



## Waterbury Public Schools

### JOB CLASSIFICATION DESCRIPTION

**JOB CLASSIFICATION TITLE:**

Supervisor of Technology for Teaching and Learning or Supervisor of Educational Technology

**DEPARTMENT:**

Academic Office and Information Technology

**BARGAINING UNIT CLASSIFICATION:**

School Administrators of Waterbury

**REPORTS TO:**

Chief Academic Officer & Information Technology Manager

**FLSA DESIGNATION:**

Exempt

**PART I - SUMMARY OF CLASSIFICATION**

This class is accountable for maintaining focus on the adaptive work of building instructional skills and developing leadership capacity in the use of technology for teaching and learning. This position exists to facilitate and lead district-wide work in the implementation of technology to enhance teaching practices and improve student learning. This class is charged with maintaining all district technology programs and working closely with the Computer Technology Center in proper utilization of such programs. This position will be instrumental in developing and collaborating with district colleagues to establish a virtual learning academy in the City of Waterbury.

**Guidelines for Class Use:****PART II - MINIMUM KNOWLEDGE, SKILLS AND ABILITIES****A. EDUCATION AND EXPERIENCE:****General Experience:**

1. Master's degree in education plus 5 years of professional level experience working in an educational setting
2. Evidence of leadership in an educational setting
3. Expert in the use of technology for teaching and learning, with specific expertise in Google for Education products

**B. LICENSURES, CERTIFICATIONS AND OTHER REQUIREMENTS:**

1. Connecticut State Department of Education certification as an Intermediate Administrator/Supervisor (092)
2. Incumbents in this class may be required to possess a current Motor Vehicle Class D Operator's License.
3. Google Certified Teacher Level 1 and Level 2
4. Google Certified Trainer preferred

### **C. KNOWLEDGE, SKILLS AND ABILITIES:**

1. Demonstrated leadership in technology integration and curriculum program development
2. Ability to plan, organize and administer district-level professional development programs
3. Considerable knowledge of how to use data to drive the instructional practices;
4. Considerable knowledge of academic curriculum and pedagogical techniques that is effective across diverse populations;
5. Considerable knowledge of and ability to apply curriculum development, implementation, and evaluation procedures and strategies;
6. Knowledge of and ability to apply management principles and techniques and educational administration;
7. Knowledge of and ability to apply management, budgeting, and contract administration principles and practices;
8. Knowledge of and application of methods used in improving academic achievement;
9. Knowledge of current educational theories and practices as it relates to technology for teaching and learning;
10. Knowledge of educational assessment practices and techniques;
11. Knowledge of effective intervention, academic and behavior techniques;
12. Knowledge of effective supervision and discipline;
13. Knowledge of evidence-based research and best practices in educational interventions;
14. Knowledge of Common Core Standards, Next Generation Science Standards and familiar with all relevant standards to content areas;
15. Knowledge of instructional technology and infrastructure configuration;
16. Knowledge of philosophy and methods of education and teaching;
17. Knowledge of procedures, methods and strategies pertaining to the administration of an elementary/secondary level program operation;
18. Knowledge of relevant Federal and State statutes, guidelines and regulations;
19. Knowledge of Response to Intervention (RtI) and how to improve core instruction while building a system of interventions;
20. Knowledge of school curriculum and instruction;
21. Knowledge of school safety procedures;
22. Knowledge of student data privacy act;
23. Knowledge of Connecticut Code of Professional Responsibility for Educators and District policies and procedures governing teacher conduct;
24. Knowledge of Every Student Succeeds Act (ESSA) requirements;
25. Knowledge of the philosophy and methods of education and teaching;
26. Knowledge of the principles and practices of education for special needs population;
27. Knowledge of the school improvement and quality review processes;
28. Knowledge of the social, emotional, intellectual, and physical needs of the high school age students;
29. Knowledge of theory and research in education;
30. Excellent verbal and written communication skills;
31. Excellent technological skills;
32. Considerable problem-solving skills;
33. Administrative skills;
34. Crisis management, handling emergencies and de-escalation techniques skills;
35. Ability to apply leadership skills within a shared decision-making model;
36. Ability to apply the principles of Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RtI);

37. Ability to be part of an effective management team;
38. Ability to communicate well both orally and in writing;
39. Ability to compose clear, complete, and concise correspondence and reports independently using correct grammar, syntax, punctuation, and spelling;
40. Ability to connect College Readiness and Common Core Standards;
41. Ability to demonstrate high moral and ethical standards;
42. Ability to develop a strong school culture;
43. Ability to develop and foster a professional learning community that supports student success;
44. Ability to effectively evaluate curriculum and instructional programming;
45. Ability to establish and maintain effective working relationships with students, staff and the community;
46. Ability to evaluate and develop staff instructional skills and overall performance;
47. Ability to facilitate high student achievement;
48. Ability to interact successfully with staff, parents, board members and community;
49. Ability to lead and supervise staff and students;
50. Ability to lead the adaptive work of building instructional skills, developing leadership capacity, and the cognitive coaching of the school's leadership team;
51. Ability to maintain high student morale, attendance and general discipline;
52. Ability to manage budgets with varying sources and levels of revenue;
53. Ability to mentor and develop staff to become master teachers;
54. Ability to multi-task complex issues;
55. Ability to plan, organize and coordinate the activities of an educational program;
56. Ability to produce an effective school climate;
57. Ability to remain flexible and develop alternative strategies to achieve established goals;
58. Ability to understand the underlying philosophy for a high school that matches the intellectual social, emotional, and physical needs of young adolescents;
59. Ability to work well in a community with high expectations for its students and schools;
60. Supervisory ability;
61. Ability to work with individuals from diverse backgrounds.

### **PART III - POSITION SUPERVISES:**

1. Supervises assigned certified teachers.

### **PART IV - ESSENTIAL FUNCTIONS**

1. Assists the Chief Academic Officer in supporting the district's K-12 technology-based instructional programs.
2. Facilitates the development, implementation, and monitoring of short and long-range plans for technology across the district aligned with the District Technology Plan.
3. Leads district work in developing a virtual academy that meets the various needs of students in Waterbury.
4. Promotes, supports, and facilitates the use of technology to improve teaching and learning across the district.
5. Conducts formal and informal classroom observations and walkthroughs for the purpose of improving teacher practice.

6. Schedules and facilitates grade level and departmental meetings in conjunction with the Supervisor colleagues to support the instructional technology program throughout the District.
7. Creates reports as needed by the Academic Office and Information Technology.
8. Develops professional learning that advances adult learning in technology in collaboration with the Human Capital Department.
9. Meets regularly with the Superintendent, Chief Academic Officer, Director of Technology, District Administrators and teacher leaders, for the purposes of maintaining on-going supervision of technology integration.
10. Creates, implements, and oversees innovative instructional technology programs, initiatives, professional learning Districtwide
11. Coordinates the development and administration of in-service and job-embedded technology integration programs for district-wide staff
12. Responsible for providing staff with information regarding relevant research, curriculum innovations and educational trends.
13. Acts as a liaison for the district with other area schools to foster dialogue and collaboration about current educational technology methodologies, ideas, and best practices
14. Co-facilitates the district-wide Technology Committee to foster community outreach, promote 21st Century Skills, and design short and long term goals
15. In collaboration with the Director of Communications, coordinates and monitors the district and school websites as well as updates and maintains the main district website.
16. Assists district testing coordinator with the implementation of standardized testing
17. Applies for technology-based educational grants for alternative sources of funding
18. Manages the Google GSuite for Education admin console, including all staff and student user accounts
19. Assists in the organizing, analyzing, and sharing results of district-wide programs, State/District assessments and other evaluative measures used by the schools for the purposes of informing instruction and increasing student achievement
20. Researches and recommends educational software applications across the district
21. Coordinates, monitors, and prepares district-wide technology budgets as it relates to teaching and learning.
22. Performs other duties as may be assigned by the Superintendent or designee.

The following identifies the primary and essential functions of the position and is not intended to be an exhaustive listing of all duties.

**PART V - WORKING CONDITIONS, PHYSICAL AND MENTAL REQUIREMENTS**

Employees appointed to positions in this class must have adequate physical strength, stamina, physical agility and visual and auditory acuity and must maintain such physical fitness as to be able to perform the duties of the class. A physical examination may be required.

**Frequency: Place an “X” in each box that is appropriate to your job.**

<b>NEVER (N)</b>	<b>OCCASIONALLY (O)</b>				<b>FREQUENTLY (F)</b>				<b>CONSTANTLY (C)</b>					
0 % of Shift	1-33% of Shift				34-66% of Shift				67-100% of Shift					
<b>Working Conditions</b>	<b>N</b>	<b>O</b>	<b>F</b>	<b>C</b>	<b>Working Conditions</b>	<b>N</b>	<b>O</b>	<b>F</b>	<b>C</b>	<b>Working Conditions</b>	<b>N</b>	<b>O</b>	<b>F</b>	<b>C</b>
<b>Physical Demands</b>					Depth Perception		X							
Standing		X			Color Distinction		X							
Walking		X			Peripheral Vision		X							

Sitting			X		Driving		X		
Lifting		X			<b>Physical Strength:</b>				
Carrying		X			Little Physical Effort (-10 lbs.)		X		
Pushing		X			Light Work (-20 lbs.)		X		
Pulling		X			Medium Work (20-50 lbs.)		X		
Climbing		X			Heavy Work (50-100 lbs.)	X			
Balancing		X			Very Heavy Work (100+ lbs.)	X			
Stooping		X			<b>Environmental Conditions</b>				
Kneeling		X			Cold (50 degrees F or less)	X			
Crouching		X			Heat (90 degrees F or more)	X			
Crawling		X			Temperature Changes		X		
Reaching		X			Wetness	X			
Handling		X			Humidity	X			
Grasping		X			Extreme Noise or Vibration	X			
Twisting		X			Exposure to Chemicals	X			
Feeling			X		Exposure to Gases and Fumes	X			
Talking			X		Exposure to Unpleasant Odors	X			
Hearing				X	Exposure to bodily fluids	X			
Repetitive Motion			X		Exposure to dampness	X			
Hand/Eye/Foot Coordination			X		Confinement to Small or Restricting Area	X			
Visual Acuity/Near			X		Mechanical Hazards	X			
Visual Acuity/Far			X		Physical danger or abuse		X		

The above statements are intended to describe the general nature and level of work being performed by the employee assigned to this position. They are not to be construed as an exhaustive list of all job responsibilities and duties performed by personnel so classified.

Waterbury Public Schools is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the District will provide reasonable accommodations to qualified individuals with disabilities and encourage both prospective and current employees to discuss potential accommodations with the District when necessary.

**Prepared on:**  
July 12, 2021

**WATERBURY PUBLIC SCHOOLS**  
**Meeting Agenda**