



State of Oregon Position Description

Company: Oregon Department of Education
Organization: Well-Rounded, Integrative & Digital Learning - ODE
Service Type:

SECTION 1. POSITION INFORMATION

Job Profile Title:	Education Program Specialist 2	Job Profile ID:	2301
Business Title:	Digital Literacy & Learning Education Specialist (Unfilled)	Position ID:	000000017070
Employee Name:		Company ID:	58100
Representation:	OAS	Budget Auth No:	781490
Location:	Salem ODE Public Service Building		
Supervisor:	Adrienne Pierce (Education Programs Manager 3)		
Position:			
Time Type:	Full Time		
FLSA:	Exempt		
Exempt Reason:	Professional Employee Exemption		
Overtime Eligible:	No		
Employee Type:	Permanent		

SECTION 2. JOB DESCRIPTION SUMMARY

Describe the program in which this position exists. Include program purpose, who is affected, size, and scope. Include relationship to agency mission.

The Oregon Department of Education (ODE) oversees the education of students in Oregon's public K-12 education system. ODE encompasses early learning, public preschool programs, the state School for the Deaf, regional programs for children with disabilities, and education programs in Oregon youth corrections facilities. While ODE isn't in the classroom directly providing services, the agency (along with the State Board) focuses on helping districts achieve both local and statewide goals and priorities through strategies such as: developing policies and standards, providing accurate and timely data to inform instruction, training teachers on how to use data effectively, effectively administering numerous state and federal grants; sharing and helping districts implement best practices. At the Oregon Department of Education, we are guided by the following values: integrity, accountability, excellence, and equity.

The Office of Teaching, Learning & Assessment contributes to ODE's mission of fostering equity and excellence for every learner through collaborations with educators, partners, and communities by providing support in overall school improvement efforts to Oregon's school districts. The work of OTLA includes helping districts meet the standards for Oregon elementary and secondary

schools, including both implementation and monitoring of educational program standards such as the Division 22 Standards, and developing and supporting local implementation of instructional standards and materials; supporting well-rounded learning strategies, including implementation of statewide literacy, digital learning, and STEM initiatives, and expanded learning opportunities.

The major activities of the office include: leading for instructional improvement and literacy outcomes, development and implementation of content standards in academic content areas, adoption of instructional materials, improving district systems, proficiency-based teaching and learning, talented and gifted education, advanced placement, and expanded learning. The work of this office impacts local school districts, education service districts, professional associations, other agencies involved in education programs in kindergarten through post-secondary education, and private schools. Staff members work with a variety of schools and districts on educational program planning, curriculum development, professional development for teachers and administrators, and compliance with federal and state laws/regulations in order to center equity and excellence for every Oregon student.

The purpose of this position is to provide leadership in the areas of information and digital literacy, computer science, and evaluating impacts of using technology tools across various learning environments. This position provides technical assistance and staff development to Local Education Agencies to support their equitable implementation of high quality digital instructional materials, educational technology solutions, responsible integration of Artificial Intelligence, computer science instruction, and modern pedagogies. This position leads collaborative efforts with LEAs, other public agencies, and community and business partners.

SECTION 3. JOB DESCRIPTION

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.

40% - R E - Building the Capacity of Programs and Schools to Implement Digital & Information Literacy, Digital Learning Practices, Pedagogies, and Tools Across Instructional Models

- Lead the development of a statewide plan and program for information and digital literacy, computer science, and evaluating impacts of using technology tools in a variety of learning environments.
- Lead development and implementation of professional development activities to increase regional capacity for the implementation of digital literacy and learning, including Artificial Intelligence and education technology as well as computer science.
- Build partnerships to leverage available resources, including federal funding, for expanding school-wide and district-wide capacity to use digital learning practices, pedagogies, and tools to improve instruction.
- Lead and facilitate the Digital Learning Cadre to support the ongoing collaboration and field support for digital & information literacy, digital learning practices, and education technology across Oregon schools and districts.
- Collaborate across offices and external partners regarding broadband connectivity, cybersecurity, student data privacy, data justice, and data modernization work.

- Provide technical assistance and guidance to LEAs regarding digital & information literacy, (including the use of artificial intelligence), and computer science education to support the implementation of state requirements and the development of local policies.
- Provide technical assistance to LEAs and partner organizations regarding the application of digital learning practices in blended, hybrid, and online learning environments.
- Represent ODE and serve as liaison to national and state organizations including COSA, SETDA, OSBA and others regarding issues related to digital & information literacy, digital learning practices, education technology, artificial intelligence, and computer science.
- Maintain regular communication with other state agencies and other multidisciplinary partners involved in supporting Oregon's children and youth.

40% - R E - Developing and Maintaining Standards for Digital & Information Literacy, Digital Learning, and Use of Education Technology and Artificial Intelligence

- Analyze reports, complex policies, and proposed programs (internal and external) pertaining to digital & information literacy and digital learning, including Artificial Intelligence and education technology.
- Develop and market resources to support educational technology and digital learning.
- Coordinate individual or group efforts to research, develop, implement, and assess instructional strategies leveraging digital learning and education technology.
- Develop and share resources and best practices to guide LEAs in developing and implementing local standards for computer science and digital & information literacy.
- Partner with content area specialists, directors and other leadership within ODE and LEAs to build an integrated approach to leveraging digital & information literacy, digital learning practices, and education technology to improve instruction and promote educational equity.
- Collaborate with other state and national agencies, professional organizations, and business and community partners to ensure that current research, evidence, community experiences, and student voice informs ODE policies, programs, and recommendations in the area of digital learning.

15% - R E - Program Coordination

- Write and administer contracts as needed, including statewide contracts and price agreements benefiting local education agencies, and manage contracted services for effectiveness, efficiency, and compliance with State and Federal policies and procedures.

- Analyze proposed legislation pertaining to digital & information literacy and digital learning for potential problems or advantages, and ensure that documentation is in place to support conclusions. Prepare testimony for administrative use before legislative committees. Lead actions to implement new legislation by incorporating legislative mandates into program standards. Develop Oregon Administrative Rules and internal policies and procedures.

5% - R E - Other Duties As Assigned

At All times - N E

Demonstrate commitment to equity; in addition to the cultivation of equitable practices across all aspects of this position description:

- Learn and apply knowledge and skills to interrupt systemic oppression
- Participate and engage in efforts to further OTLA and agency-wide development and implementation of equity goals
- Have knowledge of and apply tools, such as the Equity Lens, Strategic Plan, Culturally Responsive Community Engagement tool, the Protocol for Culturally Responsive Organizations, etc., to all work to ensure that the shared vision and mission of OTLA and ODE is clearly articulated in all work produced.
- Develop strategies and apply problem solving models to address issues in a manner that promotes educational equity

Demonstrate professionalism

- Consistently treats customers, partners, vendors and co-workers with dignity and respect. Creates and maintains a work environment that is welcoming and respectful of diversity
- Sets clear guidelines and models expected professional behaviors

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 works a professional work week, Monday through Friday. Some evening and/or weekend work may be required. Workload and priorities fluctuate and can involve highly complex, sensitive, and/or political issues. This position relies upon collaborative, productive, professional and respectful engagement with staff, colleagues, leadership, and subject matter experts within the Agency, across other state agencies, representatives of local government and/or governor's office, with key investment members, partners, and providers within Oregon communities, and others.

This position may be eligible for hybrid remote work, subject to manager approval, business needs, and completion of a remote work agreement in Workday. Employees must have a home workspace that meets all technology, security, and safety requirements, including protection of confidential information. Remote work requires use of agency-issued equipment, a secure internet connection, and VPN access. Staff must follow the DAS Remote Work policy, guidelines and applicable collective bargaining agreements. The official duty station is the Public Service Building in Salem, Oregon. Travel to this location may be required at the employee's expense.

Occasional in-state travel may be necessary and require sitting for extended periods of time.

SECTION 5. GUIDELINES

List any established guidelines used in the position, such as state or federal laws or regulations, policies, manuals, or desk procedures.

State and federal laws related to the provision of school services, including but not limited to state and federal laws related to the Individuals with Disabilities Education Act (IDEA), Free Appropriate Public Education (FAPE), Family Educational Rights and Privacy Act (FERPA), Executive Order 25-09, Federal Education Department General Administrative Regulations (EDGAR).

How are these guidelines used?

To comply with all laws, regulations, policies, procedures, and guidelines in the performance of duties; maintain confidentiality and appropriate dissemination of information and research results; at times develop and adapt guidelines to specific circumstances of assignments in response to unprecedented problems or issues.

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	How	Purpose	How Often?
Community Health Professionals	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Monthly
Parents	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Weekly
Professional groups	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Monthly
School Administrators	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Daily
State agencies and administration	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Daily
Teachers and specialists	In Person, by mail, email or telephone	Technical assistance, training, and information sharing	Daily

SECTION 7. POSITION RELATED DECISION MAKING

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

Must be able to be familiar with state and federal laws and educational systems and apply them to challenges presented by LEAs. Must be familiar with digital learning education research and be able to interpret and use research findings in development of programs. Must be able to facilitate complex situations. Skilled at working within a team-based decision making structure that includes a strong equity lens.

The Digital Literacy & Learning Education Specialist must be able to interpret federal and state regulations and apply the interpretation to problems presented by local education agencies (LEAs). They are expected to be innovative, make decisions, and formulate recommendations to both the agency and the field in the area of instruction, digital learning, and educational technology. They must be familiar with applicable program research and be able to interpret and use research findings in making decisions on the development of programs. They must be able to facilitate complex situations and be skilled at working within a team-based decision making structure that includes a strong equity lens.

This position also requires deciding what practices, research, information, and resources to utilize to best meet the needs of LEAs and other constituents. This includes determining the best methods of outreach, support, communication, professional learning, and program design to meet organization goals and meet the learning, social-emotional, and mental health needs of students in the current dynamic environment.

SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Education Programs Manager 3	2313105	In Person, by mail, email or telephone	Regularly	To ensure that the employee has sufficient resources to accomplish required work; to keep lines of communication with supervisor open and clear; establish goals and review work plan. To evaluate employees job performance over the past 12 months: Identify strengths and weaknesses, provide necessary feedback job, re-define job duties as needed, establish goals and review work plan

SECTION 9. OVERSIGHT

What are the oversight activities for this position?

SECTION 10. ADDITIONAL POSITION RELATED INFORMATION

List any knowledge and skills needed at time of hire that are not already required in the classification specification:

Expertise in designing, leading, and/or overseeing coordinating professional learning experiences for teachers, principals, and/or system leaders.

Expertise in digital learning practices and pedagogies and education technology, including emerging technologies such as artificial intelligence

Knowledge of Oregon's P-20 education policy issues.

Strong communication skills, including speaking, writing, and presenting.

Fluency with office software, applications, collaborative platforms, virtual meeting apps, and presentation software (e.g., Microsoft Office products, Google Suite, Smartsheet, Adobe, Zoom, Microsoft Teams)

Strong organization and project management skills, including the ability to manage multiple priorities; work with multiple deadlines, continual change, and at times heavy workloads; and pivot between competing priorities (including many same-day requests) and situations with ease and grace.

Experience in a school-setting, Education Service District, district, and/or State agency, with direct experience developing or overseeing hybrid models of instruction.

Experience providing advice or technical assistance to school districts, tribes, community groups or public.

Ability to establish effective relationships with culturally diverse partners and community groups representing a variety of perspectives and lived experiences.

Ability to facilitate group dialogues and solicit and value diverse viewpoints.

Ability to demonstrate a leadership role as part of a collaborative team effort

Ability to collaboratively work across the agency, state government, with school districts, public charter schools and private schools

Ability to multitask and work in a fast paced environment

Ability to take broad concepts and convert them to guidance and direction

Demonstrated commitment to promoting and fostering a diverse and discrimination/harassment-free workplace; establishing and maintaining professional and collaborative working relationships with all contacts; contributing to a positive, respectful and productive work environment; maintaining regular and punctual attendance; performing all duties in a safe manner; and complying with all policies and procedures

This position requires successfully passing a pre-employment background check. The pre-employment check may include a review of the following records: criminal background, DMV, licensure, and sexual misconduct. Adverse background data may be grounds for immediate disqualification, withdrawal of a conditional job offer, or termination of employment.

This position requires a driver license and an acceptable driving record or an alternative means of transportation.

SECTION 11. BUDGET AUTHORITY

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

Operating Area	Biennial Amount	Fund Type
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SECTION 12. ORGANIZATIONAL CHART

See Organizational Chart (attach copy or view within Workday).

SECTION 13. SIGNATURES

Employee	Date
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Manager	Date
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Appointing Authority	Date
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