

CHESTER COUNTY INTERMEDIATE UNIT

455 Boot Road, Downingtown, PA 19335

Position Description

_____ Last Update: 2/26/24

Position Title: Online Learning Specialist
Division: Brandywine Virtual Academy
Department/Program: Brandywine Virtual Academy
Reports to: (position) Supervisor of Curriculum (BVA)
Subordinate Positions: None

Brandywine Virtual Academy

Mission

Brandywine Virtual Academy (BVA) is the premier online learning provider powered by the Chester County Intermediate Unit for students, families, schools and partners seeking flexible, customized learning solutions.

BVA students benefit from the opportunities and services provided by their local schools and graduate with a school district diploma all while learning through our innovative, student-centered, comprehensive online program.

VISION

Our committed Pennsylvania-certified teachers and staff drive academic engagement and achievement for all students, by designing holistic, standards-aligned online learning experiences and robust, personalized support for every student and family.

Position Overview

The Online Learning Specialist serves as a key leader in developing and implementing innovative digital learning experiences within our K-12 online education programs. This transformative role combines expertise in curriculum design, cutting-edge instructional technology, and educational leadership to support multiple school districts, educational partners, and stakeholders throughout the state. The position requires a forward-thinking specialist who can drive innovation in digital pedagogy while ensuring educational excellence and accessibility for all learners across diverse educational contexts.

The ideal candidate will lead initiatives and support teachers in reimagining traditional learning models through emerging technologies and research-based practices, while considering the unique needs and resources of diverse district partners. They will orchestrate the seamless integration of Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS), and accessibility frameworks within digital learning environments and support the effective design and delivery of K-12 online learning for all BVA partner schools.

Curriculum Development and Management

- Co-lead the evaluation, selection, and adaptation of online curriculum materials across K-12 subject areas to ensure alignment with state standards and district goals
- Collaborate with instructional teams to develop and maintain curriculum maps, pacing guides, and assessment frameworks for online learning environments
- Monitor and analyze curriculum effectiveness through student performance data and teacher feedback
- Ensure vertical alignment of curriculum across grade levels and horizontal alignment across subject areas
- Coordinate with technology teams to optimize curriculum delivery through learning management systems
- Support teachers in implementing Universal Design for Learning (UDL) principles in course development and delivery
- Oversee the organization, maintenance, and archiving of digital course assets

Instructional Technology Leadership

- Demonstrate mastery of learning management systems (LMS) and provide system-wide support
- Lead the integration of multi-modal instructional delivery methods across all courses
- Ensure compliance with accessibility standards in all digital content and course materials
- Manage digital asset libraries and establish protocols for content organization
- Coordinate with IT and Operations department on technical requirements and system updates
- Implement quality assurance processes for course development and delivery

Educational Framework Implementation

- Support the integration of Universal Design for Learning (UDL) principles across all online courses
- Support the implementation of Multi-Tiered Systems of Support (MTSS) in the online course design and delivery
- Ensure accessibility compliance with WCAG 2.1 standards and Section 508 requirements
- Develop protocols for accommodations and modifications in the online environment in collaboration with teachers, teacher leaders and special educators
- Create guidelines for differentiated instruction and personalized learning pathways
- Coordinate with special education teams to ensure appropriate accommodations

Course Management and Quality Assurance

- Establish and maintain standards for course organization and structure
- Coordinate the development and implementation of multi-modal content delivery
- Create and maintain course archival systems and version control protocols
- Develop quality assurance rubrics for course evaluation
- Manage course review cycles and updates
- Ensure consistent branding and user experience across all courses
- Coordinate content migrations and platform updates
- Other duties as assigned

Professional Development Leadership

- Design and implement comprehensive professional development programs focused on online teaching methodologies and best practices
- Provide ongoing coaching and mentoring to online learning teachers in instructional technology, course design, and digital instructional strategies
- Facilitate regular curriculum work groups to promote collaboration and sharing of best practices
- Create and maintain resources for just-in-time teacher support and training
- Assess professional development needs and develop targeted training programs
- Train staff on LMS features, accessibility tools, and instructional technology

Teacher and Staff Support

- Provide individualized support to teachers in adapting curriculum for diverse learner needs
- Guide teachers in developing effective online assessment strategies and using data to inform instruction
- Support teachers in implementing accommodations and modifications for special education students
- Assist in troubleshooting technical and pedagogical challenges related to online curriculum delivery
- Conduct regular classroom observations and provide constructive feedback

Learning Management System Expertise

- Demonstrate advanced proficiency in Canvas LMS, for example:
 - Canvas Admin or Instructor certification
 - Experience with Canvas Commons and content sharing
 - Mastery of Canvas Analytics and New Analytics
 - Proficiency in Canvas APIs and LTI integrations
- Working knowledge of additional LMS and course platforms such as:
 - Buzz
 - Edgenuity
 - EdgeX
 - Accelerate Education
- Experience with SIS integration, LTIs and grade pass back systems
- Ability to manage cross-platform content migration

Digital Asset Management

- Experience in digital content management systems such as:
 - Canvas Studio for video management
 - Kaltura video platform
 - Microsoft SharePoint and OneDrive for Business
 - Google Workspace for Education
 - Adobe Creative Cloud storage and asset management
- Experience with digital asset management tools such as:
 - Asset Bank
 - Digital Commons

- Knowledge of metadata standards and taxonomies
- Understanding of copyright and fair use in digital content

Quality Assurance and Course Certification

- Support the implementation of Quality Matters (QM) K-12 rubric standards
- Support the implementation of the Canvas Course Evaluation Checklist certification
- Experience with course review tools such as:
 - OSCQR (Open SUNY Course Quality Review)
 - Canvas Course Evaluation Checklist
 - Quality Matters K-12 Publisher Rubric
- Ability to develop and maintain:
 - Course templates and master shells
 - Quality assurance rubrics
 - Accessibility compliance checklists
 - Content standardization protocols
- Knowledge of course certification processes:
 - Internal course review procedures
 - External quality certification requirements
 - Accessibility validation methods
 - Student feedback integration

Technical Competencies

- Advanced proficiency in LMS administration and customization
- Experience with LMS integration technologies:
 - LTI tools and configurations
 - API implementations
 - SIS integration
 - Authentication systems
- Experience in digital asset management:
 - File organization systems
 - Metadata management
 - Version control
 - Content lifecycle management
- Experience with quality assurance tools and methodologies:
 - Automated accessibility checkers
 - Course review platforms
 - Analytics and reporting tools
 - User experience testing

Required Qualifications

- Bachelor's degree in Education, Instructional Design, Instructional Technology or related field
- Minimum 3 years of experience in online education, course development or online program management
- Demonstrated expertise in course development and instructional design
- Advanced proficiency in learning management systems and educational technology
- Expertise in UDL and accessibility standards

Preferred Qualifications

- Valid teaching license with minimum 5 years of K-12 teaching experience
- Experience managing Canvas LMS at district/organization level
- Additional certifications in educational technology or instructional design
- Experience with multiple learning management systems
- Background in instructional coaching or teacher mentoring
- Knowledge of current trends in online education and digital pedagogy
- Experience in data analysis and program evaluation
- Training or certification in accessibility standards and UDL
- Canvas Certified Instructor or Administrator or Technical certification
- Demonstrated experience with digital asset management systems
- Experience in digital content management

Knowledge, Skills, and Abilities

- Deep understanding of K-12 curriculum standards and online learning pedagogies
 - Expert knowledge of UDL, MTSS, and accessibility requirements
 - Advanced proficiency in learning management systems and educational technology tools
 - Strong technical skills in digital content creation and management
 - Excellence in written and verbal communication
 - Strong organizational and project management skills
 - Ability to analyze data and make data-driven decisions
 - Knowledge of adult learning theory and professional development best practices
1. Language Skills
 - a. Ability to read, analyze, and interpret professional literature, financial reports, legal documents, technical procedures, and governmental regulations.
 - b. Ability to write reports, formal correspondence, and procedural documents that conform to prescribed style and format.
 - c. Ability to effectively present information and respond to questions from groups of supervisors, administrators, staff, and the general public.
 - d. Ability to effectively develop and present training sessions based on assessment of needs.
 - e. Ability to respond to common inquiries or complaints from customers, agencies, vendors, or other members of the community.
 2. Mathematical Skills
 - a. Ability to apply basic mathematical concepts in the performance of routine assignments.
 - b. Ability to apply mathematical operations in statistical research involving reliability and validity studies, frequency distribution, analysis of variance, sampling theory, and factor analysis.
 - c. Ability to communicate statistics for educational research, program management, and interpreting test scores.
 3. Reasoning Ability
 - a. Ability to define problems, collect data, establish facts, and draw valid conclusions.

- b. Ability to interpret technical instructions and regulations involving both abstract and concrete variables.
- c. Ability to apply sound judgment to resolve conflicts and solve problems.
- d. Ability to solve practical problems, take initiative, and deal with a variety of concrete variables where only limited standardization exists.

4. Other Skills and Abilities

- a. Ability to apply knowledge of current research and theory in specific field.
- b. Ability to establish and maintain effective working relationships with staff, administration, parents, students, agencies, and the community.
- c. Ability to transport between central office and various locations throughout the county and state as required by the position.
- d. Ability to communicate clearly and concisely both in oral and written form.
- e. Ability to meet demands from several people, and to multi-task.
- f. Ability to utilize a computer for communication, budget development, data management, and report development.
- g. Ability to perform duties with awareness of all Board policies and procedures.
- h. Responsible for safety and output of others.
- i. Ability to meet demands from several people at any time.
- j. Ability to respond to and solve problems, simultaneously.
- k. Ability to remain calm in emergency situations, under pressure, and have a calming influence on others.

Physical Demands:

The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- A. While performing the duties of this job, the employee is frequently required to sit, stand, and walk.
- B. The employee is frequently required to talk and listen.
- C. The position requires the employee to use hands to handle or feel, and to reach with hands and arms.
- D. The position requires the employee to physically restrain students who are a threat to themselves or others.
- E. The employee must occasionally lift and/or move up to 10 pounds.
- F. This job requires close vision and the ability to adjust focus.
- G. The position requires meeting deadlines with severe time constraints, interacting with staff and the public, and irregular or extended work hours.
- H. The employee is responsible for the safety, well-being of staff and students.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- A. The noise level in the work environment is usually quiet to moderate depending on the work site.
- B. The work environment varies according to the location of the educational program within areas of responsibility (i.e. partial hospitalization site, alternative education site, regular public school buildings, administrative offices).
- C. This is a smoke-free/drug-free environment.

Prepared by (signature): _____

Date: _____

Approved by (signature): _____

Date: _____