

Carrollwood Day School Instructional Technology Coach

Carrollwood Day School seeks a full-time, 12-month Instructional Technology Coach beginning June 2019. Carrollwood Day offers an IB college preparatory curriculum for 2-year olds through 12th grade with an emphasis on character development. The perfect candidate must demonstrate a consistent sense of enthusiasm and passion that inspires children and faculty to want to learn and collaborate. The candidate will also continually strive to foster new and innovative ideas to help grow the program beyond the required expectations; and continue to challenge themselves to be the consummate learner and leader in the field.

The Technology Coach will help bridge the gap from where we are with technology in the classroom to where we need to be. The Technology Coach will possess the skills and knowledge needed to support faculty and students in becoming digital age educators.

Visionary Leadership

The Instructional Technology Coach candidate should inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment.

- Contribute to the development, communication and implementation of a shared vision for the comprehensive use of technology to support a digital age education for all students.
- Contribute to the planning, development, communication, implementation and evaluation of technology-infused strategic plans at all division levels.
- Advocate for policies, procedures, programs and funding strategies to support implementation of the shared vision represented in the school technology plan and guidelines.
- Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms.

Teaching, Learning and Assessments

The Instructional Technology Coach candidate will assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant and engaging learning experiences for all students.

- Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards.
- Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students.
- Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience.
- Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product and learning environment based on student readiness levels, learning styles, interests and personal goals.
- Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences.
- Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards.
- Coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Digital Age Learning Environments

The Instructional Technology Coach candidate will create and support effective digital age learning environments to maximize the learning of all students.

- Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments.
- Maintain and manage a variety of databases, digital tools and resources for teacher and student use in technology-rich learning environments.

- Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators.
- Select, evaluate and facilitate the use of adaptive and assistive technologies to support student learning.
- Work with the existing technology team to troubleshoot basic software, hardware and connectivity problems common in digital learning environments.
- Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure.
- Use digital communication and collaboration tools to communicate locally and globally with students, parents, faculty.

Digital Citizenship

The Instructional Technology Coach candidate should model and promote digital citizenship.

- Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers.
- Model and facilitate safe, healthy, legal and ethical uses of digital information and technologies.
- Model and promote diversity, cultural understanding and global awareness by using digital age communication and collaboration tools to interact locally and globally with students, peers, parents and the school community.

Professional Development and Program Evaluation

The Instructional Technology Coach candidate will conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning.

- Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning.

- Design, develop and implement technology-rich professional learning programs that model principles of adult learning and promote digital age best practices in teaching, learning and assessment.
- Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.

Content Knowledge and Professional Growth

The Instructional Technology Coach candidate will demonstrate professional knowledge, skills and dispositions in content, pedagogical and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise.

- Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies.
- Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management and adult learning to improve professional practice.
- Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.

Instructional Technology Coach candidate should possess:

- Strong organizational skills– sees what needs to be done and is proactive.
- Mac and iOS experience.
- Strong customer service skills and friendly demeanor in all customer interactions.
- Excellent problem-solving skills and a results-oriented focus.
- Friendly, professional demeanor that can communicate technical information to a diverse audience.
- The ability to handle multiple, challenging tasks simultaneously
- A professional attitude with a strong commitment to confidentiality.
- A commitment to lifelong learning.
- Ability to maintain emotional control under stress and maintain a positive attitude when dealing with faculty, students and parents.
- Ability to see, hear, speak and lift 25 pounds.
- Ability to work frequent prolonged and/or irregular hours during peak times of the year.