Learning Design Specialist

Department: Office For Teaching and Learning
Job Code: 1755, 1756
FLSA: Exempt
Salary Schedule: MGMT 7
Reports To: Program Coordinator, Teaching & Learning
Work Days: 230/245
Board Approved Date: October 20, 2015
Work Hours: 7.5 hrs/day

JOB GOAL: Responsible for collaborating with teachers, curriculum, leaders, and administrators to define objectives within the learning design and Information and Communication Technology (ICT) literacy programs that help support student growth and enable educators to provide high impact instruction.

ESSENTIAL DUTIES & RESPONSIBILITIES: The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position.

1. Create and implement teacher support plans that include rigorous standards, best instructional practices, student centered learning, and integration of digital tools and resources that ensures teacher and student development.
2. Provide ongoing training and materials to educators that enhance data-driven decision making and that support student/teacher progression.
3. Promote strategies and examples that enhance the teaching, learning and engagement of students while integrating instructional shifts and strategies designed to improve students’ skills across all educational disciplines.
4. Implement strategies for initiating and sustaining technology innovations that engage student curiosity and lead to student growth.
5. Support the on-going evaluation of student and teacher ICT proficiency, and make recommendations for program modifications as needed to improve results.
6. Engage in professional development that includes current research and emerging trends in ICT literacy, learning design, and professional practices.
7. Participate in and facilitate professional learning community meetings that support teachers and coaches in planning for high impact learning experiences, that are standards based, and that integrate instructional shifts with the purpose of improving student gains.
8. Provide guidance in selection, utilization, and evaluation of resources that help support learning objectives and that meet the individual needs and interests of students and adult learners.
9. Support district wide utilization of online learning platforms to enhance student learning and development
10. Perform other duties as assigned.

MINIMUM REQUIREMENTS:
Requirements are representative of minimum levels of knowledge, skills and/or abilities. To perform this job successfully, the incumbent will possess the abilities or aptitudes to perform each duty successfully. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

KNOWLEDGE, SKILLS & ABILITIES:
- Ability to communicate effectively in written and oral form using positive interpersonal skills with school-based, regional, and district support teams
- Demonstrate leadership skills in both formal and informal settings
- Ability to organize, prioritize, and manage work assignments in an efficient manner
- Ability to collaborate effectively across school-based, regional, and district support teams

EDUCATION, TRAINING & EXPERIENCE:
- Bachelor’s degree from an accredited institution
- Experience using current communications technologies
- Experience using digital resources to engage learners
- Experience with virtual and hybrid learning environments
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- Experience with management and support of online learning management platforms
  OR
- Any equivalent combination of education and experience which provides the required knowledge, skills, and abilities to perform the essential duties and responsibilities of the position

CERTIFICATES, LICENSES, & REGISTRATIONS:
- Valid Florida Educator’s Certificate

PREFERRED QUALIFICATIONS:
- Master’s degree from an accredited institution

SUPERVISORY RESPONSIBILITY: none

PHYSICAL REQUIREMENTS (Describes physical conditions of this position):

<table>
<thead>
<tr>
<th>Work Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sedentary Work</td>
<td>Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently to lift, carry, push, pull or move objects. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally and all other sedentary criteria are met.</td>
</tr>
<tr>
<td>Light Work</td>
<td>Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and / or leg controls require exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.</td>
</tr>
<tr>
<td>Medium Work</td>
<td>Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force constantly to move objects.</td>
</tr>
<tr>
<td>Heavy Work</td>
<td>Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.</td>
</tr>
<tr>
<td>Very Heavy Work</td>
<td>Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.</td>
</tr>
</tbody>
</table>

PHYSICAL ACTIVITY:
(Physical activities of the job are listed below and are with or without accommodations for disabilities for this position. Frequency of each applicable activity is noted according to the following: R = Regularly; F = Frequently; O = Occasionally, S = Seldom)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>R Sitting</td>
<td>Resting with the body supported by the buttocks or thighs.</td>
</tr>
<tr>
<td>F Standing</td>
<td>Assuming an upright position on the feet particularly for sustained periods of time.</td>
</tr>
<tr>
<td>O Walking</td>
<td>Moving about on foot to accomplish tasks, particularly for long distances.</td>
</tr>
<tr>
<td>S Climbing</td>
<td>Ascending or descending ladders, stairs, scaffolding, ramps, poles, etc. using feet and legs and/or hands and arms.</td>
</tr>
<tr>
<td>S Balancing</td>
<td>Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery or erratically moving surfaces.</td>
</tr>
<tr>
<td>O Bending</td>
<td>Lowering the body forward from the waist.</td>
</tr>
<tr>
<td>S Stooping</td>
<td>Bending body downward and forward by bending spine at the waist through the use of the lower extremities and back muscles.</td>
</tr>
<tr>
<td>S Kneeling</td>
<td>Bending legs at knee to come to a rest on knee or knees.</td>
</tr>
<tr>
<td>S Crouching</td>
<td>Bending the body downward and forward by bending leg and spine.</td>
</tr>
<tr>
<td>S Crawling</td>
<td>Moving about on hands and knees or hands and feet</td>
</tr>
<tr>
<td>O Twisting</td>
<td>Moving body from the waist using a turning motion.</td>
</tr>
<tr>
<td>O Reaching</td>
<td>Extending hand(s) and arm(s) in any direction</td>
</tr>
</tbody>
</table>

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# DISTRICT SCHOOL BOARD OF PASCO COUNTY
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<table>
<thead>
<tr>
<th>S</th>
<th>Pushing</th>
<th>Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Pulling</td>
<td>Using upper extremities to drag, haul or tug objects in a sustained motion.</td>
</tr>
<tr>
<td>O</td>
<td>Lifting</td>
<td>Raising objects from a lower to a higher position or moving objects horizontally from position-to-position through the use of the upper extremities and back muscles.</td>
</tr>
<tr>
<td>F</td>
<td>Finger Dexterity</td>
<td>Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.</td>
</tr>
<tr>
<td>F</td>
<td>Grasping</td>
<td>Applying pressure to an object with the fingers and palm.</td>
</tr>
<tr>
<td>S</td>
<td>Feeling</td>
<td>Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.</td>
</tr>
<tr>
<td>O</td>
<td>Repetitive Motions</td>
<td>Substantial and continuous movements of the wrists, hands, and/or fingers.</td>
</tr>
<tr>
<td>R</td>
<td>Talking</td>
<td>Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.</td>
</tr>
<tr>
<td>R</td>
<td>Hearing Acuity</td>
<td>The ability to perceive speech and other environmental sounds at normal loudness levels.</td>
</tr>
<tr>
<td>R</td>
<td>Visual Acuity</td>
<td>The power to see at a level which allows reading of numbers and text, operations of equipment inspection of machines, etc.</td>
</tr>
</tbody>
</table>

## WORKING CONDITIONS:

(Conditions the worker will be subject to in this position with or without accommodations for disabilities. Indicate all that apply to the position with an “X”. Please note that there can be more than one condition.)

- [ ] Outdoors  
  The worker is subject to outside environmental conditions. There is not effective protection from weather conditions such as wind, moisture, sunlight, extreme temperature changes, etc.

- [ ] Indoors  
  The worker is subject to inside environmental conditions. There is protection from weather conditions but not necessarily from temperature changes.

- [x] Indoors and Outdoors  
  The worker is subject to both environmental conditions. Activities occur inside and outside.

- [ ] Cold  
  The worker is subject to extreme cold. Temperatures are below 32 degrees for periods of more than one hour.

- [ ] Heat  
  The worker is subject to extreme heat. Temperatures are above 100 degrees for periods of more than one hour.

- [ ] Noise  
  The worker is subject to noise. There is sufficient noise to cause the worker to shout in order to be heard above the ambient noise level.

- [ ] Vibration  
  The worker is subject to vibration. There is exposure to oscillating movements of the extremities or whole body.

- [ ] Hazards  
  The worker is subject to hazards. This includes a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, working on scaffolding and high places and exposure to high heat or chemicals.

- [ ] Atmospheric Conditions  
  The worker is subject to atmospheric conditions. One or more of the following conditions affect the respiratory systems or the skin: fumes, odors, mists, gases or poor ventilation.

- [ ] Oils  
  The worker is subject to oils. There is air and/or skin exposure to oils and other cutting fluids.

- [ ] Respirator  
  The worker is required to wear a respirator.

- [ ] None  
  The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).

- [ ] Other

## MACHINES, TOOLS, EQUIPMENT:

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(Machines, tools, equipment, electronic devices, vehicles, etc, used in this position.)

General office equipment, including personal computers, fax machines, copiers, telephones, etc.

Pasco County School District will provide reasonable accommodations to qualified individuals with disabilities to allow them to perform the essential functions of the job when such individuals request an accommodation.