

Bloomington School District 13

Instructional Technology Coach

Job Description

Summary of Functions: The Bloomington School District 13 Instructional Technology Coach provides leadership and direction in developing and maintaining technology that optimizes teacher utilization and student access to technology while working with his/her immediate supervisor to assist in the effective operation of the district.

The role of the Instructional Technology Coach involves increasing staff knowledge of current technologies, coaching school staff on the use of technology in the curriculum, and increasing student access to and knowledge of technology.

The Instructional Technology Coach provides support to staff as they utilize data and incorporate technology to improve practice and refine differentiated and personalized instruction for students.

The Instructional Technology Coach provides individual and group professional development in implementing the use of technology to differentiate and personalize instruction and promote student growth.

Calendar: Teacher Calendar

Salary: Teacher Salary Schedule

Reports To: The Instructional Technology Coach shall be under the general direction of the Superintendent and immediately responsible to the Technology Coordinator and the Assistant Superintendent for Learning for carrying out the policies of the Board of Education as they relate to the school system, to the school and to the immediate contact with pupils and parents.

Requirements:

- Illinois Teacher Certification (type 10 technology specialist certificate preferred)
- Minimum of three years successful teaching experience in a K-8 setting
- Good communication, organization, interpersonal and problem-solving skills
- Experience with a variety of desktop and mobile device operating systems
- Familiarity with productivity software and Internet applications
- Willingness to acquire new or broader knowledge in the area of technology and take on new work assignments
- Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable

Essential Duties and Responsibilities: ISTE.NETS-C Standards:

1. Visionary Leadership

Technology Coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment.

- a. Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students
- b. Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels
- c. Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines
- d. Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms

2. Teaching, Learning, & Assessments

Technology Coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.

- a. Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards
- b. Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students
- c. Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience
- d. Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, meta-cognition, and self-regulation)
- e. Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals
- f. Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences

g. Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards

h. Coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning

3. Digital Age Learning Environments

Technology coaches create and support effective digital-age learning environments to maximize the learning of all students.

a. Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments

b. Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments

c. Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators

d. Select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning

e. Troubleshoot basic software, hardware, and connectivity problems common in digital learning environments

f. Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure

g. Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community

4. Professional Development & Program Evaluation

Technology coaches conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning.

a. Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning

b. Design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital-age best practices in teaching, learning, and assessment

c. Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning

5. Digital Citizenship

Technology coaches model and promote digital citizenship.

- a. Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers
- b. Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies
- c. Model and promote diversity, cultural understanding, and global awareness by using digital-age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community

6. Content Knowledge and Professional Growth

Technology coaches demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise.

- a. Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the NETS·S and NETS·T
- b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice
- c. Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences

Additional Performance Responsibilities:

- Work directly with the Assistant Superintendent of Learning, Technology Coordinator, administration, teachers, and support staff as needed.
- Communicate effectively with all members of the school district community.
- Attends faculty and team meetings to share information regarding the use of technology at the classroom level.
- Attends and assists in facilitating Technology Committee meetings and attends other committee meetings as needed.
- Meets regularly with teachers in each grade level.
- Works with the Technology Coordinator and Assistant Superintendent for Learning to ensure that technology initiatives are being implemented with fidelity.
- Prioritize tasks and responsibilities assigned by the Technology Coordinator.
- Maintains confidentiality in all matters related to internal communication, including confidentiality of information pertaining to administrative and district cabinet communications.
- Completes other tasks as assigned by supervisor.