

Instructional Technology Coordinator

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM CLARKSVILLE, TENNESSEE JOB DESCRIPTION

Job Title: Instructional Technology Coordinator

Department: Professional Learning

Date Reviewed: July 2018

Reports To: Director of Professional Learning

Grade: 502

Calendar: 12 month

Purpose of Job

To provide leadership in development, improvement, maintenance, coordination, and support for the district's technology integration instructional priorities and strategic goals. Serves as the primary communication, training, and teaching link between the district and schools to address any issues, needs, or challenges related to integrated instructional technology, digital resources, training, and follow-up support of district adopted instructional technology.

To develop a common understanding among district leaders of how hardware, software, policies, procedures, and curriculum and instructional needs fit together by collaborating with the key members of the following departments: Instruction and Curriculum, Technology, and Professional Learning.

To supervise and guide the work of the district's technology integration coaches and provide feedback to move each school toward the district vision of technology integration.

Essential Duties and Responsibilities:

The following duties are normal for this job. These are not to be construed as exclusive or all-inclusive. Other duties may be required and assigned.

Provides leadership in the evolution of and communicates the district's vision for instructional technology and technology integration.

Supervises the effectiveness and growth for the district's Technology Integration Coaches

- Ensures technology integration coaches remain informed about initiatives and strategic goals of other departments
- Organizes the work of technology integration coaches into manageable action steps that align with district strategic work
- Researches and provides suggestions for professional learning opportunities for technology integration coaches
- Regularly seeks stakeholder feedback regarding the work of Technology Integration Coaches

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- Regularly visits Technology Integration Coaches in the field to evaluate and provide guidance on professional growth
- Provides a comprehensive evaluation for each Technology Integration Coach biannually to guide each person's professional growth and continuous improvement

Maintains a positive, productive work environment for Technology Integration Coaches.

Meets regularly with leaders from technology, instruction and curriculum, and professional learning departments in order to understand all district goals and initiatives, help each understand how the other departments are impacted by decisions related to instructional technology, and to facilitate collaboration and continuity among the departments.

Builds effective, productive working relationships with key members of district stakeholder groups.

Develops effective plans to increase the level of technological literacy among students, faculty, and staff and collects appropriate data to ascertain progress.

Designs, schedules, and coordinates delivery of effective staff development programs and other training sessions for various audiences.

Provides focus and establishes both short and long term goals to promote and implement technology integration in schools.

- Supervises, coordinates, and evaluates the services provided by technology integration coaches as they work to achieve technology integration goals in each school.
- Facilitates collaboration among technology coaches to develop and share effective coaching and professional development practices and provides leadership in outlining practices.

Stays current on educational technology resources, tools, and strategies and provides opportunities for technology integration coaches to discuss industry trends and developments as well as how this might change their work with teachers.

Provides staff with information about technology developments in their particular area of responsibility.

Reviews hardware and software for both technology and instruction and curriculum department leaders and makes recommendations based on the product fit with district goals.

Reviews and makes recommendations to improve policies and procedures related to technology use by students and staff.

Learns, administers, field tests, and supports users in a variety of district provided systems and resources to facilitate ease of use by students and staff.

Develops and maintains repository of technology integration help guides and other user support materials for anytime access by teachers and staff.

Advises technology integration coaches and teachers to coordinate appropriate end user technology support.

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Gathers and shares information with district leaders to explore options for action and develop an immediate plan to address any technology related issues that impact district user groups in a way that causes minimal disruption to the work of students and teachers.

Additional Job Functions

Performs other duties as required.

Evaluation:

Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Minimum Training and Experience Required to Perform Essential Job Functions:

- Minimum of five years successful experience in classroom teaching.
- Masters in Education
- ICT or other technology certification.
- Technology training experience preferred.
- Leadership experience preferred.

KNOWLEDGE OF JOB

Considerable knowledge of the policies, procedures, and activities of the school system, and supervisory practices as they pertain to the performance of duties relating to the position. Capability to develop and implement long-term goals. Knows how to keep abreast of any changes in statutes, policy, procedures and methods as they pertain to public education. Is able to effectively communicate and interact with subordinates, supervisors, members of the general public, and other groups involved in the operation of the school system. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Has good organizational, management, interpersonal, and technical skills. Is able to use independent judgment and discretion in supervising subordinates, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS:

Must be physically able to operate a variety of office machines. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to twenty pounds of force occasionally, and/or up to ten pounds of force frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weight of twenty to forty pounds.

DATA CONCEPTION:

Requires the ability to compare and or judge the readily observable, functional, technical, structural and compositional characteristics (whether similar to or divergent from obvious standards) of data, people or things.

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INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange information, Includes giving assignments and/or directions to coworkers and assistants.

LANGUAGE ABILITY:

Requires the ability to read a variety of informational documentation, directions, instructions and methods and procedures related to maintenance operations. Requires the ability to write reports with proper format, punctuation, spelling and grammar. Requires the ability to speak with and before others with poise, voice control and confidence using correct English and a well-modulated voice.

INTELLIGENCE:

Requires the ability to learn and understand relatively complex principles and techniques; to make independent judgments in absence of supervision.

VERBAL APTITUDE:

Requires the ability to record and deliver information to supervisors and officials; to explain procedures and policies; and to follow verbal and written instructions, guidelines and objectives.

NUMERICAL APTITUDE:

Requires the ability to add and subtract totals; multiply and divide; determine percentages; determine time and weight; and utilize statistical inference.

FORM/SPATIAL APTITUDE:

Requires the ability to inspect items for proper length, width and shape visually.

MOTOR COORDINATION:

Requires the ability to coordinate hands and eyes in using automated office and departmentally-related equipment.

MANUAL DEXTERITY:

Requires the ability to handle a variety of items, hand tools, office equipment, control knobs, switches, etc. Must have the ability to use both hands for twisting or turning. Must have high level of hand and eye coordination.

COLOR DISCRIMINATION:

Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT:

Requires the ability to deal with people beyond giving and receiving instructions such as in interpreting policies, decisions and procedures. Must be adaptable to performing under considerable stress.

PHYSICAL COMMUNICATION:

Requires the ability to talk and/or hear (talking – expressing or exchanging ideas by means of spoken words) (hearing – perceiving nature of sounds by ear).

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The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Date

Date