

REDLANDS UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

TITLE Coordinator, STEAM and Innovation

QUALIFICATIONS

CREDENTIAL: Required Appropriate California Administrative Credential

EDUCATION: Required M.A. or M.S.

EXPERIENCE: Required Three or more years of successful teaching experience or administrative service with an emphasis leading STEAM, NGSS initiatives or CTE Pathways.

Desired Five or more years of teaching; one or more years of site administrative experience

QUALIFICATIONS: Character, personality, and proper social ability to relate effectively with racially and ethnically diverse staff, students, and community. Demonstrated ability to work with a wide variety of community groups, organizations, local businesses and outside agencies. A strong background in Science, Technology, Engineering, Art, and Mathematics (STEAM) education and instructional technology.

BRIEF DESCRIPTION OF POSITION

Under the direction of the Director of Instructional Technology and Accountability or designee, the Coordinator of STEAM and Innovation supports the district vision for enhanced learning through innovation by supporting STEAM, Next Generation Science Standards (NGSS), and innovation initiatives including: K-12 STEM Pathways, K-12 Innovation Labs, NGSS curriculum development and implementation, and model innovative lessons. Coordinates small committees, professional development, curriculum writing, grant writing, data analysis, the curation of best practices, and parent meetings. Serves as a liaison between the district, business partners, higher education institutions, parents, community members and school sites.

Provides leadership in the planning, development, implementation, coordination, facilitation, and direction for assigned projects, programs, and services designed to promote success for all students that are provided at multiple schools in the District. Provides leadership and support for the staff and collaborates with administrators, instructional staff, and community members in assuring that appropriate STEAM curriculum and instructional practices are occurring in all classrooms and assists principals in administration and supervising the instructional program. The Coordinator meets with STEAM teachers individually and in small groups, with local, regional, and statewide members of the public involved in STEAM, and professional learning communities to support implementation of STEAM program expectations. The coordinator is responsible for data collection, analysis, reports creation, and presentations in a variety of settings regarding the assigned projects and programs; and for ensuring that all assigned projects and programs meet federal, State, and local required components.

DUTIES AND RESPONSIBILITIES

As assessed by the Director of Instructional Technology and Accountability, the outcomes of the Coordinator, STEAM and Innovation's job performance will be as follows:

1. Planning, organization, and direction of student activities and programs.
2. Ability to establish and maintain cooperative and effective working relationships with students, staff, parents, administrators, and community partners.
3. Advanced skills in the use of computers and computing devices, interactive whiteboards, G-Suite and other cloud-based applications, Virtual and Augmented Reality, coding, spreadsheets, data-bases, a variety of educational software programs, and any other new and emerging technologies that may have appropriate applications for STEAM education.
4. A strong understanding of curriculum and instruction, curriculum development, and the integration of instructional technology strategies across the curriculum.
5. A strong understanding of the Mathematical Practices, STEAM, NGSS, and Career and Technical Education (CTE) Pathways.
6. Knowledge of International Society for Technology in Education (ISTE) Standards, K-12 Tech Standards Scope and Sequence, Digital Citizenship, and laws related to on-line student privacy.
7. Strong interpersonal and communication skills. Demonstrated in-depth knowledge of effective teaching strategies, literacy, assessment, and standards.
8. Ability to work independently with minimal supervision and perform a variety of specialized tasks, maintain records, meet schedules and deadlines, and maintain a budget.
9. Assists with and promotes high quality curriculum and instruction aligned with the California CTE Model Curriculum Standards, including, but not limited to, helping to provide a coherent sequence of CTE courses that enable pupils to transition to postsecondary education programs that lead to career pathway or attain employment upon graduation from high school.
10. Assists in providing pupils with high quality career exploration and guidance.
11. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary education institutions, documented through formal written agreements.
12. Forms ongoing and structural industry and labor partnerships documented through formal written agreements and through participation on advisory committees.
13. Provides opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, and other work-based learning opportunities.
14. Reflects regional or local market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.
15. Works to create industry recognized credentials, certificates, and appropriate post-secondary education, or employment pathways.
16. Assists in recruiting and retaining a skilled staff and provides professional development opportunities for those teachers and faculty.
17. Collaborates with others (e.g. teachers, counselors, administrators, students, parents, other District personnel, community organizations, etc.) for implementing and maintaining services and/or programs.

18. Maintains a variety of detailed records in a variety of written and electronic formats.
19. Collaborates with other District divisions, school sites, community agencies, business partners, parents, and other stakeholders to plan, develop, and design short-term and long-range goals, objectives, and plans for the assigned projects and programs.
20. Arranges for the planning, coordination, facilitation, and implementation of project activities to meet all requirements of the project and in alignment with the District's mission, vision, and goals.
21. Provides leadership to assigned staff and organizational operations, including the supervision of assigned classified and certificated employees; appraises performance and provides required performance evaluations and conferences; provides for technical direction and guidance; and makes employment-related recommendations.
22. Develops methods for assessing and evaluating organizational effectiveness of assigned projects and programs and initiates needed changes; develop board policies and administrative regulations as needed.
23. Identifies, plans, designs, and provides appropriate staff training and development; coordinates staff training and development with other departments and schools for certificated and classified staff; supports the involvement of parents, community, and other stakeholders with program and project components.
24. Prepares budgets for assigned projects and programs and presents rationale for budgets quarterly; monitors and compares actual expenses with forecasts; coordinates program and project staff ; evaluates program and project outcomes; prepares program and project proposals, reports, and presentations in accordance with District standards.
25. Provides leadership to the development and implementation of interagency communication, coordination, and collaboration of services related to assigned projects and programs; and develops interagency agreements that facilitate more effective and efficient planning, coordination, facilitation, and implementation of project activities.
26. Serves on District-level leadership and curriculum committees and acts as a liaison and consultant to the school sites and other departments regarding assigned programs and projects; represents the District by attending and participating in a variety of meetings, workshops, and conferences; plans, prepares, and presents regarding assigned projects and programs.
27. Responds to questions and concerns regarding assigned projects and programs from administrators, staff, parents, community, and outside agencies.
28. Maintains a professional code of ethics and collaborative work ethic; represents the District in a variety of settings and meetings in the community.
29. Assists with the management of informal and formal parent complaints.
30. Performs tasks and assumes responsibilities as assigned by the supervisor.