



STATE OF OREGON
POSITION DESCRIPTION

Position Revised Date: January 2026

Agency: Oregon Teachers Standards and Practices Commission

Facility: 250 Division Street NE, Salem, OR

☐ New ☒ Revised

This position is:

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

SECTION 1. POSITION INFORMATION

a. Classification Title: Business and Operations Manager 1
b. Classification No: 7085
c. Working Title: Director of Professional Practices
d. PPDB No/WD ID: 0000905
000000045265
e. Section Title: Professional Practices Unit
f. Agency No: 58400
g. Employee Name: Vacant
h. Budget Auth No: 387700
i. Supervisor Name: Rachel Alpert
j. Repr. Code: MMS
k. Work Location (City-County): Salem – Marion County

l. Position: ☒ Permanent ☐ Seasonal ☐ Limited duration ☐ Academic Year
☒ Full Time ☐ Part Time ☐ Intermittent ☐ Job Share

m. FLSA: ☒ Exempt ☐ Non-Exempt
If Exempt: ☒ Executive ☐ Professional
☐ Administrative ☐ Computer
n. Eligible for Overtime: ☐ Yes ☒ 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 Teachers 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. The Commission also adopts standards for educator preparation programs. Governor appointed commission members are made up of educators, school administrators, superintendents, faculty members, and members from the general public, who serve 3-year terms.

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 executive director and staff administer activities and provide recommendations to the commission on sanctions and disciplinary actions. The agency issues licenses authorizing employment in Oregon public schools. There are over 65,000 active educator licenses issued by the agency.

The Professional Practices Unit within the Teachers Standards and Practices Commission (TSPC) is responsible for regulating the standards for competent and ethical performance of Oregon educators. The unit is comprised of a Director of Professional Practices, as well as multiple Legal Liaisons, investigators, and investigative assistants.

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:

Serve as the state's expert on the professional ethics and practices of K-12 educators. Provide program oversight of unit staff who investigate, review, and determine the compliance of educators with state, federal, Commission standards and rules, and industry-accepted ethical performance, making recommendations on findings and possible sanctions in cases of professional misconduct to the Executive Director and Commission members. This position advocates and ensures the agency is exercising its authority to keep Oregon's K-12 students safe in school.

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
65%	R	E	Professional Practices Unit Management Strategic Oversight of Professional Practices Unit Provide leadership and strategic direction for the Professional Practices Unit, ensuring the integrity and effectiveness of investigations into alleged educator misconduct. Oversee the administration of complex and sensitive investigations, ensuring they are conducted with thorough, timely and objective manner, and in alignment with legal and ethical standards. Lead the development and implementation of policies and procedures that uphold the highest standards of professional conduct. Serve as the principal advisor to staff and key agency partners on nuanced legal, regulatory, and ethical issues, offering expert consultation and training to ensure consistency and compliance across all investigations. Evaluate investigatory findings and deliver recommendations to the Commission regarding professional misconduct determinations and oversee the execution of Commission directives, including sanctions and remedial conditions such as mandated training. Foster collaborative relationships, coordinate interagency communications and ensure timely notification to key agency partners, including the Oregon Department of Human Services, Oregon Department of Education, and local school districts, regarding substantiated misconduct. Ensure accurate and timely updates to state and national databases concerning educator sanctions. Champion preventative education by developing and delivering ethics and professional practices training to educators, school districts, and educator preparation programs. Provide executive oversight of the agency’s background clearance operations, ensuring alignment with statutory requirements and best practices. Regularly report unit performance, trends, and strategic initiatives to the Executive Director, the Commission, and other key stakeholders. Cultivate deep expertise in educator ethics and professional standards, maintaining fluency in applicable federal and state laws. Serve as the agency’s subject matter expert on educator misconduct, providing guidance and insight to diverse audiences including policymakers, educators, and the public. Lead and manage unit personnel, including recruitment, onboarding, performance management, and disciplinary actions. Promote a culture of accountability, continuous improvement, and professional excellence through effective supervision, coaching, and staff development.
15%	R	E	Policy and Program Evaluation Evaluate current processes and reporting systems to ensure programs operate effectively and efficiently. Develop and implement procedures and systems that maximize operational efficiency and maintain controls during investigations, ensuring sanctions are properly enforced. Ensure all program operations prioritize and support student safety. Create and implement policies, procedures, and program priorities aligned with directives from the Executive Director and the Commission. Collaborate with other units on issues affecting licensing or educator preparation programs to develop integrated strategies for new policies. Review, develop, and implement Commission-approved policies and procedures to uphold integrity and compliance with standards for educator conduct and professional ethics. Determine the most effective use of agency resources to achieve Commission goals and objectives in serving educators, schools, districts, and stakeholders.

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% of time	N/ R/ NC	E/ NE	DUTIES
			Ensure the development and maintenance of advanced technological services for agency staff, licensed educators, and school districts. These services must support compliance with communication protocols regarding violations of professional practice. Advocate for additional resources by explaining needs to the Executive Director to secure necessary support for program implementation.
10%	R	E	Agency Operations Support the Executive Director in the ongoing operational responsibilities of the agency. Respond to information requests, hearings, and inquiries on behalf of the Executive Director from the Governor’s Office, legislators, schools and districts, state and federal agencies, educators, prospective educators, media, advocacy groups, and other stakeholders. Facilitate and support Commission and committee meetings by ensuring facilities, accommodation, materials, and agenda items are accurate and available for review and action. Oversee and manage the lease and maintenance of the TSPC building. Develop facility maintenance procedures and provide staff training on emergency protocols. Coordinate with state facility maintenance technicians for repairs and upgrades. Prepare and maintain the facility maintenance budget and submit it to the agency budget analyst for review and implementation. Serve as the agency’s records custodian by overseeing and managing public records requests. Review, evaluate, and compile information in compliance with applicable laws, rules, and confidentiality requirements. Track and monitor requests and analyze trends. Maintain interagency agreements with the Oregon Department of Education, Oregon Department of Human Services, and Oregon Department of Administrative Services related to facilities, human resources services, and criminal records checks (LEDS).
5%	R	E	Budget and Legislative Support Prepare biennial and interim budget requests for the Professional Practices Unit, including detailed budget narratives. Support the Executive Director in developing policy option packages (POPs), recommending new POPs aligned with legislation and policy priorities. Collaborate with the Rules-Budget Coordinator and Legislative Counsel to draft POP and legislative concept (LC) language for the agency. Present and work with committees reviewing bills and POPs related to professional practices.
5%	R	NE	Other Duties as Assigned
At all times			Maintain adherence and integrity to agency policies and protocols. Maintain the agency’s positive, professional and public reputation, and accomplish the agency’s charge and goals.
100%			

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.

This position involves frequent contact with executives, management, and staff both internal and external to the organization. It requires working with a variety of people and situations, which requires the incumbent to exercise diplomacy. Confidentiality of information must be always maintained. This position requires the ability to work on multiple tasks simultaneously, sometimes within short time frames, and interface effectively with business partners. It requires maintenance of tight deadlines and close coordination of a large number of tasks. Often travel to meetings is required with some travel to training. There can be frequent interruptions, demanding timeframes, and non-traditional working hours. At times, weekend and evening work is required to meet customer demands and department deadlines. This position requires significant use of a computer and video-conferencing.

Work Schedule and Remote Work Eligibility

This position follows traditional business hours: Monday through Friday, 8:00 a.m. to 5:00 p.m.

This position works primarily full-time, on-site, within traditional business hours.

This position may be suitable for Hybrid remote work. To be eligible, staff must have a home workspace that meets all applicable technology, security, and safety requirements, including the ability to protect confidential information. Staff are responsible for securing a reliable broadband internet connection.

Remote Work Expectations

Staff working remotely must:

- Fulfill all responsibilities and duties as if working in a traditional office setting.
- Comply with all agency policies, guidelines, and management directives.
- Maintain a professional demeanor and meet performance expectations.
- Be available during established work hours, as determined by business needs.

Professional Conduct and Team Environment

The incumbent is expected to promote a diverse, respectful, and harassment-free workplace. They must establish and maintain professional, collaborative relationships with all contacts and contribute to a positive and productive work environment.

Working in a team-oriented setting requires participative decision-making and cooperative interactions with staff and management. This includes:

- Maintaining regular and punctual attendance.
- Performing duties safely and in compliance with all policies and procedures.

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.

- Educator Standards and Practices Commission and agency strategic plan
- Governor's Equity Lens initiatives
- Federal laws and Oregon revised statutes and administrative rules related to educator standards and practices, including but not limited to:
 - ORS 342, ORS 339, ORS 419B
 - OAR 584
 - Senate Bill 155
- Attorney General opinions
- Statewide and agency policies & procedures
- Oregon Accounting Manual & Public Records Laws
- Interagency agreements in area of responsibility
- Educator preparation best practices, national, regional and local accrediting standards, financial accounting principles and information resources; guidelines from industry specific state and national professional organizations.

SECTION 5. GUIDELINES

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 use as a framework in which to advise the Executive Director, Legislature, Governor's staff, and external stakeholders on related policy and best practices; to respond to technical and legal questions, and to guide the work of unit and TSPC staff
- Determine and develop relevant programming and ensure compliance with program requirements
- Respond 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?
Teacher Standards and Practices Commission	In Person, email, telephone or virtual	Provide course of action recommendations related to substantiated allegations	As needed
Governor's Office	In Person, email, telephone, or virtual	Provide general information, consultation and coordination, problem resolution	As Needed
Legislators and Legislative Staff	In Person, email, telephone, virtual	Provide general information, consultation and coordination, problem resolution	As Needed
TSPC Agency Staff	In Person, email, telephone, or virtual	Consult, advise, problem resolution, provide reports	Daily
Public/Private Schools, and Districts	In Person, email, telephone, or virtual	Consult, advise, problem resolution	As Needed
State and Federal Education Agencies and Regulators - Agency Heads/Deputies	In Person, email, telephone, virtual	Consult, advise, problem solve	As Needed
Education Preparation Providers, Community Colleges, and School Districts	In Person, email, telephone, or virtual	Provide general information, coordinate and advise on policy and academic programming, monitor program alignment, discuss and resolve issues	Daily
Public educators and educator candidates	In Person, email, telephone, or virtual	Provide general information, monitor program delivery, resolve issues	Weekly
Education Advocacy Groups and Stakeholders	In Person, email, telephone or virtual	Consult, advise, provide information	Weekly
Media	In Person, email or telephone	Provide general information at direction of Executive Director	Weekly, As Directed

SECTION 7. POSITION RELATED DECISION MAKING

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

Decision-Making Responsibilities

Recommend disciplinary actions and sanctions to the Commission for substantiated cases of educator misconduct. Represent the agency and Commission by providing policy guidance to state agencies, school districts, and university stakeholders on agency policies.

Make decisions regarding the evaluation and implementation of program operations, including determining unit budgets, goals, tasks, and program needs. Assess the impact of programmatic changes on the Professional Practices Unit and identify necessary adjustments. Recommend policy changes as appropriate.

Make staffing decisions related to hiring, discipline, and discharge in consultation with human resources staff. Exercise significant analytical judgment in administrative decisions and work products that affect Oregon's education workforce and student safety in K-12 schools. The administrative decisions and work product made by this position are analytically complex and have effects on Oregon's education workforce system and the safety of students in K-12 schools.

SECTION 7. POSITION RELATED DECISION MAKING

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

Planning and future implementation decisions affect how, where, and what services will be provided in the future to Oregon's professional educator workforce.

Ensure decisions directly impact program success and the agency's ability to meet federal, state, interagency, fiscal, and policy mandates.

SECTION 8. REVIEW OF WORK

Who reviews the work of the position?

Classification Title	Position #	How	How Often	Purpose of Review
Executive Director	0000901 000000052397	In Person, by mail, email or telephone	As Needed Quarterly	Performance Monitoring, consultation, and setting program direction Quarterly Performance Accountability and Feedback (PAF) evaluations

SECTION 9. OVERSIGHT FUNCTIONS (THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY)

- a. How many employees are directly supervised by this position? 13
How many employees are supervised through a subordinate supervisor? 0

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

- | | |
|---|--|
| ☒ Plan work | ☒ Coordinates schedules |
| ☒ Assigns work | ☒ Hires and discharges |
| ☒ Approves work | ☒ Recommends hiring |
| ☒ Responds to grievances | ☒ Gives input for performance evaluations |
| ☒ Disciplines and rewards | ☒ 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:

Additional Requirements and Expectations

This position is subject to a criminal records check, which may include fingerprinting. Any offer of employment is contingent upon the outcome of the FBI background check. A history of criminal activity will be reviewed and may result in withdrawal of the offer or termination of employment.

The employee in this position is expected to:

- Promote and foster a diverse, inclusive, and discrimination/harassment-free workplace.
- Establish and maintain professional, collaborative relationships with all contacts.
- Contribute to a positive, respectful, and productive work environment.
- Maintain regular and punctual attendance.
- Perform all duties in a safe and compliant manner.
- Adhere to all agency policies and procedures.
- Support a team-oriented environment through participative decision-making and cooperative interactions with staff and management.
- Be aware of and support the department's Affirmative Action and Diversity strategies and goals.

Technical Proficiency Requirements

- **Advanced proficiency in Microsoft Office**, including:
 - *Word*: Creating macros, building forms, and customizing templates.
 - *Excel*: Writing formulas, creating pivot tables and dashboards.
 - *PowerPoint*: Designing presentations with hyperlinks, custom animations, and integrated Excel data.

Desired Attributes and Requested Skills:

- Education: Bachelor's degree in Criminal Justice.
- Experience in Education: Background in K–12 or postsecondary education, or in a field supporting professional educators.
- Knowledge: Best practices for educator professional ethics and standards.
- Investigations: Experience managing complaints and investigations, including compliance with federal, state, and local regulations.
- Administrative Skills: Contract and financial administration experience.
- Diversity & Inclusion: Demonstrated ability to work effectively with diverse communities.
- Legal Expertise: Experience with administrative law and hearings.
- Leadership: Experience training and mentoring investigators and support staff.
- Communication: Skilled in briefing supervisors, agency partners, and other leaders; strong verbal, written, and presentation skills.
- Collaboration: Ability to build collegial relationships and solve problems collaboratively with partner agencies and interest groups.
- Stress Management: Ability to work under pressure and meet deadlines.
- Strategic Partner Engagement: Experience working with school and district administrators, attorneys, and the public.
- Strategic Planning: Ability to set realistic short-, medium-, and long-term goals.
- Proactive Compliance: Demonstrated actions to prevent educator rule violations.
- Analytical Skills: Strong background in analyzing investigative reports for clarity and completeness.

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

Operating Area	Biennial amount (\$00000.00)	Fund type
Agency administrative operations	\$2,500,000	Other Funds, General Funds

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 Signature	<u>1/28/2026</u> Date		