



Position Description:

Supervisor of Instructional Technology

*Salary Level: **Based on Act 93 Agreement***

Prepared Date: December 13, 2024

*Contract/Benefits: **Based on Act 93 Agreement***

Prepared by: Jorge Delfin, Executive Director of Information Technology

*Department or Area: **Information Services***

Approved By: Jennifer M. Ramos, Deputy Superintendent

Reports To: Executive Director of Information Technology

Qualifications:

- An appropriate, valid and current Pennsylvania Instructional II Certificate and Supervisory and/or Principal Certificate.
- Master's Degree in Curriculum and Instruction, Instructional Technology or related field.
- Minimum of 3 years teaching experience.
- Strong understanding of technology integration and effective instruction.
- Thorough knowledge of the principles of technology and computer science, as well as current issues and trends in educational technology.
- Experience with providing professional development for adult learners.
 - Ability to differentiate professional development for teachers based on skill levels
 - Ability to effectively guide and train adult learners.
 - Effective portraying and teaching classroom management strategies.
- Lifelong learner: ability to develop expertise and skills in new and emerging technologies.
- Understand the use of technology as a source for innovation, enrichment, project-based learning, and intervention.
- Experience and competence with Apple Hardware, Software, Firmware, Technology, as well as Smartboards.
- Demonstrated strong leadership and communication skills. Self-motivated, enthusiastic and patient.
- Ability to establish and maintain effective working relationships with all stakeholders

Summary

Under the supervision of the Executive Director of Technology, this position provides leadership and direction by developing and implementing a strategic vision in all areas of instructional technology for the Allentown School District. This person will collaborate with instructional supervisors, directors, and executive directors to coordinate the delivery of instructional technology services and programs for all students, teachers, and staff.

Essential Duties and Responsibilities

- Provide technology integration support for individual teachers, grade-level teams, and school faculty.
- Provide classroom instructional support for teachers through co-teaching, modeling, providing feedback, co-planning, and developing resources.

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- Build awareness and generate enthusiasm for technology resources.
 - Utilize and model technology integration strategies to support differentiation.
 - Provide differentiated professional growth opportunities for staff.
 - Build trusting, one-to-one relationships with staff.
 - Assist in assessing and tracking technology skill levels of students and teachers and then use the data to develop a professional development plan for staff.
 - Be visible and available within the building.
 - Work collaboratively with building technologists.
 - Stay abreast of current technology trends, teaching strategies, and educational best practices.
 - Assess and provide input for technology resource purchases based on teacher input. ensures the integration of technology resources into traditional, blended, and remote K-12 classrooms.
 - Provide leadership and direction in instructional technology initiatives for the district
 - Provide leadership in the integration of technology in schools
 - Promote the development of programs to enhance instructional technology management and improve K12 instructional strategies through the use of technology.
 - Lead the development and expansion of all K-12 online learning programs through Canvas and other identified platforms including developing a timeline, budget, and implementation plan.
 - Works collaboratively with Curriculum and Development Supervisors and Specialists to ensure that virtual content and courses are appropriately vetted by subject matter experts.
 - Coordinates and initiates implementation and support of all digital resources.
 - Assist curriculum instructional supervisors in evaluating and recommending curriculum and instructional materials and/or practices that promote authentic and relevant uses of educational technology tools and practices.
 - Coordinates efforts to design, develop, and implement programs that monitor, analyze, and/or enhance division technology integration initiatives.
 - Develop, implement, and evaluate professional development to support instructional staff with successful and innovative strategies for classroom instruction and assessment as it relates to instructional technology.
 - Monitors feedback from faculty, students, and staff to continuously improve educational technology uses and innovation and corresponding delivery methods.
 - Facilitate the purposeful implementation of technology in academic settings, empowering educators to use digital resources effectively
 - Participate in IT professional learning opportunities, including in-person and virtual meetings, online courses, and conferences.
 - Performs related duties as assigned

Supervisory Responsibilities

N/A

Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

Interpersonal Skills

Interpersonal Relations

Focuses on solving conflict, not blaming; Maintains confidentiality; Listens to others without interrupting; Shows reasonable control of personal emotions; Exhibits objectivity and openness to the views of others.

Oral Communication

Speaks clearly and persuasively in positive or negative situations; Listens and solicits clarification; Responds appropriately to questions; Demonstrates group presentation skills.

Written Communication

Writes clearly and effectively; Edits work for spelling and grammar; Varies writing style to meet needs of the audience; Presents numerical data effectively.

Teamwork

Balances team and individual responsibilities; Gives and welcomes feedback; Contributes to building positive morale; Puts success of faculty, staff, and/or team above own interests and recognition; Able to build group commitment to goals and objectives.

Leadership Skills

Visionary Leadership

Provides vision and inspiration to peers; Mobilizes others to fulfill the vision; Displays passion and optimism.

Change Management

Develops workable implementation plans; Communicates changes effectively; Builds commitment and overcomes resistance; Prepares and supports those affected by change; Monitors transition and evaluates results.

Leadership

Exhibits confidence in self and others; Inspires and motivates others to perform well; Effectively influences actions and opinions of others; Accepts feedback from others; Gives appropriate recognition to others

Quality Management

Looks for ways to improve and promote quality; Demonstrates accuracy and thoroughness; Fosters a focus on quality in others.

Problem Solving

Identifies and resolves problems in a timely manner; Gathers and analyzes facts relating to the problem skillfully; Develops alternative solutions; Works well in group problem-solving situations; Uses reason even when dealing with emotional topics.

Organizational Skills

Cost Management

Works within approved budget; Conserves district/school resources.

Diversity

Shows respect and sensitivity for cultural differences; Educates others on the value of diversity; Promotes a harassment-free environment; Assembles a diverse staff/team.

Organizational Support

Follows policies and procedures; Completes administrative tasks and reports correctly and on time; Supports district's goals and values.

Strategic Thinking

Develops strategies to achieve district's goals; Understands district's strengths & weaknesses; Aligns work with strategic goals; Adapts strategy to changing conditions.

Personal Competencies

Judgment

Displays willingness to make decisions; Exhibits sound and accurate judgment; Supports and explains reasoning for decisions; Includes appropriate people in decision-making process; Makes timely decisions.

Ethics

Treats people with respect; Keeps commitments; Inspires the trust of others; Works ethically and with integrity.

Motivation

Sets and achieves challenging personal goals; Demonstrates persistence and overcomes obstacles; Measures self against standard of excellence; Takes calculated risks to accomplish goals

Planning/Organizing

Prioritizes and plans work activities; Uses time efficiently; Sets daily/weekly goals and objectives.

Professionalism

Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect regardless of their status or position; Accepts responsibility for own actions.

Personal Quality

Demonstrates accuracy and thoroughness; Looks for ways to improve and promote quality; Applies supervisor feedback to improve performance; Monitors own work to ensure quality.

Dependability

Follows instructions, responds to supervisory direction; Takes responsibility for own actions; Commits to long hours of work when necessary to reach goals; Completes tasks on time or notifies appropriate person with an alternate plan; Is consistently at work and on time; Ensures work responsibilities are covered when absent; Arrives at meetings and appointments on time.

Innovation

Displays original thinking and creativity; Meets challenges with resourcefulness; Generates suggestions for improving instruction and related activities; Develops innovative approaches and ideas.

Physical Demands

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

While performing the duties of this job, the administrator is regularly required to talk or hear. Specifically, the administrator must be capable of hearing forty (40) decibel loss maximum. Specific vision requirements include seeing with acuity of twenty (20) inches or less and far acuity of at least twenty (20) feet with normal depth perception, field of vision and accommodation. The administrator is required to use hands to fingers or handle documents, telephone, etc. The employee is required to stand and walk for sustained periods of time throughout the district and climb stairs. The employee must be capable of receiving oral communication and/or conveying details and/or important instructions to employees accurately and quickly, using good judgment.

While performing the duties of this job, the administrator is regularly required to talk or hear. The administrator is frequently required to walk, climb stairs, bend, and lift. The administrator is occasionally required to stand; sit and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

Evaluation

The person filling this position will be evaluated according to the administrative evaluation procedure adopted by the Allentown School District.

Reviewed and read by: _____
Individual serving in this position

Date: _____