**Instructional Technology Coach - Secondary 2020-2021**

**Purpose Statement:**

The role of the Instructional Technology Coach is to interface with teachers to facilitate the integration of technology into teaching to improve learning.

**Instructional Technology Coach Job Description:**

The Instructional Technology Coach is a school-level support position designed to contribute to the capacity of the instructional staff to support and enhance student learning by leveraging technology. Instructional Technology Coaches shall be recommended by the building principal, appointed annually by the Director of Curriculum, and will receive a stipend, funds permitting. The stipend is dependent upon follow through of assigned job expectations.

**Expectations for 2020-2021:**

* Participate in monthly meetings, workshops and/or trainings for the purpose of conveying and/or gathering information required to perform job functions. (**Ensure that you have provided the necessary arrangements for the care of your children when attending meetings, workshops and/or trainings associated with your responsibility as an Instructional Technology Coach**).
* Collaborate with colleague(s), district instructional coaches, and Technology Consultants, to develop, implement, and model technology infused lessons a minimum of three times per year.
* Present 3 lessons that leverage technology to enhance student learning.
  + Present 1 lesson to your learners.
  + Work with another teacher in your building to create and co-teach a tech infused lesson.
  + Work with another teacher outside of your building to create and co-teach a tech infused lesson.
* Support staff to utilize the online platform to enhance instruction.
* Provide input/insight on ways to increase teachers’ use of technology as it positively impacts student performance and production in the classroom.
* Attend the Idaho Education Technology Association conference in Boise in February, funds and substitute teachers permitting. Training/travel costs paid/reimbursed at the approved district rates.
* Anticipate and inform building administrators of professional development and resource needs of staff.
* Build and develop a positive relationship and open lines of communication with staff by demonstrating a willingness to assist and support them.
* Adjust professional planning time to collaborate with teaching staff at their convenience. Substitute teachers can be requested for co-teaching lessons funds and substitute teachers permitting.
* Willingness to communicate any technology updates to staff as needed.

**Minimum Qualifications:**

* Strong knowledge of technology and the implementation of technology enhanced lessons.
* Strong understanding of the Idaho Content Standards and District #25 Units of Instruction.
* Classroom teacher or other non-administrative certificated staff member with extensive classroom experience.
* Exemplary communication and collaboration skills.
* Understanding and proficient use of current classroom instructional applications with the ability to execute training at the school level.
* Strong knowledge of the GSuite for education tools, demonstrated by:
  + Completion of the district GSuite course.
  + Passing score on the GSuite challenge test.

**Success Criteria:**

* **Instructional Technology Coach:**
  + Will leverage integration of technology at a lesson level that allows for ***students to create, innovate, produce and share with a global audience***.
  + Utilize the online platform to enhance student learning.
* **Students:**
  + Will utilize technology to ***create, innovate, produce and share with a global audience to enhance their learning***.

**The Role of the Technology Consultants**:

* Coach teachers in and model the design and implementation of technology-enhanced learning experiences by
  + addressing content standards and student technology standards.
  + using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students.
  + emphasizing creativity, higher-order thinking skills and processes,and mental habits of mind (such as critical thinking, metacognition and self-regulation).
  + using differentiation, including adjusting content, process, product and learning environment based on student readiness levels, learning styles, interests and personal goals.
* Support teachers in utilizing the online platform to enhance instruction.
* Coach teachers in, and model engagement of students in use of applications in which technology helps students assume professional roles, research real-world problems, collaborate with others (locally or globally), and produce products that are meaningful and useful to a wide audience.
* Coach teachers in use of formative and summative assessment tools aligned with content and student technology standards.
* Provide consistent communication with building principals regarding Instructional Technology Coach responsibilities for:
  + dates, topics and times of trainings.
  + attendance at trainings.
  + dates and times of modeled lessons.