



STATE OF OREGON
POSITION DESCRIPTION

Position Revised Date:
1/20/2021

This position is:

- Classified
Unclassified
Executive Service
Mgmt Svc - Supervisory
Mgmt Svc - Managerial
Mgmt Svc - Confidential

Agency: Oregon Teacher Standards and Practices Commission

Facility: 250 Division Street NE

New Revised

SECTION 1. POSITION INFORMATION

Form with fields a-o: Classification Title, Effective Date, Working Title, Section Title, Employee Name, Work Location, Supervisor Name, Position, FLSA, Eligible for Overtime, etc.

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 Teacher Standards and Practices Commission (TSPC) was established under Oregon Revised Statute 342 and is charged with adopting rules necessary for the issuance, denial, continuation, renewal, lapse, revocation, suspension or reinstatement of licenses or registrations issued for educators involved in the education of students, administration, and other student services professionals.

Mission: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.

The Commission appoints the executive director, and through agency staff and business operations, provides services as the commission requires. The agency has 33 staff and a \$9.1 million biennial budget derived from other funds, including licensing fees.

agency issues licenses authorizing employment in Oregon public schools. There are over 65,000 active educator licenses issued by the agency.

The Commission is embarking on a nontraditional pathways to licensure program initiative, in alignment with Governor Brown’s top priority of diversity and equity. Through House Bill 2166, bold provisions are included that allow the TSPC to work towards development of alternative pathways to licensure, diversify and strengthen the educator workforce so that it better mirrors the state’s student population and meet the needs of school districts in rural and hard-to-fill subject areas. The work will require significant collaboration with other state agencies, such as the Oregon Department of Education, Higher Education Coordinating Commission, preparation providers and school districts, and the Educator Advancement Counsel to support whole life education. This work will also maintain the accountability in program delivery that is necessary to truly tackle this goal.

**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 primary purpose of this position is to serve as a policy and licensure program specialist that evaluates and ensures educator preparation providers address and develop resources for trauma, social/emotional learning, and cultural affirming (SEL) educator practices and are incorporated into educator preparation programs. This position conducts comprehensive research and studies that will ultimately lay the foundation to formulate policies, practices and partnerships that will create the strongest learning environment, ensure safety, and successful education for all Oregon K-12 students.

**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
35%	N	E	<p><b>Academic Program Coordination</b>            Organize and lead work groups to develop statewide resources and tools that will consider the social and emotional barriers of K-12 students. Uphold a partnership approach that seeks to drive coherence and maximize impact of program intent. Build relationships with key stakeholders, local community organizations, and other state agencies and organizations to expand the range of relationships with entities who share the prevention education advocacy goals.</p> <p>Collaborate with stakeholders and experts to develop policies and strategies that assist communities with the goal of providing evidence-informed educator preparation programs and culturally responsive education practices. Work with mental health, addiction services, tribes, multi-cultural resources and other educational services in conducting assessments.</p> <p>Promote culturally responsive instructional practices, social-emotional learning standards as a part of prevention education, strategies and programs to strengthen students’ ability to build healthy relationships, problem-solve, and make positive decisions and are incorporate in preparation programs. Develop education program evaluation guidelines and standards for programs that take into consideration SEL criteria and demonstrate a variable and comparable knowledge</p>

			<p>base for individuals seeking to serve as teachers in K-12 school settings. Consult with other state agencies, such as Oregon Health Authority, Dept. of Human Services, and Oregon Dept. of Education, to evaluate and contribute to best practices.</p> <p>Analyze proposed and existing academic programs, strategies, and student success initiatives for their ability to meet TSPC goals in support of diversifying the educator workforce.</p> <p>Provide specialized guidance on curricula, assessments, and evaluation of teacher preparation program, as well as policy advice to Director of Educator Preparation and agency leadership. Coordinate with agency staff to align prevention education, strategies and programs with Positive Behavioral Interventions and Supports, trauma-informed care, social-emotional learning standards, culturally responsive instructional practices (CRI) and other support related to addressing non-academic barriers in schools and districts.</p> <p>Establish and maintain ongoing information sharing with internal, external, and legislative stakeholders. Facilitate the development and implementation of communication plans to ensure key stakeholders and their constituencies are informed of work progress. Prepare information and policy updates on various educator preparation programs, strategies and candidate success initiatives for the Higher Education Coordinating Commission (HECC), Oregon Department of Education, universities, community colleges, and the Oregon State Legislature, boards and commissions, and other stakeholder groups.</p> <p>Support integration of the Student Success Act standards from the legislature.</p>
35%	N	E	<p><b>Academic Program Support and Monitoring</b>  Lead the development and implementation of reporting and data collection efforts, including development and administration of reporting tools.</p> <p>Review and evaluate EPP proposals for the new pathways programs to ensure the proposal meets established guidelines and frameworks that address SEL and CRI initiatives. Noncompliance of proposals may result in conditional approval or denial of approval by the Commission. Gather relevant information and prepare for final review and approval by the Commission. Prepare presentation packets and recommendations on behalf of the Director of Educator Preparation and the agency director.</p> <p>Provide technical assistance and evaluation of programs on a regular cycle to ensure that curriculum and clinical practices are consistent with these frameworks.</p> <p>Provide guidance and support to EPPs in the development of curriculum based on the newly adopted nontraditional pathways legislation. Assist EPPs with the development of curriculum strategies that align with the SEL and CRI framework and best practices, and identify candidate success performance measures. Coordinate project activities and the development of SEL preparation pathways</p>

			<p>with stakeholder groups including the Governor's Office, community colleges, Oregon University System, Oregon independent colleges, Oregon Department of Education, and local school districts.</p> <p>Monitor EPP proposal implementation. Identify and implement needed adjustments to meet deliverables. Evaluate EPP implementation of licensure pathways consistent with TSPC standards, best practices, and agency goals. Recommend changes to implementation plans and EPP academic programs in response to program evaluation, unforeseen changes or unexpected results.</p>
20%	N	E	<p><b>Academic Program and Policy Research and Reporting</b></p> <p>Research data in other states and federal regulations to identify trends in SEL and CRI practices in educator preparation programs. Identify best practices in policies, programs, and procedures. Evaluate research data used to develop concepts, guidelines, and standards that would help increase the diversity, quantity, and retention of educational teachers in Oregon. Coordinate and lead workgroups in the development of strategies designed to meet teacher candidate success initiatives.</p> <p>Use research results and inform work of stakeholder group who are developing and implementing various educator preparation strategies and candidate success initiatives. Provide advice and program evaluation to EPPs, colleges and universities, schools and districts, and the general public on SEL and CRI initiatives in Oregon.</p> <p>Represent TSPC on state and national academic policy initiatives specifically related to best practices in teacher preparation. Contribute to specialized education standards discussions at state and national policy levels.</p> <p>Complete and present recipient reports for program and provide recommendations for continuous program improvement to the Commission, the EAC and other stakeholders.</p>
10%	N	NE	Other Duties as Assigned

#### 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.**

Typical office environment with open cubicle space. Work is conducted in an open office environment with constant interruptions. May require work in excess of normal scheduled hours to meet high-volume and/or time-sensitive workload and agency priorities. Requires physical activity normally associated with filing and sitting for extended periods, occasional bending, stooping, and walking several blocks to meetings in nearby buildings. This position is required to either possess and maintain a valid driver's license by the state of residence or provide an acceptable mode of alternative transportation.

#### 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.**

- TSPC Agency and Commission Strategic Plan
- Governor’s Equity Lens initiatives
- Inter-Agency Agreement with EAC on program parameters
- Attorney General Opinions Federal Laws
- Oregon Revised Statutes & Administrative Rules
- Statewide Policies & Procedures and Agency Policies and Operating Procedures
- Oregon Accounting Manual & Public Records Laws
- Educator preparation best practices, national, regional and local accrediting standards, guidelines from industry specific state and national professional organizations.

**b. How are these guidelines used?**

- To provide both general and specific guidance for administration of the duties of the position; to provide the basis for development of programs and policies; to respond to technical and legal questions, and to guide the work of EPP, unit and TSPC staff
- Determine and develop relevant programming and ensure compliance with program requirements
- Responds to questions from the public and from schools using program guidelines

**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?
<i>Note: If additional rows of the below table are needed, place cursor at end of a row (outside table) and hit "Enter".</i>			
Education Preparation Providers, Community Colleges, and School Districts	In Person, by mail, email or telephone	Provide general information, coordinate and advise on policy and academic programming, monitor program alignment, discuss and resolve issues	Daily
Governor's Office	In Person, by mail, email or telephone	Provide general information	As Needed
TSPC Agency Staff	In Person, by mail, email or telephone	Provide testimony from scholars and provide updates on the program. Consult, advise, problem solve, provide reports	Daily
Public/Private Schools, and Districts	In Person, by mail, email or telephone	Consult, advise, problem solve	As Needed
State Education Agencies - Agency Heads/Deputies	In Person, by mail, email or telephone	Consult, advise, problem solve	As Needed
Public educators and educator candidates	In Person, by mail, email or telephone	Provide general information, monitor program delivery, resolve issues	Weekly
Education Advocacy Groups and Stakeholders	In Person, by mail, email or telephone	Consult, advise, provide information	As Needed
Legislators and Legislative Staff	In Person, by mail, email or telephone	Consult, coordinate, problem solve	Occasionally During Session
Mental health and addiction service providers	In Person, by mail, email or telephone	Consult, coordinate, problem solve	As Needed

## SECTION 7. POSITION RELATED DECISION MAKING

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

The administrative decisions and work product made by this position are critical and have far reaching effects on Oregon's education workforce system, and the lives of those within the system. Academic and policy program decisions affect the integrity of the education and welfare of Oregonians served by these programs. Planning and future implementation decisions affect how, where and what services will be provided in the future to Oregon's professional educator workforce.

Advice and program evaluation is provided to EPPs, colleges and universities, schools and districts, and the general public on educator licensure in Oregon; the eligibility, application, and conditions of the state's licensing standards; nontraditional licensure pathways. Decisions have a direct effect on the success of EPP academic programs, the success of Oregon's educators and students, and the ability of the agency to meet its federal, state, and inter-agency policy requirements.

Discussions with executive management and other agency managers include giving advice on the impact of decisions involving significant or controversial issues, and how to avoid public misunderstanding of agency programs or policies.

## SECTION 8. REVIEW OF WORK

**Who reviews the work of the position?**

Classification Title	Position Number	How	How Often	Purpose of Review
Director of Educator Preparation	0000218	In Person, by mail, email or telephone	As Needed	Performance Monitoring

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

## SECTION 9. OVERSIGHT FUNCTIONS

**THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY**

a. How many employees are directly supervised by this position? 0

How many employees are supervised through a subordinate supervisor? 0

b. Which of the following activities does this position do?

- |  |   |
|--|---|
| <input type="checkbox"/> Plan work               | <input type="checkbox"/> Coordinates schedules                    |
| <input type="checkbox"/> Assigns work            | <input type="checkbox"/> Hires and discharges                     |
| <input type="checkbox"/> Approves work           | <input type="checkbox"/> Recommends hiring                        |
| <input type="checkbox"/> Responds to grievances  | <input type="checkbox"/> Gives input for performance evaluations  |
| <input type="checkbox"/> Disciplines and rewards | <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:**

- Demonstrated experience working with diverse communities. Skill in collaborative problem-solving and collegial relationship-building with partner agencies and stakeholder groups.
- Knowledge of organizational management principles, and practices; group dynamics and interactive relationships between agencies and organizations.
- Experience in K-12 education or educator preparation and social-emotional learning strategies.
- General knowledge of best practices for educator preparation program delivery, standards, and student support.
- Experience working with problems that require the creation of new approaches in communication techniques and integration of solutions.
- Master’s Degree in education or related field; Doctorate Degree preferred.

**Required Attributes:**

- This position is required to either possess and maintain a valid driver's license by the state of residence or provide an acceptable mode of alternative transportation, in order to travel to required training and meetings.
- A background check including fingerprints is required.


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

Operating Area	Biennial Amount (\$00000.00)	Fund Type
<i>Note: If additional rows of the below table are needed, place curser at end of a row (outside table) and hit "Enter".</i>		

**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
	1/20/2021		
Appointing Authority Signature	Date		