



STATE OF OREGON  
POSITION DESCRIPTION

Position Revised Date:  
7/14/22

This position is:

Agency: Department of Education

Facility: Public Service Building

☐ New

☒ Revised

☒ Classified

☐ Unclassified

☐ Executive Service

☐ Mgmt Svc – Supervisory

☐ Mgmt Svc – Managerial

☐ Mgmt Svc - Confidential

SECTION 1. POSITION INFORMATION

a. Classification Title:	Educational Program Specialist 2	b. Classification No:	C2301
c. Effective Date:		d. Position No:	LD
e. Working Title:	Digital Learning Program Specialist	f. Agency No:	58100
g. Section Title:	Digital Learning/Well-Rounded Course Access Team(OTLA)	h. Budget Auth No:	unbudgeted
i. Employee Name:		j. Repr. Code:	OAS
k. Work Location (City – County):	Salem, Marion		
l. Supervisor Name (Optional):	Ken Greenbaum		
m. Position:	<input type="checkbox"/> Permanent <input type="checkbox"/> Seasonal <input checked="" type="checkbox"/> Limited Duration <input type="checkbox"/> Academic Year <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Intermittent <input type="checkbox"/> Job Share		
n. FLSA:	<input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt	If Exempt:	<input type="checkbox"/> Executive <input checked="" type="checkbox"/> Professional <input type="checkbox"/> Administrative
		o. Eligible for Overtime:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 Oregon Department of Education's (ODE's) mission is to foster equity and excellence for every learner through collaboration with educators, partners, and communities. In fulfilling its mission, ODE has a vision to

ensure all students have access to and benefit from a world-class, well–rounded, and equitable education system. As public servants, staff within ODE embody the following values of state service:

- Accountability: Own and take responsibility for quality of outcomes for Oregonians.
- Equity: Create and foster an environment where everyone has access and opportunity to thrive.
- Excellence: Collaboratively manage the resources we are entrusted with to achieve the best possible outcomes for Oregonians.
- Integrity: Be honest and transparent regardless of the situation.

ODE provides statewide leadership for all elementary and secondary students in Oregon’s public school districts and education service districts. ODE’s responsibility also extends to public preschool and early childhood programs, the Oregon School for the Deaf, regional programs for children with disabilities, education programs in Oregon youth correctional facilities, and non-public schools. We are responsible for childcare licensing and supporting statewide childcare professional development and quality improvement efforts. Additionally, the agency houses the Early Learning Division and the Youth Development Division.

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, connect K-12 learning to post-secondary opportunities, meet the requirements of Perkins V, support CTE and STEM state-wide initiatives, lead for Digital Learning, oversee Federal Programs under ESEA, develop and deliver the state’s assessments of student learning, and support districts with implementation of Ready Schools Safe Learners and Comprehensive Distance Learning.

The major activities of the office include: leading for instructional improvement, implementation of Perkins V requirements, CTE/STEM program implementation, development and implementation of content standards in academic content areas and career and technical education, improving district systems, instructional materials adoption, proficiency-based teaching and learning, alternative education, talented and gifted education, advanced placement, administration and oversight of Federal Programs under ESEA, supporting schools and districts with implementation of RSSL, and state assessments. 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.

**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 purpose of this position is to provide leadership in the area of digital and online learning and provide technical assistance to LEAs to support their implementation of educational technology, digital learning tools and pedagogies across in-person, online/remote, and hybrid instructional models. This position leads collaborative efforts with LEAs, other public agencies, and community and business partners to leverage resources to support education technology/digital learning. This also includes coordinating internally and externally to provide technical assistance, professional learning, and external engagement to and with schools. This position provides technical assistance and staff development to school districts, Education Service Districts (ESDs), public charter schools, and private schools in order to meet the needs of students in remote/online and hybrid settings, the continued use of digital technologies for in-person instruction, and temporary distance learning, where applicable.

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

40%	R	E	<b>Building the Capacity of Programs and Schools to Implement Digital Learning Practices, Pedagogies, and Tools Across Instructional Models</b> <ul style="list-style-type: none"> <li>• Lead development and implementation of professional development activities to increase regional capacity for the implementation of digital learning and education technology.</li> <li>• 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.</li> <li>• Lead the development of quality assurance models and coordinate strategic planning activities designed to improve education services utilizing digital learning and education technology.</li> <li>• Lead the development of a statewide plan and program for education technology and digital learning and make recommendations on the allocation of funding toward priority educational technology/digital learning strategies.</li> <li>• Lead and facilitate advisory committees to support the development of a statewide plan to support the development of school-wide and district-wide programs that increase capacity to utilize digital learning practices, pedagogies, and tools to improve instruction and promote educational equity.</li> <li>• Provide information on best practices for school guidance and operations to staff in the Office of Teaching Learning, and Assessment and other units within ODE to ensure school operations meet the needs of all students.</li> <li>• Provide technical assistance to the field regarding blended, hybrid, and online learning.</li> <li>• Serve as liaison and provide consultation to local school districts, public charter schools, private schools, and community agencies via telephone, electronic communication, and virtual site visits.</li> <li>• Maintain regular communication with other state agencies and other multidisciplinary partners involved in supporting Oregon’s children and youth.</li> </ul>
30%	R	E	<b>Developing and Maintaining Standards for Digital Learning and Use of Education Technology</b> <ul style="list-style-type: none"> <li>• Analyze reports, complex policies, and proposed programs (internal and external) pertaining to digital learning and education technology.</li> </ul>

			<ul style="list-style-type: none"> <li>• Develop and market resources to support educational technology and digital learning.</li> <li>• Coordinate individual or group efforts to research, develop, implement, and assess instructional strategies leveraging digital learning and education technology.</li> <li>• Partner with content area specialists, directors and other leadership within ODE and LEAs to build an integrated approach to leveraging digital learning and education technology to improve instruction and promote educational equity.</li> <li>• 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.</li> <li>• Represent ODE on state and national work groups in coordination with the director pertaining to digital learning with the aim of identifying and elevating best practices and standards for digital learning and use of education technology.</li> </ul>
25%	R	E	<p><b>Program Coordination</b></p> <ul style="list-style-type: none"> <li>• Design digital learning programs that leverage education technology and digital learning practices and pedagogies to address emerging issues and promote equitable access to high quality instruction.</li> <li>• Resolve statewide program and policy issues by applying expertise pertaining to education technology and digital learning and developing strategies and problem solving models to address issues in a manner that promotes educational equity.</li> <li>• Advise local education agencies and coordinate technical support and services to support implementation of digital learning practices, pedagogies, and tools in partnership with ODE's IT department. This may include planning on-site visits and leading a team to evaluate and review schools for compliance with regulations, policies, and statutes defining education standards in the context of a digital learning environment for both charter and non-charter schools.</li> <li>• Lead the development of data collections and analyze and evaluate data, policies, and proposals to identify potential impact of digital learning strategies on promoting equitable student outcomes and recommend a course of action.</li> <li>• Write contracts pertaining to the work of the Digital Learning Team, 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.</li> </ul>

			<ul style="list-style-type: none"> <li>• Manage subscriptions, and memberships for content and services.</li> <li>• Develop and maintain the Digital Learning Team website.</li> <li>• Develop budget and fiscal impact statements to support program strategies of the Digital Learning Team</li> <li>• Analyze proposed legislation pertaining to 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.</li> <li>• Serve as the education specialist point person at ODE for COVID-19 related questions by providing interpretation, guidance, and assistance following state and federal laws and current research including: <ul style="list-style-type: none"> <li>○ Providing interpretation, guidance, and assistance on state and federal laws and regulations related to educationally relevant support to all students; specifically, providing assistance to local school districts with implementation of the Ready Schools Safe Learners Guidance and other guidance issued by ODE in response to COVID-19.</li> <li>○ Coordinating the ongoing communication responsibilities related to COVID-19 with education stakeholders, school districts, other state agencies, legislative members, parents, students, and other impacted citizens.</li> <li>○ Developing, updating, and implementing guidance and protocols for school districts to follow in effectively reopening their schools in a safe and responsible manner in coordination with OHA to ensure the public health standards are being built into guidance to schools.</li> <li>○ Developing, updating, and implementing guidance and protocols for school districts to follow in effectively delivering high quality instruction and well-rounded student experience for Comprehensive Distance Learning, hybrid, and in-person models, in accordance with RSSL guidance.</li> </ul> </li> <li>• Support the ongoing development and improvement to ODE's Ready Schools Safe Learners guidance and other guidance issued as part of ODE's pandemic response.</li> </ul>
5%	R	E	<b>Other Duties As Assigned</b>
At All times	N	E	<b>Demonstrate commitment to equity; in addition to the cultivation of equitable practices across all aspects of this position description:</b> <ul style="list-style-type: none"> <li>• Learn and apply knowledge and skills to interrupt systemic oppression</li> <li>• Participate and engage in efforts to further OTLA and agency-wide development and implementation</li> </ul>

			<p>of equity goals</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Demonstrate professionalism</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Sets clear guidelines and models expected professional behaviors</li> </ul>
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## 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.**

Regular and consistent attendance is an essential function of all positions in the office. Frequent contact by telephone, e-mail, in writing or in person with agency personnel and others. The position may require some weekend and evening hours and overnight travel.

## 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.**

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), ODE Ready Schools, Safe Learners Guidance (RSSL) and supplemental materials, Federal Education Department General Administrative Regulations (EDGAR).

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

School Administrators	Telephone, email, videoconferences, web pages, letters, meetings	Technical assistance, training, and information sharing	Daily
Teachers and specialists	Telephone, email, videoconferences, web pages, letters, meetings	Technical assistance, training, and information sharing	Daily
Parents	Telephone, email, videoconferences, web pages, letters, meetings	Technical assistance, training, and information sharing	Daily
State agencies and administration	Telephone, email, videoconferences, web pages, letters, meetings	Technical assistance, training, and information sharing	Weekly
Professional groups	Telephone, email, videoconferences, web pages, letters, meetings	Technical assistance, training, and information sharing	Monthly
Community Health Professionals	Telephone, email, videoconferences, web pages, letters, meetings	Technical assistance, training, and information sharing	Monthly

## 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 Learning Program 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

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

Classification Title	Position Number	How	How Often	Purpose of Review
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**Note:** If additional rows of the below table are needed, place curser at end of a row (outside table) and hit "Enter".

Director	261	Reviews work informally and formally	Periodically	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.
		Performance Appraisal	Quarterly	To evaluate employees job performance over the past 3 months: Identify strengths and weaknesses, provide necessary feedback job, re-define job duties as needed, establish goals and review work plan

## SECTION 9. OVERSIGHT FUNCTIONS

THIS SECTION IS FOR SUPERVISORY POSITIONS ONLY

<b>a.</b>	How many employees are directly supervised by this position?	None
	How many employees are supervised through a subordinate supervisor?	None
<b>b.</b>	Which of the following activities does this position do?	
	<input type="checkbox"/> Plan work <input type="checkbox"/> Assigns work <input type="checkbox"/> Approves work <input type="checkbox"/> Responds to grievances <input type="checkbox"/> Disciplines and rewards	<input type="checkbox"/> Coordinates schedules <input type="checkbox"/> Hires and discharges <input type="checkbox"/> Recommends hiring <input type="checkbox"/> Gives input for performance evaluations <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

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



- Experience with digital learning practices and pedagogies and education technology
- Experience designing, leading, and/or coordinating professional learning experiences for teachers, principals, and/or system leaders, with specific emphasis on providing these experiences in a virtual or remote setting
- Knowledge of Oregon's P-20 education policy issues
- Knowledge of local, state, and federal programs related to digital learning and education technology
- Ability to collaboratively work across the agency, state government, with school districts, public charter schools and private schools
- Experience providing advice or technical assistance to school districts, tribes, community groups or public
- Experience implementing and interpreting Ready Schools, Safe Learners and related guidance.
- 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
- Experience working with culturally and individually diverse groups
- Ability to facilitate group dialogues and solicit and value diverse viewpoints
- Ability to demonstrate tact and to be assertive when faced with noncompliance issues
- Ability to establish effective relationships with a variety of education and community partners
- Ability to demonstrate a leadership role as part of a collaborative team effort
- Skill and fluency working in a team-oriented environment requiring participative decision making and cooperative interactions among staff and management.
- Ability to multitask and work in a fast paced environment
- Ability to take broad concepts and convert them to guidance and direction
- Working knowledge of presentation and meeting software
- Experience in applying web technology as a communication tool
- Evidence of strong verbal and written communication, facilitation, and collaboration skills
- Demonstrated ability for project management focused on systems level organizational change

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

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


## 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	
	Appointing Authority Signature	Date	

	Supervisor Signature	Date	