

Tustin Unified School District
Specialist, Educational Technology
Range 1

DEFINITION:

The Specialist, Educational Technology, under the supervision of the Assistant Superintendent, Administrative Services or assigned administrator, assists in providing leadership and guidance in the implementation of district-wide educational technology; plans, develops, and supports programs relating to TK-12 instructional technology; supports career technical education implementation; may evaluate the school educational technology program.

ESSENTIAL DUTIES:

- Serve as an educational technology leader
- Conduct staff development in the area of technology integration to inform staff of new technologies or software which may assist in developing concepts of content specific materials.
- Coordinate professional development activities directly related to the integrated use of technology in all content areas, including student demonstration projects, classroom demonstrations, team teaching, and workshops
- Participate in the development and implementation of the District's Technology Plan in support of student achievement
- Provide leadership and coordination to develop, implement, and assist schools to update their instructional technology plan
- Support school level leaders and technology committees in order to assist in implementation of the district plan at the school-level; support teachers to adapt curriculum materials and lesson plans to utilize technology
- Develop, maintain, and lead a cadre of school level technology leaders (including the District Technology Task Force) who will help implement the District's technology plan
- Organize and execute the districtwide K-12 digital citizenship curriculum
- Engage in ongoing evaluation of the effectiveness of the instructional technology planning, program, and professional development; lead district research and pilot projects to evaluate instructional use of technology
- Serve as source of information on trends, research, applications, and effective practices related to technology use in schools
- Support district virtual school(s), online learning, and other digital curriculum projects
- Consult in the development and implementation of the District Career Technical Education Plan
- Support in the creation and execution of any bond or grant related work regarding the operation of the District Career Technical Education program

- Serve as a supporter and organizer for district initiatives such as Robotics, Code Week/Hour of Code, Engineering Week, Lemonade Day, and other similar programs
- Develop and maintain a district technology resource center and instructional support video database to be used by school level technology leaders, teachers, parents and students
- Create and deliver presentations regarding instructional technology implementation at School Board meetings, community meetings, and PTA/O meetings
- Develop and implement a district procedure for the evaluation of software, hardware, and courseware
- Assure that software utilized by district teaching staff is student data security (SOPIPA) compliant
- Serve as a liaison between school site staff, Educational Services, Administrative Services, and Information Technology staff
- Disseminate technology-related information throughout the district via news bulletins, video, electronic mail, presentations at district and building level staff meetings, etc.
- Assist in the development and delivery of districtwide communication including social media and websites
- Work to improve the overall quality of education received by students in the district. Be sensitive to equity issues and work to resolve inequities. Participate in the development of curricular standards and benchmarks to encourage appropriate use of technology
- Perform surface-level trouble-shooting for instructional technology tools, software, hardware and learning management systems
- Attend meetings and professional development functions as necessary to develop skills, remain technically competent, and stay apprised of changes in the technologies available and directions of future technology development.

QUALIFICATIONS:

Knowledge of:

- Effective uses of instructional technology, management skills, current trends and innovative practice with instructional technology, software and courseware;
- Principles, practices and techniques of organization, management, supervision, employee motivation and training;
- How to use instructional, and multimedia software; interpret and analyze data;
- Effectively use instructional technology resources that have been proven to improve student achievement;
- Budget development and oversight; and grant development and evaluation.
- Health regulations and safe working methods and procedures.
- Proper lifting techniques.
- District policies, rules and regulations.

Ability to:

- Plan, organize and support all aspects of the educational technology program;
- Communicate effectively both orally and in writing;
- Make sound judgments related to computer usage and applications;
- Prepare and present clear and complete reports and make effective presentations in small and large group settings;
- Establish and maintain effective working relationships and positive interpersonal skills;
- Carry out leadership responsibilities in accordance with district policies and applicable laws;
- Train, plan, assign, and direct work;
- Maintain daily and periodic schedules;
- Observe health and safety regulations;
- Understand and follow instructions furnished in oral, written, or diagram form.

Education/Training/Required Certification:

- Possession of a valid California Teaching Credential.
- Any combination of experience and training that would likely provide the required knowledge and skills. A typical way to obtain the required knowledge and skills would be:
 - Three years of responsible educational technology leadership experience
 - Master's or higher degree from an accredited college or university with emphasis with an emphasis in education or a closely related field is desirable
- California Administrative Services Credential desirable
- Valid California driver's license.

PHYSICAL AND MENTAL DEMANDS:

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands: While performing the duties of the job, the employee is regularly required to use hands to finger, handle, or feel objects, tools, or controls and talk and/or hear. The employee frequently is required to walk or sit. The employee is occasionally required to stand; reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl.

The employee may regularly lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, depth perception, and the ability to adjust focus.

Mental Demands: While performing the duties of this class, the employee must be able to use written and oral communication skills; read and interpret data, information and documents; interpret policies and procedures; use math and mathematical reasoning; learn and apply new information or new skills; work under deadlines with constant interruptions; and interact with students, staff, parents, community, vendors, and other organizations; occasionally required to work in difficult interpersonal situations.

WORK ENVIRONMENT

The employee typically works in office, classroom, or server room environments where the noise level is usually moderately loud to quiet, depending upon the setting. Working conditions may include exposure to fumes, dust, odors, cleaning agents, chemicals, and minor contagious illnesses. The employee may travel to other schools, district facilities, or other agencies for meetings and engages in frequent direct contact with students, staff, and the community.