



SJCOE
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Job Description

POSITION TITLE:	Coordinator IV, Emerging Technology Capacity Building & AI Literacy Language & Literacy/Continuous Improvement & Support Educational Services	JD#6364
SALARY PLACEMENT:	Management Salary Schedule Range 14	

SUMMARY OF POSITION:

Under the direction of the Director of Language & Literacy, and the Division Director of Continuous Improvement and Support, and with the support of the Director of Emerging Technology & Innovation, the Coordinator IV for Emerging Technology Capacity Building & AI Literacy serves as a countywide content expert in emerging technologies and digital literacy for K–12 education. This position coordinates and delivers professional learning, consultation, and technical assistance for educators, administrators, and students across the San Joaquin County Office of Education (SJCOE) and local educational agencies (LEAs).

This position supports the responsible, equitable, and effective use of emerging technologies, including artificial intelligence, by collaborating with district leaders and SJCOE departments to strengthen instructional practice, digital literacy, and innovation in teaching, learning, and leadership. Responsibilities include conducting needs assessments, designing and delivering differentiated professional learning, and providing implementation support that helps districts and educators effectively adopt emerging technologies in educational settings.

Through professional learning, partnerships, and system-level support, this role helps ensure that critical thinking, creativity, collaboration, and communication remain central to teaching and learning in an evolving digital landscape.

MINIMUM QUALIFICATIONS – EDUCATION, TRAINING, AND EXPERIENCE:

Possess a bachelor’s degree in education, educational technology, instructional design, computer science education, or a closely related field and a valid Clear California General Education or Special Education Teaching Credential. In addition, possess or be eligible (enroll/apply upon hire) for a California Administrative Services Credential.

Five years of increasingly responsible experience in education, including experience supporting instructional technology, digital learning, emerging technologies, or professional learning for educators.

DESIRABLE QUALIFICATIONS – EDUCATION, TRAINING, AND EXPERIENCE:

Possess a Master’s degree in educational technology, curriculum and instruction, instructional design, computer science education, or a closely related field and a valid California Administrative Services Credential.

Five years of classroom teaching or instructional leadership experience in K–12 education. Expertise in emerging technologies in education, including artificial intelligence and digital learning tools. Experience designing,

facilitating, and coordinating professional learning for educators and administrators and providing consultation, coaching, or technical assistance to school sites and districts.

Knowledge of responsible technology use in education, including digital literacy, ethical technology practices, and student data privacy. Familiarity with research-based instructional frameworks and standards related to educational technology and digital learning. Experience using data analysis or data mining techniques to evaluate technology initiatives, monitor implementation outcomes, and support data-informed decision-making related to emerging technologies and digital learning.

KNOWLEDGE, SKILLS, AND ABILITIES:

Knowledge of:

- effective instructional practices and research related to digital literacy, emerging technologies, and technology integration in teaching and learning.
- professional learning design and adult learning theory, including strategies for coaching, facilitation, and collaborative learning structures.
- current industry trends and technological advancements related to computing, digital learning, and emerging technologies in education.
- artificial intelligence concepts and applications, including machine learning, natural language processing, and generative AI, and their potential applications in K–12 learning environments.
- policies, standards, and ethical considerations related to responsible and equitable use of artificial intelligence and emerging technologies in education.
- frameworks and guidance related to artificial intelligence literacy and responsible AI use in education, including resources from the California Department of Education and the U.S. Department of Education.
- technical systems and platforms that support AI integration and digital learning in K–12 environments.
- California K–12 legal and regulatory requirements related to technology use, including California Education Code, SOPIPA, and Public Records Act, and familiarity with applicable federal laws such as COPPA, CIPA, FERPA, PPRA, and HIPAA.
- cybersecurity principles, standards, and practices relevant to educational environments, including awareness of commonly referenced frameworks such as OWASP, SANS, CIS, and NIST.
- continuous improvement practices including needs assessment, program evaluation, and use of data to guide instructional improvement.
- accessibility and inclusive instructional practices that support equitable access to digital learning opportunities.
- assigned software and standard office technology.

Ability to:

- design, facilitate, and coordinate professional learning opportunities for educators, administrators, and other stakeholders, including workshops, professional learning communities, and communities of practice.
- provide consultation, coaching, and technical assistance to school sites, districts, and educational leaders to support effective implementation of emerging technologies and digital learning practices.
- translate complex technology concepts, including artificial intelligence and emerging technologies, into practical instructional strategies and guidance for educators and leaders.
- remain current on research, policies, and emerging trends related to digital learning, artificial intelligence, and instructional innovation in education.
- collaborate with educators, administrators, technology leaders, and community partners to support implementation of initiatives that strengthen teaching and learning.
- analyze information, gather feedback, and use data to support program evaluation, continuous improvement, and decision-making.

- communicate effectively in written and oral form with diverse audiences, including educators, administrators, and community partners.
- establish and maintain effective working relationships with individuals and groups across departments, schools, districts, and partner organizations.
- organize, coordinate, and facilitate meetings, trainings, and collaborative planning sessions.
- adapt to evolving technologies, program priorities, and educational needs while maintaining effective program implementation.
- operate a computer and standard office technology.

Possess:

- leadership skills in planning, setting agendas, and coordinating and facilitating meetings, trainings, and professional learning opportunities.
- a commitment to equitable access to learning opportunities and inclusive implementation of digital learning practices.
- the ability to lead collaborative initiatives and support cross-functional teams that advance innovation, digital literacy, and responsible use of emerging technologies in education.
- professional judgment and ethical decision-making related to the responsible use of technology, data privacy, and artificial intelligence in educational settings.
- a valid California driver's license and proof of liability insurance coverage in the minimum amount required by SJCOE policy; insurable by the SJCOE carrier. Must furnish own transportation as required to fulfill job duties.

DISTINGUISHING CHARACTERISTICS:

The Coordinator series represents advanced management positions and has four levels.

ESSENTIAL FUNCTIONS:

Essential functions may include, but are not limited to:

1. Work effectively with school districts, community organizations, government agencies, parents, students, and staff on initiatives related to emerging technologies, digital literacy, and innovation in education.
2. Maintain confidentiality on issues concerning program activities, staff, and districts.
3. Supervise and evaluate staff.
4. Participate in and coordinate meetings, professional learning opportunities, committees, trainings, workshops, and conferences to present materials and information concerning programs, services, and initiatives related to emerging technologies.
5. Maintain current knowledge and interpret applicable rules, regulations, policies, procedures, contracts, State and Federal laws, codes, and regulations.
6. Communicate effectively both orally and in writing.
7. Analyze situations accurately and adopt an effective course of action.
8. Establish and maintain cooperative and effective working relationships with others.
9. Work independently with minimal supervision while coordinating multiple projects and timelines.
10. Meet schedules and timelines.
11. Prepare reports as needed for program.
12. Oversee and manage budgets
13. Design, facilitate, and coordinate professional learning opportunities for educators, administrators, and staff focused on emerging technologies, digital literacy, and responsible artificial intelligence use.
14. Provide consultation, coaching, and technical assistance to districts, schools, and SJCOE programs related to the effective integration of emerging technologies in teaching, learning, and leadership practices.
15. Support countywide initiatives and the development of strategies and guidance that strengthen digital literacy, innovation, and responsible technology use by researching, evaluating, and facilitating pilot

programs related to emerging technologies and artificial intelligence that enhance teaching, learning, and operational practices.

16. Collaborate with SJCOE departments, district leaders, and technology staff to develop guidance, resources, and implementation strategies for emerging technologies, including supporting districts in establishing responsible artificial intelligence practices that address academic integrity, equitable access, and ethical technology use.
17. Collect, analyze, and interpret information and feedback related to professional learning and technology initiatives to support program evaluation and continuous improvement.
18. Establish and maintain cooperative and effective working relationships with individuals and groups across districts, departments, and partner organizations.
19. Participate in ongoing professional learning to remain current on emerging technologies, artificial intelligence developments, and effective instructional practices.
20. Represent SJCOE in local, regional, and statewide meetings, conferences, and collaborative initiatives related to emerging technologies and digital learning.
21. Participate in collaborative projects, partnerships, and grant-supported initiatives related to emerging technology integration and innovation in education.
22. Perform other related duties as assigned.

PHYSICAL REQUIREMENTS:

Employees in this position must have the ability to:

1. Sit and stand for extended periods of time.
2. Enter data into a computer workstation, operate standard office equipment, and use the telephone.
3. Hear and understand speech at normal levels and on the telephone.
4. See and read the computer screen and printed matter with or without vision aids.
5. Speak so that others may understand at normal levels to small or large groups, and on the telephone.
6. Stand, walk, bend over, reach overhead, grasp, push, pull and move, lift, and/or carry up to 25 pounds to waist height.

WORK ENVIRONMENT:

Employees in this position will be required to work indoors and occasionally outdoors in an educational and standard office environment. Employees will come in direct contact with students, parents, SJCOE and school district staff, outside agency staff, and members of the public. Requires travel within San Joaquin County and occasionally elsewhere within California to support districts, attend meetings, and participate in professional learning activities. Employees may occasionally be required to work outside of normal workdays or office hours to support trainings, meetings, conferences, or other program needs.

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