

CENTRAL UNIFIED SCHOOL DISTRICT**POSITION DESCRIPTION**

Position: Director of Instructional Technology

Classification: Certificated Management

Reports to: Assistant Superintendent of
Professional DevelopmentRange: Certificated Management Salary
Schedule

EDUCATION AND EXPERIENCE

California Administrative Credential and at least three years successful administrative experience with site principal experience preferred; or extensive commensurate experience educational technology.

Licenses and other Requirements:

Valid California driver's license; California Administrative Credential. Valid California Teaching Credential.

SUMMARY

The Director of Instructional Technology, under the direction of the Assistant Superintendent of Professional Development, is responsible for the implementation and coordination of technology integrated and standards based instructional programs in classrooms, supervision of certificated and classified technology based professional development. In addition the Director of Instructional Technology assists in the piloting, implementation and evaluation of technology based instructional programs, is aware of and brings to the District current research on student learning; and cooperatively interfaces with principals, teachers, the information technology staff, parents and advisory committees to infuse technology throughout the instructional program.

1. Maintains awareness of best practices, emerging technologies and new potentials in educational technology that may be adopted as new and emerging instructional media, technologies, pedagogies and practices.
2. Provide institutional vision and strategy for instructional and research-related technologies aligned with the overall district Instructional Action Plan.
3. Under the direction of the Superintendent, implements integrated instructional technology programs district-wide.
4. Collaborates with Educational Services to establish the vision, goals and objectives for staff professional development programs that support a high level of technology integrated instructional practices in classrooms.
5. Collaborates with the Information Systems and Educational Services to present a cohesive integration of curriculum and technology across the District and understands the needs and demands for implementing program for the future.
6. Develops common core based curriculum integration.
7. Assists the Assistant Superintendent, Educational Services, in the evaluation of curriculum program effectiveness.

8. Assists the Assistant Superintendent, Professional Development, in the development of technology professional development.
9. Assists the Assistant Superintendent, Business Officer, in the evaluation of cost basis for technology based software and hardware.
10. Supports instructional committees with integrated technology outcomes and practices according to district administrative regulations and procedures.
11. Creates and expands strong community, business, educational and private partnerships, alliances and strategies. The benefits from these partnerships will provide sustainability to the technology and instructional advantages of the various grant programs.
12. Prepares budget and funding strategies for instructional technology projects and professional development programs.

SPECIFIC QUALIFICATIONS

Should possess personal qualifications recognized as essential for good public employees including integrity, initiative, dependability, courtesy, good judgment, maintain confidentiality and ability to work cooperatively with others.

1. Plans, organizes, implements, and evaluates technology integrated instructional professional development programs to improve instruction.
2. Models meaningful technology integrated instruction and programs for student instruction.
3. Provides research based professional development in a variety of professional settings for administrators and instructional staff – in the classrooms, on-line and large group presentations.
4. Accesses digital resources for classroom teachers and administrators.
5. Creates, gathers and organizes educational technology strategies and resources for staff in a digital depository for easy reference.
6. Can support professionally trained teachers in integrated technology practices and student learning outcomes and plans training that is sequenced to build knowledge and application capacity for these goals in the classroom.
7. Meets regularly with administrators and staff to establish future goals and identify specific training needs of district personnel, including certificated and classified.
8. Supports administrators in developing site technology needs, training, and purchases.
9. Provides resources to parent education programs on technology.
10. Researches best integrated technology instructional practices and works with staff to pilot and implement those practices.
11. Interprets and presents in-service programs' objectives, results and needs to district staff, Board, civic and parent groups, teacher training institutions, and others.
12. Develops technology integrated instructional intervention programs in collaboration with site administrators.

13. Works in partnership with the Information Systems, Educational Services and district stakeholders in creating, implementing, sustaining and expanding the District Technology Plan.
14. Provides written communication to district staff regarding integrated technology instructional programs and enhancements.
15. In concert with other District administrators and staff, develops curriculum for all special needs students, including Title I, GATE, and EIA-LEP.
16. Works with designated committees of teachers, principals and others on specific programs and projects.
17. Assists administration in the preparation and administration of centralized technology project budgets supporting integrated technology instruction.

Knowledge of:

- Principles and practices of modern personnel administration.
- Computer technology and its application in office automation.
- District organization, operations, policies and objectives.
- Record-keeping techniques.
- Interpersonal skills using tact, patience and courtesy.
- Oral and written communication skills.

Ability to:

- Supervise and evaluate the performance of assigned staff.
- Analyze and resolve critical issues with significant organizational impact.
- Work tactfully and effectively with administrators, employees and the public.
- Communicate clearly and effectively both orally and in writing.
- Utilize skills in computers including spreadsheets, data bases, word processing and mainframe access.
- Establish and maintain cooperative and effective working relationships with others.
- Work independently with little direction.
- Plan and organize work.
- Maintain records and prepare reports.

PHYSICAL ABILITIES

Office environment; driving a vehicle to conduct work. Sitting or standing for extended periods of time; hearing and speaking to exchange information and make presentations; reaching overhead, above the shoulders and horizontally, bending at the waist or kneeling to retrieve supplies or other materials.