



JOB DESCRIPTION

Job Title: **Technology Integration Instructional Coach**

Position Type: Certified	Department: Curriculum, Instruction & Assessment
Salary Schedule: Certified	Reports to: Deputy Superintendent of Curriculum, Instruction & Assessment
Salary Range:	Location: Schools
Term of Employment: 10 Months	Date: August 2, 2023
Shift: Day	Approved By: Human Resources

POSITION SUMMARY:

The Technology Integration Instructional Coach supports the use of district technology devices and digital systems provided for teachers and students to enhance and enrich teaching and learning across all content areas, K-12. The coach provides ongoing site-based technical assistance and professional development on strategies, tools, and techniques to effectively develop digital literacy skills.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

- Supports effective implementation of Arizona Standards for Educational Technology and Computer Science, adopted digital resources, and district curriculum.
- Collaborates with classroom teachers to provide high quality standards-based teaching, learning, and assessment through the integrated use of technology.
- Provides instructional support via: formal and informal discussions with individual teachers; coaching; co-planning; demonstration lessons with pre and post discussion/analysis; co-teaching; study groups; staff meetings; professional development workshops/in-services/district courses.
- Designs, leads, and coordinates technological professional development of administrative, faculty, and staff members that focuses on:
 - Enhanced teaching and learning using instructional technology pedagogy to guide instruction and planning

- The use of technology to transform learning into student learning opportunities that would not be possible without technology
- The use of technology to increase student development of digital literacy skills in the areas of digital citizenship, digital tools, digital communication, and digital innovation
- Increased student engagement, differentiation, and targeted interventions using instructional technology
- Technology that supports assessment, progress monitoring, and data analysis for the purpose of informing instruction
- Collaborates with other education professionals to design instruction that effectively integrates the use of technology to help transform learning.
- Demonstrates the ability to coach, mentor, and teach adults.
- Locates, creates, and/or shares digital resources with educational staff.
- Maintains strong professional relationships with principals, teachers, IS&T staff, and students.
- Assesses technology skill levels of students, teachers, and staff.
- Analyzes data and reviews the alignment and articulation of the curriculum and technology standards for the purpose of developing professional development.
- Identifies and shares information about trends in software, technology devices, and technology instructional practices.
- Stays current on new instructional technologies and demonstrates a willingness to continue to learn additional instructional technologies.
- Grows and develops professionally, including participating in training by district IS&T staff.
- Effectively determines and clearly communicates instructional goals.
- Displays understanding of the different approaches to adult learning and aligns them with instructional goals.
- Utilizes data to determine adult learning priorities.
- Provides professional development for staff that is related to district goals that promote collaboration.
- Shows evidence of collecting, analyzing and disaggregating data for the purpose of improving student achievement and evaluating curriculum and instructional goals.
- Designs and achieves a yearly professional development plan in conjunction with the primary evaluator.
- Participates in professional development activities.
- Helps to design and implement professional development plans and/or assists teachers in achieving their goals.
- Demonstrates flexibility and responsiveness.
- Communicates clearly and accurately with all audiences.
- Works cooperatively with all staff members.

- Contributes to the school and district.
- Demonstrates professionalism at all times.
- Uses the professional day in a productive manner.
- Completes assigned tasks and projects in a competent and timely fashion.
- Communicates and responds in a competent and timely fashion.
- Applies knowledge gained from professional development activities.
- Persists in seeking effective approaches for students and staff who need support.
- Works to develop a repertoire of leadership strategies.
- Communicates the mission, vision, and goals of district/school in multiple ways to appropriate audiences.
- Applies district policies and administrative procedures fairly and consistently.
- Adheres to legal and procedural guidelines (i.e. Board Policy, ELL, Special Education).
- Demonstrates receptivity to ideas, issues, and concerns presented by constituents.
- Follows all administrative procedures and policies of the school and district.
- Places emphasis on both student achievement and well being.
- Must meet any additional specific job requirements as indicated by the supervisor.

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.
- Provides substitute coverage as assigned by the supervisor on an as needed basis.

SUPERVISORY RESPONSIBILITIES:

- None.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Ability and desire to provide outstanding Customer Service.
- Ability to effectively use and support others in the use of technology as a tool for planning and implementing instructional strategies.
- Demonstrates excellence in working with students and adults.
- Demonstrates commitment to professional collaboration
- Demonstrates excellence in teaching.

- Understands curriculum design and best practices in instructional strategies.
- Models lessons using best practices in instructional strategies.
- Demonstrates professionalism in attitude and behaviors.
- Demonstrates effective coaching techniques.
- Demonstrates the ability to work independently with minimal supervision and/or assistance.
- Demonstrates the ability and desire to provide outstanding customer service.
- Ability to work effectively under time constraints.
- Must be organized with the ability to multitask.
- Must be detail-oriented and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have the ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.
- Must have extensive knowledge of computers and strong technology skills.

CERTIFICATES, LICENSES AND REGISTRATIONS REQUIRED:

- Must have a valid Arizona Teacher Certificate.
- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Must attain SEI endorsement as required by the Arizona Department of Education.

EDUCATION AND/OR EXPERIENCE:

- Must earn a Bachelor's degree (BA) from a four-year college or university.
- Three years of effective teaching experience.
- Three years or more of documented technology experience is preferred.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals.
- Demonstrates the ability to write routine reports or correspondence.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to problem solve technology difficulties.
- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 30 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- 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.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.