



DEFINITION

Under the direction of the Assistant Superintendent of Instruction, will assist in the implementation of the 21st Century teaching skills, curriculum development and the integration of technology into the classroom to build capacity and expertise which will enhance student outcomes consistent with District goals and priorities.

REPRESENTATIVE DUTIES

Design, implement, and support learning opportunities for teachers intended to build capacity and expertise in the use of instructional technology in the classroom: conduct demonstration lessons and assist with curriculum design; assist teachers through peer coaching, classroom observations, and peer feedback.

Design, organize, and present professional development programs, curriculum, and instruction projects and technology assistance strategies to primarily support English Learners and at-risk students; use student data analysis to show effective instructional technology teaching strategies, lesson designs and co-planning lessons with instructional technology.

Design, implement, and support learning opportunities for English Learners and at-risk students through technology integrations: assist students with the application of technology and 21st Century learning skills; analyze and use assessment data to identify program needs and to evaluate, improve, and report on program effectiveness.

Attend professional development workshops to align practice with the District vision for 21st Century learning: establish professional goals and pursue opportunities to grow professionally; work with colleagues to improve professional practice.

Specific duties are based on the nature and location of the assignment: the omission of specific statements of duties does not exclude the duties if the work is similar, related, or a logical assignment to the position. Individuals who hold this position may perform additional duties and additional duties may be assigned.

KNOWLEDGE OF

- Instructional technology, including software and hardware
- 21st Century learning skills and objectives
- Principles of staff development, techniques and strategies pertaining to instruction
- TK – 8 educational curriculum, instructional goals and objectives, and educational trends and research findings pertaining to educational technology
- Educational technology used in accelerating the achievement of English Learners and at-risk students
- Effective communication skills, good judgment, and sound decision making utilizing interpersonal skills incorporating tact, patience and courtesy

ABILITY TO

- Assist District leadership in planning and organizing the implementation and continued use of instructional technology
- Maintain professional relationships with pupils, parents, colleagues, and supervising staff members.

- Maintain acceptable standards of physical health, energy, and emotional adjustment to the job environment.
- Analyze data and work with staff on site improvement activities designed to enhance the learning of all students
- Interpret and apply District policies, procedures, laws, rules, and regulations using good judgment in a variety of situations

MINIMUM QUALIFICATIONS

- Five (5) years of successful classroom teaching experience in an elementary and/or intermediate/junior high school setting
- Bachelor's degree from an accredited institution of higher learning
- Valid California Teaching Credential with English Learner authorization or equivalent
- Training/experience in the use of instructional technology in the classroom
- Experience in a school or community leadership role which required public speaking and presentations, organization of tasks/projects, and involvement in curriculum planning
- Compliance with No Child Left Behind (NCLB)
- Valid California Driver's License

PREFERRED QUALIFICATIONS

- Master's degree or other advanced degree from an accredited institution of higher learning
- Administrative Services credential desirable

EMPLOYMENT REQUIREMENTS

- Current and valid Tuberculosis (TB) clearance
- Fingerprint clearance for school personnel
- Appearance, grooming, and personality which establish a desirable example for students, staff and parents

PHYSICAL STANDARDS AND WORKING CONDITIONS

The physical and mental demands and work environment described here are representative of those that must be met by employees to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. These physical demands are generic in nature and tasks may vary dependent on specific trade and or specialized work assignment.

PHYSICAL DEMANDS

The physical demands of this position include remaining in a stationary position for extended periods of time as well as move or traverse throughout a classroom, school grounds and play yard. Dependent on class/student assignment, the employee will position self appropriately to complete multiple tasks, occasionally transport items of varying sizes or shapes up to 25 pounds across and/or around a classroom or play yard. Positioning self physically to assist students is also required. Employee will operate office and classroom equipment such as computers, projectors, calculator, and other classroom and office productivity machinery. The ability to communicate and exchange accurate information and ideas so others will understand in a noisy environment and locate the source of a sound is crucial. The ability to observe details and inspect a variety of materials as well as monitor student activities is also required.

MENTAL DEMANDS

Frequent communication of, interpretation of, and analysis of data necessary; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; use math and mathematical reasoning; perform highly detailed work; work on multiple and concurrent tasks; work

with frequent interruptions; work under intensive deadlines; interact with District and program personnel, school administrators, managers, staff, vendors, the public, and others encountered in the course of work.

WORK ENVIRONMENT

Typical office conditions where noise level is usually quiet or moderately quiet. May work in a classroom environment where noise may be moderately higher. The employee frequently drives to District sites, professional development workshops, and other locations as needed.

SALARY RANGE

Appropriate placement on the Certificated Salary Schedule

PERIOD OF SERVICE

Work calendar as adopted by the Board of Trustees