SECTION I: GENERAL INFORMATION

Position Title: Director of Innovation and Academic Programming	Department: Administrative
Immediate Supervisor's Position Title: *Executive Director*	FLSA Status: Non-Exempt

Job Summary:

The **Director of Innovation and Academic Programming** is a key leadership role designed to revolutionize the educational landscape within our organization. This position combines strategic planning, innovative curriculum development, and comprehensive program management to foster an environment of academic excellence and continuous growth. As a **Director of Innovation and Academic Programming**, you will be at the helm of designing and implementing a cohesive educational framework that aligns with both current and future learning needs.

SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

- Curriculum Innovation and Alignment: Craft and continuously refine a forward-thinking curriculum that aligns with best practices, leverages emerging technologies, and meets the diverse needs of learners. Ensure curriculum alignment with federal and state standards while incorporating innovative educational strategies to enhance learning outcomes.
- Online Program Development: Lead the creation and expansion of online learning programs. Oversee the integration of digital platforms and tools that facilitate interactive, engaging, and accessible learning experiences. Champion the use of educational technology to break down barriers to learning and create opportunities for all students.
- Professional Development Leadership: Develop and manage a comprehensive professional development strategy that empowers educators and staff. Foster a culture of continuous improvement and lifelong learning through targeted training programs, workshops, and collaborative learning opportunities. Ensure that professional development initiatives are relevant, effective, and aligned with organizational goals.
- Federal Programs Coordination: Liaise with federal education programs to secure funding, resources, and support. Ensure compliance with federal regulations and standards, leveraging opportunities to enhance educational offerings. Act as a key representative of the organization in federal program discussions, advocating for resources and policies that support educational innovation and excellence.

SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:				
REQUIRED EDUCATION/TRAINING (choose one)				**DEGREE INFORMATION:** Type of degree: (B.S., M.A., etc.) NA
	less than high school diploma			Advanced degree in Education, Educational Leadership, Curriculum Development, or a related field.
	High school diploma or GED.			**Major field of study or degree emphasis:**
	1 year college		2 years college	• **Educational Leadership or Administration:** Prepares individuals for high-level management and leadership roles in educational settings, focusing on policy, organizational behavior, and strategic decision-making.
	3 years college		4 years college	• **Curriculum and Instruction:** Equips individuals with expertise in designing, implementing, and evaluating effective curricula and teaching strategies to meet diverse learning needs.
				• **Instructional Design and Technology:** Focuses on the integration of technology into education, developing engaging online learning environments, and utilizing digital tools to enhance teaching and learning.
				• **Educational Policy and Analysis:** Offers insights into how educational policies are formed and how they impact educational institutions, providing the skills to navigate and influence educational standards and regulations.
				• **Learning Sciences:** Involves studying how learning occurs and applying this knowledge to design instructional materials and environments that improve learning outcomes.

x	**1ˢᵗ year graduate level**	**Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:**
x	**2nd year graduate level**	
	Doctorate level	

Essential Knowledge:

- **Educational Theories and Practices:** Deep understanding of current and emerging educational theories, including constructivism, behaviorism, and social learning theories, and how they can be applied to curriculum development and instructional design.
- **Curriculum Development:** Expertise in designing, evaluating, and aligning curriculum with educational standards and best practices. Knowledge of curriculum mapping techniques and the ability to integrate cross-disciplinary themes.
- **Learning Technologies:** Familiarity with the latest educational technologies and digital learning platforms. Understanding of how to leverage technology to enhance learning experiences and outcomes.
- **Professional Development:** Insights into adult learning principles and professional development strategies for educators. Ability to design and implement effective professional growth programs that cater to the needs of diverse educators.
- **Educational Policy and Compliance:** Knowledge of federal and state education regulations, standards, and funding mechanisms. Understanding of how to navigate and leverage federal programs to support educational initiatives.

Specialized Subject Knowledge:

- **Online Education Best Practices:** Specialized knowledge in the development and management of online learning programs, including course design principles for online education, engagement strategies, and assessment methods.
- **Data Analysis and Evaluation:** Skills in quantitative and qualitative data analysis to evaluate program effectiveness, learner outcomes, and the impact of professional development initiatives.

		● **Instructional Design:** Advanced understanding of instructional design models (such as ADDIE, SAM, and backward design) and their application in creating effective and engaging learning experiences. ● **Change Management:** Expertise in leading organizational change, particularly in educational settings. Understanding of how to manage resistance, communicate effectively, and motivate stakeholders during periods of significant change. ● **Diversity and Inclusion in Education:** Deep understanding of diversity, equity, and inclusion principles, and how to apply them in curriculum development, instructional strategies, and community engagement to create inclusive educational environments.

Required Work Experience in Addition to Formal Education/Training:

- **Curriculum Development and Evaluation Experience:** Direct experience in designing, implementing, and evaluating curricula across various subjects or grade levels. This includes working with educational standards, integrating technology into the curriculum, and applying innovative teaching strategies. Experience in aligning curriculum with state and federal educational standards is also crucial.
- **Educational Program Management:** Experience in leading and managing educational programs, including online learning initiatives. This should involve strategic planning, budget management, staff supervision, and program evaluation. Experience in scaling educational programs to meet the needs of diverse learner populations and managing cross-functional teams to achieve program goals is essential.
- **Professional Development and Teacher Training:** Hands-on experience in designing, facilitating, and evaluating professional development programs for educators. This includes knowledge of adult learning principles, experience with instructional coaching, and the ability to leverage technology to support continuous professional growth. Experience in leading initiatives that enhance teacher effectiveness and foster a culture of continuous improvement within educational institutions is valuable.

LICENSE/ CERTIFICATION	**Identify licenses/certification required upon hiring:** ● **State Teaching License or Certification:** Many roles in educational leadership and curriculum development benefit from having a foundational teaching certification, demonstrating a deep understanding of classroom dynamics and educational standards. ● **Educational Leadership or Administration Certification:** For individuals in leadership roles, certification in educational leadership or

	administration can be essential. These certifications often require passing a leadership assessment and may also necessitate completion of a state-approved program in educational leadership.

ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK	**Skilled in:** ● **Curriculum Design:** Expertise in creating and assessing curricula that are engaging, inclusive, and aligned with educational standards. Ability to incorporate emerging educational trends and technologies into curriculum development. ● **Instructional Design:** Proficiency in applying instructional design models to develop effective and accessible learning materials and courses, especially for online environments. ● **Educational Technology Integration:** Skill in selecting and integrating appropriate technologies to enhance teaching and learning, including learning management systems (LMS), interactive digital tools, and online collaboration platforms. ● **Data Analysis:** Ability to collect, analyze, and interpret educational data to inform decisions, improve educational outcomes, and evaluate program effectiveness. Familiarity with educational research methods and data analysis software. ● **Project Management:** Strong project management skills to oversee educational programs from inception to completion, including planning, budgeting, resource allocation, and risk management. ## Soft Skills ● **Leadership:** Ability to inspire and lead teams, foster a culture of innovation and continuous improvement, and navigate organizational changes effectively. ● **Communication:** Excellent verbal and written communication skills for diverse audiences, including educators, administrators, policymakers, and stakeholders. Ability to articulate vision, negotiate effectively, and advocate for educational initiatives. ● **Collaboration:** Skills in working collaboratively with educators, staff, and external partners to develop and implement educational strategies. Ability to build consensus and manage interdisciplinary teams. ● **Adaptability:** Flexibility to adapt to changing educational landscapes, embrace new technologies, and respond to feedback and data to refine programs and strategies. ● **Critical Thinking:** Strong analytical skills to solve complex problems, make informed decisions, and develop innovative solutions to educational challenges.

RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS

	Titles of Positions Directly Supervised	# of Employees
	TOTAL	0

INDIRECT SUPERVISION:

Number of employees indirectly supervised: 0	Total: 0

HAZARDOUS WORKING CONDITIONS: *The essential duties of the work are performed under various physical hazards or environmental conditions noted.*	**Unusual or hazardous working conditions related to performance of duties:** None

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities				
Employee is required to:	**Never**	**1-33%** **Occasionally**	**34-66%** **Frequently**	**66-100%** **Continuously**
Stand			x	
Walk			x	
Sit			x	
Use hands dexterously (use fingers to handle, feel)				x
Reach with hands and arms				x
Climb or balance				x
Stoop/kneel/crouch or crawl			x	
Talk or hear				x
Taste or smell	x			
Physical (Lift & carry): up to 10 pounds			x	
up to 25 pounds		x		
up to 50 pounds	x			
up to 75 pounds	x			
up to 100 pounds	x			
more than 100 pounds	x			

PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities
Physical requirements associated with the position can be best summarized as follows:

- **Sedentary Work:** The position primarily involves sedentary work, including extensive periods of sitting while using a computer, engaging in video conferences, and performing administrative tasks.
- **Manual Dexterity:** Requires manual dexterity to operate computers, digital tools, and other office equipment efficiently. This includes typing, clicking, navigating software applications, and handling documents.
- **Visual Acuity:** Must have adequate visual acuity to read detailed reports, design documents, data analysis, and to use computer screens extensively. This includes the ability to adjust focus, view screens for prolonged periods, and interpret visual information.
- **Communication:** The role requires the ability to communicate effectively, which includes speaking clearly in meetings and presentations, as well as hearing and understanding communications from others, both in person and through digital means such as phone calls and video conferencing.
- **Light Physical Mobility:** Although primarily sedentary, the job may occasionally require

mobility within the office or educational environments. This could include walking to different departments, attending in-person meetings, or visiting classrooms or other educational settings for observation and collaboration.

- **Travel:** Depending on the organization and scope of the role, there may be a requirement for travel to conferences, workshops, training sessions, or other educational institutions. This involves the ability to travel via car, train, or airplane and navigate through travel hubs.
- **Stress Management:** The capacity to manage stress effectively, especially when dealing with tight deadlines, multiple projects, or high-stakes decision-making, is important for maintaining both physical and mental health.

SECTION IV: CLASSIFICATION HISTORY AND APPROVAL

> **This Position Description reflects an accurate and complete description of the duties and responsibilities assigned to the position.**
>
> _____ _____
>   **Department Head's Signature**   **Date**
>
> **Classification History**
>
> **Date Board Adopted:_____**