Curriculum Design & Development Specialist II

Job Code	20000935	**Job Family**	People Operations & Culture	**Professional / Knowledge Worker**	
Department	Business Readiness	**Reports to**	Sr Mgr Business Readiness & Trng	**Union Status**	Non-Represented
FLSA Status	Exempt	**Pay Grade**	2055	**This Job is a Lead**	No
Last Updated	12/1/2022				

Accountability for Workplace Culture

Our PUD values are at the center of our culture. Putting the safety, health, and well-being of our communities and those we work with is valued above all else and everyone on Team PUD must meet this commitment daily. Nothing we do in achieving our Mission is worth a single injury, and all who interact with us must feel they are valued and welcomed as individuals.

Everyone on Team PUD, in all positions, is accountable for achieving this safe and welcoming culture by:

1. Taking full ownership for the safety of themselves and their coworkers, while ensuring everyone feels valued and welcomed.
2. Taking action to identify and eliminate their own and others' at-risk behaviors, including the behaviors that may undermine another's feelings of being welcomed and valued.
3. Following all safety rules and regulations and ensuring the PUD's expectations for conduct and respect are maintained.
4. Openly sharing near-misses, safety learning opportunities, and ways we can learn to be a more welcoming place while encouraging others to do the same.
5. Utilizing Stop Work Authority to intervene with anyone, anytime, in any place.
6. Intervening or seeking guidance to stop actions that are harmful to the wellbeing, health, or sense of belonging of others, and which are detrimental to our PUD values.

Job Summary

The Curriculum Design & Development Specialist II coordinates, oversees, develops, and implements all aspects of training and curriculum development (both eLearning and instructor-led) for the District. Develops policies to increase District compliance with usage of Learning Central for all trainings. Researches and advises on best practices in training and curriculum design and sets standards and templates for all trainings. Works to drive higher ultimate usage and enrollments for all trainings offered at the District to improve employee efficiency, accuracy, and productivity.

Accountabilities

Accountability #1
Deliver exceptional value to our employees through designing a variety of training programs, including instructor-led, e-learning, self-guided sessions; prioritizing and coordinating multiple projects simultaneously all the while promoting training excellence, a positive learner experience, and great instructional design, and similar responsibilities.

Accountability #2
Collaborate with functional leads, subject matter experts, and project teams to update existing learning and/or training course content, and similar responsibilities.

Accountability #3
Deliver exceptional value relative to cost by conducting needs assessments and designing training to improve business productivity and employee success, and similar responsibilities.

Accountability #4
Demonstrate continual improvement that delivers outstanding value to our customers by developing, recommending, and effectively managing a robust quality assurance process for all existing and new training programs, ensuring that all District training adheres to adult learning principles, and similar responsibilities.

Accountability #5
Deliver exceptional value to our employees by choosing appropriate instructional strategies and content modalities to accomplish specific performance objectives. Recommend process improvements, best practices, templates, styles, and standards for all content developed, and similar responsibilities.

Accountability #6
Ensure proper engagement in knowledge checks and assessments to evaluate learning and performance objectives against results, providing transparent communication and opportunity for trainee participation, and similar responsibilities.

Accountability #7

Accountability #8

Accountability #9

Accountability #10

Minimum Qualifications Note

The minimum qualifications listed below are representative of the knowledge, skills, and abilities needed to perform this job successfully, as described in the Accountabilities. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential Accountabilities (duties and responsibilities) of this position. If you need assistance and/or a reasonable accommodation due to a disability during the application or recruiting process, please contact Human Resources at HRRecruiting@snopud.com, or by phone at 425-783-8655.

Qualifications – Education and Experience

Minimum **Required Education and Experience:**
Bachelor's Degree in Adult Education, Curriculum or Instructional Design, or related field, AND Two (2) years of progressively more responsible experience developing and implementing adult education or curriculum design work;

OR

Six (6) years of progressively more responsible experience developing and implementing adult education or curriculum design work.

Preferred **Education and Experience:**
Master's Degree in Adult Education, Curriculum or Instructional Design, or related field.

Qualifications – License(s) and/or Certification(s)

Minimum **Required License(s) and/or Certification(s):**

Preferred **License(s) and/or Certification(s):**

Qualifications – Skills and Abilities

Minimum **Required Skills and Abilities:**
Computer applications including word processing, spreadsheets, and databases
Instructional design models, principles, and best practices
Learning design models and best practices
Adult learning principles, theories, and instructional strategies for adult learners
How to create learning objectives and integrate them into training programs
Evaluation models for adult education
Advanced knowledge of SCORM and other learning management systems usability standards
Communicate effectively with all levels in the organization
Use strong written and verbal communication skills
Use strong active listening skills
Clearly articulate messages to a variety of audiences
Establish and maintain strong working relationships
Work effectively as a member of a team
Manage multiple tasks in a dynamic, deadline-driven environment

Preferred **Skills and Abilities:**
Advanced knowledge of instructional design models, principles, and best practices
Advanced knowledge of eLearning design models and best practices.

Competencies

The following competencies describe the cluster of behaviors associated with job success in the job group identified as "Professional / Knowledge Worker".

- Adaptability
- Building Customer Loyalty
- Building Partnerships
- Communication
- Continuous Improvement
- Continuous Learning
- Courage
- Decision Making
- Earning Trust
- Emotional Intelligence Essentials
- Facilitating Change
- Influencing
- Initiating Action
- Innovation
- Leveraging Feedback
- Mentoring
- Planning and Organizing
- Positive Approach
- Professional Knowledge and Aptitude
- Stress Tolerance
- Technology Savvy
- Valuing Differences
- Work Standards

Physical Demands

Physical Demands List	Frequency
Sit	Frequent (34-66%)
Walk	Seldom (1-10%)
Stand	Seldom (1-10%)
Drive	Seldom (1-10%)
Work on ladders	Never

Climb poles or trees	Never
Work at excessive heights (note heights in open text box below)	Never
Twist	Seldom (1-10%)
Bend/Stoop	Seldom (1-10%)
Squat/Kneel	Seldom (1-10%)
Crawl	Never
Reach	Never
Work above shoulders (note specific activity in open text box below)	Never
Use Keyboard /mouse	Frequent (34-66%)
Use wrist (flexion/extension)	Seldom (1-10%)
Grasp (forceful)	Seldom (1-10%)
Fine finger manipulation	Frequent (34-66%)
Operate foot controls	Seldom (1-10%)
Lift (note weight in open text box below)	Never
Carry (note weight in open text box below)	Never
Push/Pull (note specifics in open text box below)	Never
Work rapidly for long periods	Seldom (1-10%)
Use close vision	Frequent (34-66%)
Use distance vision	Seldom (1-10%)
Use color vision	Seldom (1-10%)
Use peripheral depth perception	Never
Speak	Frequent (34-66%)
Hear	Frequent (34-66%)

Additional Physical Demands not listed above and associated frequency below.

Mental Demands

Communication	Frequency
Understand and carry out simple oral instructions	Frequent (34-66%)
Understand and carry out complicated oral instructions	Frequent (34-66%)
Train other workers	Occasional (11-33%)
Work alone	Occasional (11-33%)
Work as a member of a team	Frequent (34-66%)
Follow standards for work interactions	Frequent (34-66%)
Write communications for clarity and understanding	Frequent (34-66%)
Speak with clarity with others	Frequent (34-66%)

Comprehension	Frequency
Read and carry out simple instructions	Frequent (34-66%)
Read and carry out complicated instructions	Frequent (34-66%)
Retain relevant job information	Constant (67-100%)
Reasoning	**Frequency**
Read and interpret data	Frequent (34-66%)
Count and make simple arithmetic additions and subtractions	Occasional (11-33%)
Use intermediate and/or advanced math	Seldom (1-10%)
Organization	**Frequency**
Plan own work activities	Frequent (34-66%)
Plan work activities of others	Occasional (11-33%)
Direct work activities of others	Never
Resilience	**Frequency**
Work under pressure	Occasional (11-33%)
Work for long periods of time	Occasional (11-33%)
Work on several tasks at the same time	Frequent (34-66%)

Additional Mental Demands not listed above and associated frequency below.

Work Environment

Environmental Conditions List	Frequency
Exposure to weather	Seldom (1-10%)
Wet and/or humidity	Never
Atmospheric conditions	Never
Confined/restricted working environment	Never
Vibratory Tasks – High	Never
Vibratory Tasks – Low	Never

Additional Environmental Conditions in this job not listed above and the associated frequency below.

Risk Conditions List	Frequency
Exposure to Heights	Never
Exposure to Electricity	Never

Exposure to Toxic or Caustic Chemicals	Never
Working with Explosives	Never
Exposure to Radiant Energy	Never
Extreme Cold	Never
Extreme Hot	Never
Proximity to Moving Mechanical Parts	Never
Noise Intensity	Never
Exposure to animals	Never
Working with angry customers	Seldom (1-10%)

Additional Risk Conditions present in this job not listed above and the associated frequency below.

On-Call Status and Frequency

On-Call is required.
○ Yes
⊙ No

On-call activities and frequency.

Work Location

The primary assignment for this position is:
○ Remote
⊙ Office Hybrid
○ On-Site
○ Field/Job Site

While this description has provided an accurate overview of responsibilities, it does not restrict management's right to assign or reassign duties and responsibilities to this job at any time. This position description is designed to outline primary duties, qualifications, and job scope, but not limit our employees or the organization to complete the work identified. In order to serve our customers best, each employee will offer their services wherever and whenever necessary to ensure the success of the

District in serving our customers, to further the safety, health, and inclusivity of employees and the public, and achieve expectations of the District overall, while also remaining flexible in recognition of the employee's wellbeing.