

UNUSUAL WORKING CONDITIONS:

May require travel to various school districts within Ohio. Travel expenditures will not be covered by Ohio Department of Education.

POSITION TITLE:

Professional Conduct Hearing Officer

JOB DUTIES IN ORDER OF IMPORTANCE: (These duties are illustrative only. Incumbents may perform some or all of these duties or other job-related duties as assigned.)

Serve as Hearing Officer for disciplinary actions involving licensed educators. Preside over administrative hearings and issue written reports and recommendations, with an executive summary, to the State Board of Education. Must demonstrate the ability to make professional judgements on legal issues and in a timely and efficient manner. Administrative proceedings are conducted in accordance with the Ohio Revised Code Chapter 119. Majority of the in-person hearing will be held in Columbus, Ohio in collaboration with the State Board of Education.

In addition the Hearing Officers also agree to provide services to the State as a hearing officer in administrative hearings before the State Board of Education in cases involving the potential revocation, suspension, limitation or denial of teaching certificates and or licenses.

Upon conclusion of each administrative hearing, the hearing officer must complete in detail and issue written reports and recommendations, with an executive summary.

And other various duties as assigned.

MAJOR WORKER CHARACTERISTICS:

Knowledge of legal & adjudicative hearing practices & procedures, research methods, federal & state laws, rules, regulations & court decisions *;interviewing; public relations. Skill in operation of personal computer & software (e.g., mainframe & desktop databases; spreadsheets; word processing)* & office equipment (e.g., tape recorder, photocopier, speaker/conference telephone, facsimile machine, electronic calculator & teleconference/telecommunication equipment)*. Ability to research, interpret & apply technical material, federal & state statutes, rules, regulations & procedures; access & research information on internet; write recommended hearing decision consistent with findings of fact; handle sensitive inquiries from & contacts with attorneys, witnesses, appellants, hearing participants, government officials & general public.

(*)Developed after employment.

MINIMUM CLASS QUALIFICATIONS FOR EMPLOYMENT:

Must be licensed to practice law in Ohio (Admission to Ohio Bar pursuant to Section 4705.01 of the Ohio Revised Code).

Three or more years of experience conducting Chapter 119 Hearings or equivalent experience presiding over professional disciplinary actions.

Knowledge and understanding of State and Federal Education Laws.

Willingness to attend training administered by ODE

Ability to issue timely decisions

TRAINING AND DEVELOPMENT REQUIRED TO REMAIN IN THE CLASSIFICATION AFTER EMPLOYMENT:

Must attend training administered by the Agency.

UNUSUAL WORKING CONDITIONS:

May require travel to various school districts within Ohio. Travel expenditures will not be covered by Ohio Department of Education.

POSITION TITLE:

IDEA Special Education Mediator

JOB DUTIES IN ORDER OF IMPORTANCE: (These duties are illustrative only. Incumbents may perform some or all of these duties or other job-related duties as assigned.)

Serves as Hearing Officer to conduct administrative hearings (due process hearings), interact with families of children with disabilities and school districts that are involved in special education disputes and have requested a due process hearing. The responsibility placed on a hearing officer when conducting a due process hearing is described in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), 34 C.F.R. Sections 300.511 through 300.515 and the Operating Standards for Ohio Educational Agencies Serving Children with Disabilities (Administrative Code Rule 3301-51-05(K)(10) through (13).

And other various duties as assigned.

MAJOR WORKER CHARACTERISTICS:

Knowledge of legal & adjudicative hearing practices & procedures, research methods, federal & state laws, rules, regulations & court decisions *;interviewing; public relations. Skill in operation of personal computer & software (e.g., mainframe & desktop databases; spreadsheets; word processing)* & office equipment (e.g., tape recorder, photocopier, speaker/conference telephone, facsimile machine, electronic calculator & teleconference/telecommunication equipment)*. Ability to research, interpret & apply technical material, federal & state statutes, rules, regulations & procedures; access & research information on internet; write recommended hearing decision consistent with findings of fact; handle sensitive inquiries from & contacts with attorneys, witnesses, appellants, hearing participants, government officials & general public.

(*)Developed after employment.

MINIMUM CLASS QUALIFICATIONS FOR EMPLOYMENT:

Must be licensed to practice law in Ohio (Admission to Ohio Bar pursuant to Section 4705.01 of the Ohio Revised Code)

Five or more years of experience with litigation

Not currently representing school districts or parents in matters related to IDEA and special education

Depth of knowledge and understanding with regard to IDEA, State and Federal regulations pertaining to IDEA, and legal interpretation of the IDEA by Federal and State Courts

TRAINING AND DEVELOPMENT REQUIRED TO REMAIN IN THE CLASSIFICATION AFTER EMPLOYMENT:

Must attend two day training administered by the Agency.

For positions held with Ohio Department of Education (Office of Exceptional Children) the majority of trainings will be held in the Columbus, Ohio area during August of each year, training must be successfully completed once a year thereafter, typically in the Summer.

UNUSUAL WORKING CONDITIONS:

May require travel to various school districts within Ohio. Travel expenditures will not be covered by Ohio Department of Education.

POSITION TITLE:

Field Observer - MSP

JOB DUTIES IN ORDER OF IMPORTANCE: (These duties are illustrative only. Incumbents may perform some or all of these duties or other job-related duties as assigned.)

Field observers will receive training and use OMSP's Observation Rubrics to report progress of program's implementation of grant activities as described in the program's proposal. The observer will read the program's proposal before receiving training on OMSP's Observation Rubrics. Observers may be required to question program participants, program principal investigators or others to gather necessary information. Observers may be required to participate in program activities.

MAJOR WORKER CHARACTERISTICS:

Knowledge of proposal writing or contract & grant preparation; accounting; budgeting; public relations*. Skill in operation of personal computer & software (e.g., mainframe & desktop databases; spreadsheets; word processing)* & office equipment (e.g., tape recorder, photocopier, speaker/conference telephone, facsimile machine, electronic calculator & teleconference/telecommunication equipment)*. Ability to research, interpret & apply technical material, federal & state statutes, rules, regulations & procedures; write recommended decision; handle sensitive inquiries.

MINIMUM CLASS QUALIFICATIONS FOR EMPLOYMENT:

Field Observers must have a good knowledge of educational grants. A college degree in natural science, science education, mathematics education, and/or mathematics; No direct association with current Mathematics and Science Partnership (MSP) grantee or currently submitted proposals; Work day time (8am to 6pm EST) availability for consensus meetings. Ability to send and receive large files electronically; Ability to participate in phone conferences or computer based face-to-face meetings

TRAINING AND DEVELOPMENT REQUIRED TO REMAIN IN THE CLASSIFICATION AFTER EMPLOYMENT:

Must participate in Training, via webinar, prior to being assigned to grant applications for reading and scoring. Field Observers will receive training on OMSP's Proposal Scoring Rubric.

UNUSUAL WORKING CONDITIONS:

Must be available by phone and/or email during regular business hours (Eastern Standard Time) to resolve all reader scoring discrepancies for a period of about ten (10) to sixteen (16) days. All field observers must have a personal computer, access to the internet, and phone. Travel expenditures will not be covered by Ohio Department of Education.

POSITION TITLE:

Grant Reader

JOB DUTIES IN ORDER OF IMPORTANCE: (These duties are illustrative only. Incumbents may perform some or all of these duties or other job-related duties as assigned.)

Read grant applications, score, complete the associated paperwork and submit the scores through Comprehensive Continuous Improvement Planning (CCIP) electronically for each new grant application assigned. Grant reader will be required to log into a safe account created for the grant reading exercise and access assigned grant applications.

Some grants may be time sensitive and will require grant readers to meet at a specific location to read grant applications in person, score and complete related paperwork.

All scoring must be completed in a sixteen (16) day window to allow the Department to make a timely grant award to schools.

MAJOR WORKER CHARACTERISTICS:

Knowledge of proposal writing or contract & grant preparation; accounting; budgeting; public relations*. Skill in operation of personal computer & software (e.g., mainframe & desktop databases; spreadsheets; word processing)* & office equipment (e.g., tape recorder, photocopier, speaker/conference telephone, facsimile machine, electronic calculator & teleconference/telecommunication equipment)*. Ability to research, interpret & apply technical material, federal & state statutes, rules, regulations & procedures; write recommended decision; handle sensitive inquiries.

MINIMUM CLASS QUALIFICATIONS FOR EMPLOYMENT:

Grant readers must have a good knowledge of educational grants. Grant readers must have at least 2 years of college education.

TRAINING AND DEVELOPMENT REQUIRED TO REMAIN IN THE CLASSIFICATION AFTER EMPLOYMENT:

Must participate in Grant Reader Training, via webinar, prior to being assigned to grant applications for reading and scoring.

UNUSUAL WORKING CONDITIONS:

Must be available by phone and/or email during regular business hours (Eastern Standard Time) to resolve all reader scoring discrepancies for a period of about ten (10) to sixteen (16) days. All grant readers must have a personal computer, access to the internet, and phone. Travel expenditures will not be covered by Ohio Department of Education.

POSITION TITLE:

Item Reviewer - MSP

JOB DUTIES IN ORDER OF IMPORTANCE: (These duties are illustrative only. Incumbents may perform some or all of these duties or other job-related duties as assigned.)

Item reviewers will search national and State of Ohio released item banks for Science and Mathematics questions. Item Reviewers will receive training on OMSP's Item Review Rubric.

MAJOR WORKER CHARACTERISTICS:

Knowledge of proposal writing or contract & grant preparation; accounting; budgeting; public relations*. Skill in operation of personal computer & software (e.g., mainframe & desktop databases; spreadsheets; word processing)* & office equipment (e.g., tape recorder, photocopier, speaker/conference telephone, facsimile machine, electronic calculator & teleconference/telecommunication equipment)*. Ability to research, interpret & apply technical material, federal & state statutes, rules, regulations & procedures; write recommended decision; handle sensitive inquiries.

MINIMUM CLASS QUALIFICATIONS FOR EMPLOYMENT:

Item reviewers must have a good knowledge of educational grants. A college degree in natural science, science education, mathematics education, and/or mathematics; No direct association with current Mathematics and Science Partnership (MSP) grantee or currently submitted proposals; Work day time (8am to 6pm EST) availability for consensus meetings. Ability to send and receive large files electronically; Ability to participate in phone conferences or computer based face-to-face meetings

TRAINING AND DEVELOPMENT REQUIRED TO REMAIN IN THE CLASSIFICATION AFTER EMPLOYMENT:

Must participate in Training, via webinar, prior to being assigned to grant applications for reading and scoring. Item reviewers will receive training on OMSP's Proposal Scoring Rubric.

UNUSUAL WORKING CONDITIONS:

Must be available by phone and/or email during regular business hours (Eastern Standard Time) to resolve all reader scoring discrepancies for a period of about ten (10) to sixteen (16) days. All Item reviewers must have a personal computer, access to the internet, and phone. Travel expenditures will not be covered by Ohio Department of Education.

POSITION TITLE:

Grant Reader 2 – MSP

JOB DUTIES IN ORDER OF IMPORTANCE: (These duties are illustrative only. Incumbents may perform some or all of these duties or other job-related duties as assigned.)

Read grant applications, score, complete the associated paperwork and submit the scores through Comprehensive Continuous Improvement Planning (CCIP) electronically for each new grant application assigned. Grant reader will be required to log into a safe account created for the grant reading exercise and access assigned grant applications.

Some grants may be time sensitive and will require grant readers to meet at a specific location to read grant applications in person, score and complete related paperwork.

All scoring must be completed in a sixteen (16) day window to allow the Department to make a timely grant award to schools.

Grant Readers will receive training on Ohio Mathematics and Science Partnerships (OMSP) Proposal Scoring Rubric. The grant readers will become part of a consensus committee which will provide to the Ohio Mathematics and Science Partnership Coordinator recommendations for acceptance of as is, provisional acceptance of proposals with recommendations for required changes, or rejection of proposals with clear explanation of problem areas.

MAJOR WORKER CHARACTERISTICS:

Knowledge of proposal writing or contract & grant preparation; accounting; budgeting; public relations*. Skill in operation of personal computer & software (e.g., mainframe & desktop databases; spreadsheets; word processing)* & office equipment (e.g., tape recorder, photocopier, speaker/conference telephone, facsimile machine, electronic calculator & teleconference/telecommunication equipment)*. Ability to research, interpret & apply technical material, federal & state statutes, rules, regulations & procedures; write recommended decision; handle sensitive inquiries.

MINIMUM CLASS QUALIFICATIONS FOR EMPLOYMENT:

Grant readers must have a good knowledge of educational grants. A college degree in natural science, science education, mathematics education, and/or mathematics; No direct association with current Mathematics and Science Partnership (MSP) grantee or currently submitted proposals; Work day time (8am to 6pm EST) availability for consensus meetings. Ability to send and receive large files electronically; Ability to participate in phone conferences or computer based face-to-face meetings

TRAINING AND DEVELOPMENT REQUIRED TO REMAIN IN THE CLASSIFICATION AFTER EMPLOYMENT:

Must participate in Grant Reader Training, via webinar, prior to being assigned to grant applications for reading and scoring. Grant Readers will receive training on OMSP's Proposal Scoring Rubric.

UNUSUAL WORKING CONDITIONS:

Must be available by phone and/or email during regular business hours (Eastern Standard Time) to resolve all reader scoring discrepancies for a period of about ten (10) to sixteen (16) days. All grant readers must have a personal computer, access to the internet, and phone. Travel expenditures will not be covered by Ohio Department of Education.