



## **INSTRUCTIONAL INNOVATION SPECIALIST**

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**PURPOSE:** The Instructional Innovation Specialists work with teachers and students to facilitate access to information in a wide variety of formats. They consult, collaborate and co-teach to increase teacher knowledge and capacity in acquiring, evaluating, and using information and instructional resources... how to acquire, evaluate and use information and instructional resources needed to implement the District 34 Learning Process and curriculum. The Instructional Innovation Specialists differentiate their support to educators and students in the areas of inquiry and design thinking while focusing on creativity, collaboration, critical thinking, digital literature, and other resources to support/enhance the curriculum, and instructional process. The ultimate goal is to prepare students to be effective users/synthesizers of ideas and information. At a district level, Instructional Innovation Specialists collaborate in an ongoing manner with Library Resource Center Directors and Instructional Coaches to provide district-wide and building-level professional development.

Instructional Innovation Specialists are expected to work as a cohesive team. It is the expectation for the Instructional Innovation Specialists to spend the majority of the time in their assigned school unless the Executive Director for Educational Technology and/or Superintendent requires them to be strategically assigned to another location. The Instructional Innovation Specialists is expected to work with building leadership to focus on the goals of both the building and district.

### **QUALIFICATIONS:**

1. Valid Illinois Professional Educator's License (PEL)
2. At least four years effective teaching experience preferred
3. Knowledge of, and experience with, a broad range of information literacy materials, resources, and practices in K-8 curriculum areas
4. Knowledge of and experience implementing best practice in informational literacy and professional development
5. Strong organizational and problem solving skills
6. Ability to establish and maintain effective organizational relationships and work collaboratively with school and district personnel
7. Knowledge of adult learning characteristics and effective professional development design
8. Ability to coordinate and facilitate professional development experiences for staff at the building and district levels
9. Effective verbal and written communication skills

### **PERFORMANCE RESPONSIBILITIES:**

- 1. Provide digital learning and technology support for all staff members:**
  - a. Provide face-to-face contact time to support teachers and support the induction of new and continued education of veteran teachers;
  - b. Respond to staff members' developmental and contextual needs and promote the ongoing examination of classroom practice;
  - c. Collect data to demonstrate the effective practice of technology integration, to support professional development opportunities for all staff;
  - d. Help staff identify student needs, plan for differentiated instruction, and ensure equitable curricular outcomes;
  - e. Collaboratively find technology-rich solutions to challenging situations;



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- f. Create and facilitate meetings that promote the growth and development of adult learning in the areas of digital resources;
  - g. Consistently build capacity in new teachers for the consistent implementation of the Professional Standards for the District (Framework for Teaching).
- 2. Professional Development: Student achievement is increased through professional development**
- a. Coordinate and facilitate professional development programs and activities to support the development, implementation, and assessment of curriculum content;
  - b. Maintain and share professional expertise in knowledge of best education and pedagogical practices, instructional strategies, and instructional materials and resources;
  - c. Implement appropriate avenues of professional communication, dialogue, and feedback to support continual improvement in an assessment of the outcomes of various curricular strategies as they relate to student achievement and school and district goals;
  - d. Collaborate with teachers to develop and analyze common assessments;
  - e. Analyze data, formulate recommendations for change as appropriate, and develop and disseminate related documentation and reports;
  - f. Conduct needs analysis and determines training objectives;
  - g. Facilitate professional development and support for teachers in assigned schools that is customized and relevant to ensure the success of curriculum implementation (learning targets, benchmark assessments, building-based/grade level-based/team based common formative assessments and interim assessments, resources matches, interventions).
- 3. Provide support and assistance to building level leadership for building-based district and state testing;**
- 4. Specific Responsibilities within Building**
- a. Contributing Leader and member of School Leadership Teams;
  - b. Collaborate with teams (or designated name);
  - c. Facilitate job-embedded and building-wide professional development;
- 5. Specific District Responsibilities**
- a. Bi-Weekly meeting with Instructional Innovation Specialist and the Executive Director of Educational Technology/Assistant Superintendent for Curriculum and/or Superintendent;
  - b. Attend Standing Committee meetings as appropriate (e.g. Education Committee);
  - c. Facilitate district-wide professional development;
  - d. Consistently build the capacity of certified staff to gain awareness of the alignment of District strategic priorities (Collaboration, Strategic Plan, Constitution Principles, Rtl, Assessment for Learning, Danielson Framework for Teaching).
- 6. Collaborate with the Executive Director of Educational Technology and Building Principal to advance the work of the District's Strategic Plan;**
- 7. Other duties as assigned by the Executive Director of Educational Technology, Principal, and/or Superintendent.**

### **DELIVERABLES:**

- Increase appropriate utilization of instructional resources and data as defined by the Specialist team each academic year;
- Increase in building's student achievement data and growth targets, in alignment with the District Strategic Plan and building SIP plans;



## JOB DESCRIPTION

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- Increase student ownership of learning due to the support provided to teachers around inquiry and digital resources;
- Increase the effectiveness of district initiatives with grade-level educators;
- Successful induction of new staff resulting in high student achievement;
- Increase in the effective use of technology;
- Support the successful implementation of the curriculum, formative assessments, and benchmark assessments;
- Support the successful implementation of learning space opportunities, focusing on empowering students, improving instructional practices, and enhancing ongoing instructional learning opportunities

**TERM:** Teacher school year

**ORGANIZATIONAL RELATIONSHIP:** Executive Director of Educational Technology and/or Superintendent

March 2018