

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: SPECIALIST I - ONLINE INSTRUCTIONAL DESIGNER

GENERAL STATEMENT OF JOB

Under general supervision, performs a variety of administrative tasks in coordinating the successful implementation of district initiatives, programs, and curriculum as aligned with North Carolina Standard Course of Study/Common Core and Essential Standards. Employee is well skilled in the principles of online design and is versed in a variety of content development tools used in course design (i.e. Articulate, iSpring, Adobe Creative Suite, Audacity, etc.). Employee understands workflow processes and is able to work with others to design, develop and deliver online and hybrid courses that meet internal client objectives and GCS quality standards. Employee must be experienced with online learning management systems (i.e. Blackboard, BrainHoney, Moodle, WebCt, etc.). Working with departmental staff, the employee oversees and contributes to a growing portfolio of adult learning products including online instruction, blended learning experiences, video-based learning and traditional face-to-face instruction for all district personnel. Employee trains certified staff in developing strategies and techniques for assessing and increasing student achievement. Employee is able to design, develop, and deliver online professional development opportunities. Employee assists administrators with evaluating the effectiveness of initiatives implementation and develops strategies for instruction. Employee reports to the Director of Professional Development.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Collaborates with Subject Matter Experts (SMEs) in the development of online and hybrid training modules.

Practices effective workflow processes in meeting internal client adult learning objectives.

Uses client source materials to design content into meaningful learning chunks (modules).

Storyboards course materials including directions for use of media and technology (i.e. video conferencing capabilities, online learning checks, etc.).

Determines the best instructional strategies and delivery technologies using knowledge of adult learning theories to meet internal client expectations.

Manages the eLearning management system including user registration and enrollment.

Assists K through 12 teachers with improving techniques for instruction and improving overall student achievement; provides instructional strategies and various tools to aid the instructional process.

Assists with the overall training support of district initiatives and programs and develops strategies for improvement; coordinates and provides staff development opportunities.

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Researches available commercial educational modules/software and assesses their alignment to district initiatives.

Administration of online environments including management of additional/external virtual environments and accounts such as SafeSchools, Follett eBooks and other external online vendors.

Virtually train and develop a district-wide group of online facilitators to effectively deliver online and blended content.

Provides technical support for online instructors and users.

Keeps parents, administrators and community citizens informed about various district initiatives to resolve educational issues.

Attends various workshops, seminars, and conferences to continuously update professional knowledge.

Participates in regularly scheduled departmental meetings as required.

Collaborates with other curriculum & formative assessment coaches along with other departments as appropriate to provide an integrated program.

Independently and collaboratively create and plan course offerings for district personnel.

Serves as a liaison to college and university teacher education programs.

Participates in various professional and community organizations.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Master's degree in the field of Education preferred and/or extensive course work in education. Five to seven years of teaching experience including program coordination and delivery of professional development, or any equivalent combination of training and experience which provides the required knowledge, skills, and abilities.

SPECIAL REQUIREMENTS

Must be certified to teach in the State of North Carolina and hold a current teachers license. Must possess a valid North Carolina Driver's License.

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MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, overhead projectors, typewriters, copiers, facsimile machines, calculators, protractors, compasses, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light work usually requires walking or standing to a significant degree.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, applications, purchase orders, test results, etc. Requires the ability to prepare correspondence, reports, presentations, newspaper articles, requisitions, forms, evaluations, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in Standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of algebra, trigonometry, geometry, calculus and descriptive statistics.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

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Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of theories and principles in specified content area or pedagogy in general.

Thorough knowledge of the North Carolina State Curriculum.

Thorough knowledge of best practices when working with adult learners.

Considerable knowledge of the current literature, trends, and developments in the field of education.

Considerable knowledge of the principles of supervision, organization and administration.

General knowledge of the County and School Board policies, procedures and standards regarding education.

General knowledge of the organization and communication channels of the school system.

General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

Skilled in leadership and presentational skills.

Ability to review and evaluate testing results and to develop a training plan of action based on conclusions.

Ability to develop innovative and effective instructional materials.

Ability to use common office machines and word processing, spreadsheet and file maintenance programs.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to effectively express ideas orally and in writing.

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Ability to make effective oral presentations before large groups of people.

Ability to exercise considerable tact and courtesy in frequent contact with the public.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.