Osweiler School District is looking for a qualified Instructional Designer. This position is at the K-12 admin level. You will be working with teachers, administrators, and support staff throughout our entire district.

The candidate will:

Develop training course content, conduct needs assessments, implement training, evaluate and monitor outcomes/implementation compared with district and state expectations in a K-12 environment. Duties will include, not limited to:

1. Develop training modules for current technologies (Interactive Whiteboards, iPads, and Google Apps,
2. Stay abreast of current and emerging technologies
3. Ensure that training and staff development stay within given budget

Required skills/knowledge/background:

1. Master’s Degree in Instructional Design, Instructional Technology, or Educational Technology.
2. Minimum of one year in content development, delivering instruction, and supervision.
3. Good communication and teamwork skills
4. Good organization skills
5. Able to multi-task and be able to conduct several projects at once.

Desired skills/knowledge/background:

1. Management/Supervisory experience
2. Knowledge of adult learning theories and models
3. 1-2 years of experience in an Educational or Instructional Technology.

PART II – REFLECTION

1. What are teachers expected to do that instructional designers are not?
   My official title is “Instructional Technology Resource Teacher”. I am somewhat of a hybrid between being a teacher and an Instructional Technologist/Designer. When the question was originally posed “Teachers believe they are Instructional Designers”, I feel like some would have a valid argument supporting that. For the most part, I disagree with that theory. Teachers, in my experience at the K-12 level, have general principles,
objectives, and standards that they are required to teach for assessment purposes. Generally speaking, teacher focus is on the one year they have those students. There may be some preparation for future years, but the content is driven primarily from that specific grade level. Instructional Designers are targeting a specific problem or goal that could be short or long term. They are looking at strategic improvement of an organization. While some objectives may be short term, I know the staff development sessions, procedures, and integration strategies I perform are targeting a school-wide, long term change in direction. These outcomes will affect teachers and students for years, not just 9-10 months.

2. What are instructional designers expected to do that teachers are not? Instructional Technologists/Designers are expected, based on the job descriptions I read, to have more managerial, one may say more business, experience than the normal classroom teacher. Having a business background myself, I tend to think of things differently than most of my colleagues, at times, even administration or those who have only been in the educational setting. Too often teachers going through certification programs are involved only in the theory and pedagogy of teaching. While this has merit, that particular process lacks the “outside the box” thinking that teachers need when they enter the work place. When many new teachers I encounter enter a real classroom, they feel inadequately prepared for the real challenges that are present. Many believe they just ask for supplies, materials, etc and those just show up in a box. When the idea of budgeting and allocation comes up, some teachers truly don’t understand those concepts because they were never prepared for that. I hope that my combined business and education experience means I could do my current job at a district or higher education environment in the future.

3. What are the three major differences between a teacher and an instructional designer? First, I tried to compare myself back when I taught in the regular classroom to my current position as an Instructional Technologist. There are some similarities but I think the first main difference is the difference between the idea of “why” and “how” in relationship to the content taught. Teachers aren’t necessarily judged if a student does not clearly understand the “why” and “how” of the information they learn as long as they can regurgitate the concepts on a test. Instructional Designers are judged on “how” they disseminate information and “why” or “what purpose” they are doing it for.

Second, I feel the response to question #2 is very valid and worth the reference again. I feel much more in a managerial or supervisory role than I did as a regular classroom teacher. I feel more responsible for short and long term decisions that affect the entire school. For instance, I was recently tasked with how to improve the quality of time spent on computers given our faulty wireless network. My solution, with support of our Technology Committee, was to take one computer from every classroom (40), hard-wired a “mega lab” in half our unused activity room, and organize a school-wide rotation so every class gets in there for 45 minutes every six days. I look at this as a long
term change in operation at my school. My experience with not only teachers, but management, supervisory, interpersonal, communication, and teamwork skills helped me come to a viable solution which 8 years ago, I am not sure I would have had the skills to think like that.

Third, I believe teachers and Instructional Technologists/Designers have to use different teaching strategies. Given the rigors of testing and accountability, teachers have little flexibility with regards to employing various methods of instruction. Some teachers are literally forced to teach and/or test the way an administrator or district tells them to. I feel I have a great amount of flexibility because I can do what I feel is right for a given situation, place, time, or group of people. After reading the points of the ADDIE model, I feel I do a lot of that already, but have never defined it as such. This model, to me, seems universal and fits just about every situation I have been in during my 6 years in this field. Teachers/schools/administrations, etc tend to jump around from this book to that book or from this person’s theory or “research” they claim to be the greatest new way to teach.

PART 3 - Job Posting URLs


http://bit.ly/wQJeaeQ