



Gaston County Schools

Instructional Technology Facilitator

Definition

This employee performs a variety of tasks as a resource in digital teaching and learning as well as professional learning. They are valued as coaches; inspiring educators and leaders to use digital tools to create equitable and ongoing access to high-quality learning. Instructional Technology Facilitators establish productive relationships with educators in order to improve instructional practices and learning outcomes. They plan, provide, and evaluate the impact of professional learning for educators to use technology to advance teaching and learning. Instructional Technology Facilitators demonstrate the value of lifelong learning and encourage the school community to learn and grow. They are reflective about their practice and promote inclusion and analysis of assessments that are authentic, structured and demonstrate student understanding.

Duties and Responsibilities

Leadership

- Serve as leaders in the planning, implementation and deployment of digital learning and Digital Learning Competencies, including devices, curriculum, pedagogy, professional development and appropriate digital resources.
- Provide leadership in determining student and educator technology needs based on demographic and performance data, curricular needs, state and national guidelines, professional best practices, and emerging trends.
- Work with Academics to align the mission, resources and activities of the digital learning program with the North Carolina Essential Standards, Digital Learning Competencies, and the local goals and priorities for teaching and learning.
- Communicate the vision and requirements of an effective digital learning environment to appropriate stakeholders while utilizing relevant and current research and other data-informed performance measures and outcomes.

Professional Learning Facilitator

- Design professional learning based on needs assessments and frameworks for working with adults.
- Build the capacity of educators, leaders, and instructional teams to put the Digital Learning Standards into practice by facilitating active learning and providing meaningful feedback.
- Guide teachers to mastery of the NC Digital Teaching & Learning Competencies

Learning Designer

- Advocate to ensure that digital learning tools and resources support the diverse developmental, cultural, social, and linguistic needs of students and their communities.
- Encourage educator designed inquiry-based learning using various and appropriate resources and tools to improve creative and innovative student learning.
- Use research-based strategies that seamlessly integrate content with digital tools and information resources through community collaboration and partnerships.
- Collaborate with other appropriate stakeholders both face-to-face and virtually to address student and professional achievement.
- Demonstrate fluency with a wide range of digital resources which support inquiry and student-centered learning, professional best practices and digital learning standards.
- Facilitate the use of accepted learning taxonomies, effective instructional design principles, and appropriate assessment methods.



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- Use a variety of instructional strategies, digital resources, and assessment tools to design and develop digital-age learning for all learners.
- Support differentiation of instruction by demonstrating flexibility and creativity in choosing and modifying learning strategies, tools, and resources in various formats to meet all learners' needs.
- Demonstrate comprehensive knowledge of curriculum goals across grade levels and subject areas.
- Design differentiated instruction using a variety of research-based strategies and various digital resources to meet learner needs.
- Demonstrate best practices in digital teaching and learning in all areas of the curriculum while modeling and supporting engagement through inquiry-based learning.
- Facilitate the design and delivery of data-informed differentiated instruction guided by universal design principles and pedagogical strategies promoting mastery of digital tools and content.

Data-Driven Decision Maker

- Evaluate and collaboratively select digital tools and resources based on professional best practices and relevant data.
- Analyze data both collaboratively and individually to inform instructional and professional practices and future program planning.
- Use data from multiple sources, including student, teacher, school, district, and local community, to make decisions that improve the effectiveness of the instructional technology program while supporting student achievement.
- Model effective formative assessment practices including alternative assessment strategies.

Digital Citizenship

- Uphold the Code of Ethics for North Carolina Educators and Standards for the Professional Conduct.
- Model digital citizenship including safe, legal and ethical use of digital resources and tools including copyright, intellectual property, digital etiquette and virtual social interactions.

Connected Learner

- Complete professional development and participate in local and global professional learning communities to explore creative applications and enhancements for improving professional practice and student learning.
- Actively explore and integrate emerging technologies, resources, information formats, and innovative practices to support student achievement.
- Apply professional skills to investigate, apply, and share new research on digital tools, resources, pedagogy, curriculum, and other relevant topics to the professional learning community.
- Serves multiple sites.
- Other duties as assigned by supervisor.

Knowledge, Skills, and Abilities

- Knowledge of PK-12 North Carolina Essential Standards Curriculum.
- Knowledge of North Carolina Digital Teaching & Learning Competencies.
- Knowledge of North Carolina Digital Learning Standards for Students.
- Knowledge of ISTE Coaching Standards.
- Technology literacy and skills related to the position.
- Effective communication and interpersonal skills.
- Knowledge of technology resources and systems.
- Strong organizational skills.



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- Effective time management.
- Ability to organize and carry-out multiple activities and projects.
- Ability to work with a wide variety of audiences and acclimate to the culture of multiple work sites.
- Understands the adult learner.
- Proven track record as professional development presenter.

Physical Requirements

- While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle, or feel objects, tools or controls; reach with hands and arms; talk or hear. The employee occasionally is required to sit and stoop, kneel, or crouch.
- Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.
- The employee must occasionally lift and/or move up to 10 pounds. Must be able to perform light work exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.
- Must possess the visual acuity to prepare data, work with record processes, and do extensive reading and research.

Minimum Education and Experience

- Minimum of five years successful classroom teaching experience
- Minimum of Master’s degree from regionally accredited college/university.
- North Carolina Advanced Licensure in Computers (077) or a Technology Facilitation Endorsement (079) - Preferred
- Strong background in North Carolina Essential Standards and instructional practices

This Position Reports Directly to: Director of Instructional Technology

Classification: Exempt

Salary: Central Office Salary Schedule

Disclaimer

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to perform this job.

If offered a position, prospective employee must pass a required health exam, criminal records check, and drug test.



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HOW TO APPLY:

Inside and Outside Applicants:

Visit **Gaston County Schools** website at www.gaston.k12.nc.us

- Select “Jobs”
- Select “Careers/Job Opportunities”
- Select “Start an application for employment”
- Inside applicants may use Gaston County Schools' employees as references
- Complete online application
 - Upload cover letter to application
 - Upload current résumé to application

The following documents must be uploaded to online application, if Outside Applicant:

- Copies of **official** college transcripts (degree-dated)
- Copy of Praxis test results or out-of-state tests
- Three completed current Reference Surveys (from non-Gaston County Schools employees and not from family members) in AppliTrack application
- Copy of Certifications/Licenses, if licensed in out-of-state public schools
- Copy of last evaluation summary/summative

Qualified inside and outside applicants should mail or email letter of interest and résumé to:

Aaron Slutsky, Chief Technology Officer
Division of Resource Management
1351 Bradford Heights Road
Gastonia NC 28054
Email awslutsky@gaston.k12.nc.us