



# State of Oregon Position Description

**Company:** Oregon Department of Education  
**Organization:** Educator Advancement Council - ODE  
**Service Type:**

## SECTION 1. POSITION INFORMATION

<b>Job Profile Title:</b>	Education Program Specialist 2	<b>Job Profile ID:</b>	2301
<b>Business Title:</b>	Professional Learning System Specialist (Unfilled)	<b>Position ID:</b>	000000166161
<b>Employee Name:</b>		<b>Company ID:</b>	58100
<b>Representation:</b>	OAS	<b>Budget Auth No:</b>	1414805
<b>Location:</b>	Salem   ODE   Public Service Building		
<b>Supervisor:</b>	Karen Pérez (Education Programs Administrator 1)		
<b>Position:</b>			
<b>Time Type:</b>	Full Time		
<b>FLSA:</b>	Exempt		
<b>Exempt Reason:</b>	Professional Employee Exemption		
<b>Overtime Eligible:</b>	No		
<b>Employee Type:</b>	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.

This position is located within the Educator Advancement Council (EAC) office, a unit housed at ODE that supports the Council. Established by Senate Bill 182 (2017), the purpose of the EAC is to provide resources related to educator professional learning and other educator support. The EAC fulfills its purpose by convening a coalition of education partners to align, coordinate and improve a statewide system of professional learning and support for educators by engaging in a process to review available reporting on the

needs of Oregon educators, identifying key priorities for the use of Educator Advancement Funds, coordinating and connecting Regional Educator Networks, and making recommendations to the Legislature as well as to state and local agencies relating to educator effectiveness, advancement, and equity (ORS 342.940). ODE serves the strategic direction of the Council through administration of its programs and initiatives.

The EAC leads statewide efforts to elevate educator effectiveness, equity, and innovation. It supports Regional Educator Networks (RENs), educator career pathway programs, and advances professional learning aligned with state goals and priorities, such as Oregon's Early Literacy and Accountability initiatives. Central to this work is the statewide Professional Learning System, designed to provide equitable access to high-quality professional learning resources and opportunities for Oregon educators.

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 ongoing coordination of Oregon's statewide Professional Learning System for educators, working with agency leadership, school and education service districts, and the EAC to align state-funded professional learning initiatives and grant programs. The system, including an online platform, is a central component of Oregon's strategy to ensure equitable access to high-quality professional learning for educators across the state. The system will increase school-wide and district-wide access to professional learning and resources for educators and will increase capacity to improve instruction and education services for educators in Oregon.

The incumbent provides expert-level consultation and leadership in ensuring the Oregon Professional Learning System for Educators is effective and aligned to state education priorities for achievement, equity, and access. The position leads collaboration with subject-matter curriculum experts across state agencies, RENs, districts, and education partners to ensure the system provides high-quality professional learning content that is culturally responsive, standards-aligned, and accessible to all educators to support instructional improvement and educator development statewide.

The position also plays a critical role in facilitating the integration of the system with Governor, ODE, Teacher Standards and Practices Commission (TSPC) initiatives such as Oregon's licensing modernization project, Early Literacy, and statewide Education Accountability initiatives. The position identifies policies, procedures, and regulations that may need clarification or strengthening at the state, regional, and local levels, and develops strategies and leads implementation plans for recommended changes, ensuring coherence, equity, and effectiveness across Oregon's professional learning systems.

## 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% - N E - Professional Learning System Development and Coordination**

- Design, develop, and continuously improve the Professional Learning System, ensuring alignment with statewide instructional priorities and educator development goals.
- Lead workgroups comprised of school, district, regional, university, and state-level subject-matter curriculum experts to research, develop, curate and deliver high-quality learning experiences that support instructional improvement and educator development.
- Lead collaboration with ODE staff and REN staff to solicit input and feedback to ensure system features and functionality reflect the needs of educators across Oregon's diverse regions. Use REN feedback to inform enhancements and prioritize equitable access.
- Lead collaboration with school, district, regional, university, and state-level professional learning or instructional specialists to identify and create opportunities to use the system to meet educator, school, district, and state agency needs.
- Develop and maintain system performance monitoring tools to ensure system access for school districts, educators, and agencies.
- Coordinate integration of system with state initiatives including Early Literacy, Accountability, and TSPC licensure modernization.
- Author and revise system guidance documents to support use across diverse educational contexts.
- Monitor content curation, selection, and integration processes with staff from across ODE Offices (EAC, OTLA, OESO, EII, OIE etc.) to ensure content meets the learning needs of educators across the state.
- Coordinate evaluation processes, frameworks, and reporting systems to measure impact, equity outcomes, and instructional relevance.

- Represent ODE and the EAC in public forums, interagency workgroups, and professional learning communities to promote system implementation and innovation.

**30% - N E - Cross-Agency Collaboration and Strategic Alignment**

- Convene and lead cross-functional teams to align content and services with regional and local needs.
- Identify and resolve policy, procedural, and operational conflicts across agencies and partners to ensure system integration and alignment with local, regional, and state priorities for educator learning and student success.
- Develop strategic recommendations for system-related investments, policy development, and system enhancements.
- Support integration of system with educator mentoring, coaching, and career advancement pathways.
- Lead planning and coordination efforts for statewide professional learning events and conferences.
- Maintain transparent communication with focal groups, including educators, district leaders, and community-based organizations.

**25% - N E - Consultation, Technical Assistance, and Capacity Building**

- Provide consultative support to districts, ESDs, RENs, and other education partners on effective use of the platform.
- Develop and deliver training, webinars, and technical assistance materials tailored to diverse user groups.
- Monitor implementation of fidelity and compliance with state and federal requirements, including grant conditions and reporting obligations.
- Conduct site visits and virtual check-ins to support continuous improvement and gather feedback from focal groups.
- Facilitate learning communities and professional networks to share best practices and foster collaborative problem-solving.
- Analyze usage data and feedback to inform platform enhancements and professional learning strategies.
- Maintain a repository of evidence-based practices and resources to support educator development statewide.

**5% - N E - Other Duties as Assigned**

**At all times - N E - Commitment to Equity and Professionalism**

- Apply ODE’s Equity Lens and culturally responsive tools to all aspects of the work.
- Interrupt systemic inequities and promote inclusive engagement across Oregon’s educator workforce.
- Demonstrate professionalism, collaboration, and leadership in all interactions.
- Foster a respectful, diverse, and productive work environment.
- Model expected behaviors and contribute to agency-wide equity goals and strategic priorities.
- Engage in ongoing learning and reflection to advance equity and excellence in education.
- Ensure that all communications and decisions reflect the values of integrity, accountability, excellence, and equity.

**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 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.

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.

Occasional in-state and in-frequent out-of-state travel may be necessary and require sitting/driving 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.

This position operates within a framework of state and federal laws, administrative rules, and agency policies that guide the development and implementation of professional learning systems. Key guidelines include Oregon Revised Statutes (ORS), Oregon Administrative Rules (OAR), and federal regulations such as the Code of Federal Regulations (CFR) and the Education Department General Administrative Regulations (EDGAR). The position also relies on the Oregon Accounting Manual, ODE's internal policies and procedures, numbered memos, and grant management protocols. Additionally, the position must adhere to accessibility standards (e.g., WCAG 2.2, Section 508), data security requirements (e.g., FedRAMP, FIPS 140-2), and strategic frameworks such as the ODE Equity Lens, Strategic Plan, and Culturally Responsive Community Engagement tools. These guidelines ensure that the Professional Learning Platform and related initiatives are implemented with integrity, transparency, and alignment to statewide goals.

**How are these guidelines used?**

These guidelines are used daily to inform decision-making, ensure compliance, and guide the strategic direction of professional learning initiatives. They serve as the foundation for developing contracts, evaluating grant proposals, implementing platform features, and coordinating cross-agency efforts. The position uses these resources to provide technical assistance, interpret policy, and respond to inquiries from focal groups, districts, and education partners. Guidelines also support the development of internal procedures, training materials, and evaluation frameworks. In cases where existing standards are insufficient or inapplicable, the position adapts or develops new guidance to address emerging needs and ensure coherence across systems. Ultimately, these guidelines help maintain accountability, equity, and excellence in the delivery of professional learning across Oregon.

## 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?
Educational organizations, Professional groups, community-based organizations	In Person, by mail, email or telephone	Gather, provide information, coordinate activities	Monthly
Legislative Staff/Members	In Person, by mail, email or telephone	Gather, provide information, coordinate activities	As Needed
Local and regional district personnel; individual educators	In Person, by mail, email or telephone	Gather, provide information, coordinate activities	Daily
Members of the public	In Person, by mail, email or telephone	Gather, provide information, coordinate activities	As Needed
Oregon schools, colleges and university personnel	In Person, by mail, email or telephone	Gather, provide information, coordinate activities	As Needed
Other State Agencies (Executive leadership and staff)	In Person, by mail, email or telephone	Gather, provide information, coordinate activities	Daily
Representatives from Oregon's federally recognized Tribal nations	In Person, by mail, email or telephone	Gather, provide information, coordinate activities	As Needed

## SECTION 7. POSITION RELATED DECISION MAKING

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

This position determines and recommends agency policy, develops processes, procedures, action plans, and strategy for programs and services of statewide impact, specifically for Oregon's 197 school districts and 19 education service districts. This position determines the implications of federal and state legislation; determines the best course of action to recommend to senior leadership; and identifies and effectively recommends means and methods to carry out agency and state policies, programs and services. This position makes decisions regarding Professional Learning Platform compliance with policies, including but not limited to programmatic, data, IT, security, and fiscal requirements and determining the best use of funds to support educators and students in public schools. Discretionally determines and effectively recommends changes or discontinuance of State programs and services.

## SECTION 8. REVIEW OF WORK

Job Profile	Position ID	How	How Often	Purpose of Review
Education Programs Administrator 1	2125001	In Person, by mail, email or telephone	Weekly	To provide progress updates regarding goals, strategizing implementation or operations and deliverables.
EPA	2125001	In Person, by mail, email or telephone	Quarterly	To evaluate employees job performance: Identify strengths and weaknesses, provide necessary feedback job, re-define job duties as needed, establish goals and review work plan.
Policy Planning and Development Manager 2	2312501	In Person, by mail, email or telephone	Weekly	To provide progress updates regarding goals, strategizing implementation or operations and deliverables.

## 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:

- 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.

- Expertise in: educational strategic planning, organizational systems, and policy analysis; instructional technology, adult learning principles, and equity-centered design; adult training methods and principles of effective adult learning in order to train other educators.
- Strong: understanding of K-12 curriculum development, teaching methods and learning styles, educational research methods, and educational continuous improvement planning models; communication skills, including speaking, writing, and presenting; 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.
- Skill in managing cross-functional teams, facilitating focal group engagement, and presenting technical information to non-specialists.
- Knowledge of local, state, and federal programs related to educator professional development, professional learning, and school improvement.
- Fluency with office software, applications, collaborative platforms, virtual meeting apps, and presentation software (e.g., Microsoft Office products, Smartsheet, Adobe, Zoom, Microsoft Teams).
- Experience providing advice or technical assistance to school districts, tribes, community groups, or public.
- Ability to: collaboratively work across the agency, state government, and with school districts; take broad concepts and convert them to guidance and direction.

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 has been designated as sensitive in that the incumbent in this position provides information technology services and has control over, or access to, information technology systems that would allow the person in the position to harm the information technology systems or the information contained in the systems.

This position requires a driver’s 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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