



RIALTO UNIFIED SCHOOL DISTRICT

DISTRICT LEAD TECHNOLOGY STRATEGIST

Job Description

DEFINITION

Under the direction of the Lead Academic Technology Agent, the District Lead Technology Strategist is responsible for providing job embedded and ongoing professional development with teachers and administrators in the area of educational technology. The District Lead Technology Strategist will facilitate their learning, with regard to technology integration, with a particular focus on classroom based applications that support instruction. The District Lead Technology Strategist helps teachers develop and enhance their instructional practices with the use of technology, builds capacity within the site, and assists in using the technology infrastructure to the greatest advantage to achieve District goals; integrates cost-effective applications of technological hardware and software into all aspects of the teaching-learning process, with an emphasis on the use of instructional technology as a means of accelerating, deepening, and expanding student achievement.

ESSENTIAL DUTIES

- Assist with the implementation of various educational technology programs identified to support classroom instruction and communication between teachers, students and parents.
- Provide training opportunities and resources for teachers using various instructional programs and effective integration strategies for the use of these technologies in the classroom.
- Provide professional development opportunities for teachers to support implementation of technology activities outlined in the pacing guides.
- Provide training to teachers on strategies to utilize technology resources to differentiate instruction in the classroom for students demonstrating various levels of academic achievement.
- Model effective use of technology in the classroom and participate in lesson studies to assist teachers in creating instructional activities that utilize the SAMR model.
- Provide training and assistance in the integration of technology into standards-based professional development programs.
- Use the technology-based pacing guide activities, map the progression of technology and information literacy skills K-8 to ensure students will have the foundational skills necessary for success in high school academic and CTE courses.
- Provide ongoing professional development in the use of available research, productivity, and communication tools to improve teaching and learning.
- Provide professional development opportunities for teachers on the use of online research databases, strategies for validating sources, and citation tools.
- Provide training and information for teachers on appropriate and ethical use issues, including information on recent trends and on Internet safety issues.
- Assist staff in the use of technology to inform and involve parents in the instructional program.
- Provide parent trainings on how to access student grades online and how to utilize the parent portal portion of Synergy to increase home-school communication.
- Provide parent training in the use of high-quality research databases of online communication tools and educational learning resources.
- Assist teachers completing the Common Core Technology Skills Self-Assessment to indicate their level of proficiency, personal use, student use, and level of integration in the curriculum.
- Assist with increasing awareness of and providing resources to administrators in the use of various instructional technologies to be utilized in the development of school plans.
- Assist the BTSA Induction Programs in the development of online resources, electronic portfolios, and training of new teachers for mastery of CSTP Standards 1, 3 and 5.
- Maintain partnerships and communications with organizations supporting Rialto's use of educational technology.
- Provide site level training as requested by administrators.

QUALIFICATIONS

Knowledge of: Data-driven instructional decision making; Knowledge of research based, effective instructional strategies for students and adult learners; Knowledge of integration of technology in classroom instruction.

Ability to: Ability to communicate and interact effectively with students, teachers, parents, colleagues, and community leaders; Teach students for demonstration purposes; Model the adage of "life-long learner"; Coach peers in a non-evaluative manner; Present materials/methods in a training environment; Use instructional technology tools and materials.

Experience and Education:

- Possession of a valid California teaching credential; CLAD Certificate or equivalent

- Possession of a Master's in Instructional Technology or Certification in Instructional Technology preferred
- Five (5) years teaching experience
- Fingerprints on file as required by State law;
- TB Skin Test as required by State law.
- Instructional Technology Certification(s) – Desirable but not required

PHYSICAL DEMANDS

Physical class:

MODERATE WORK - lifting 50 pounds maximum with frequent lifting and/or carrying objects weighing up to 25 pounds.

Work area requirements:

District offices, regular classrooms, on the playground, parking lot, bus stop areas and possibly field trips. Ability to traverse campuses and sites of 10 to 40 acres which would include asphalt, grass on playgrounds and dirt.

Physical requirements:

The time requirements are listed considering this wording and meaning: Occasionally/Low - up to 3 hours; Frequently/Medium - 3 to 6 hours; Constantly/High - 6 to 8 hours plus.

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|------------------------|------------------------|-------------------------|
| Fingering: Frequently | Grasping: Frequently | Push/Pull: Occasionally |
| Walking: Frequently | Carrying: Frequently | Handling: Frequently |
| Stooping: Occasionally | Standing: Occasionally | Reaching: Frequently |
| Bending: Frequently | Kneeling: Occasionally | *Driving: Occasionally |
| Lifting: Frequently | Sitting: Occasionally | |

**Possession of a current California Driver's license, a DMV printout and the ability to be covered by the company auto insurance is required.*

Frequent motion:

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| Keyboarding: Occasionally | Twisting: Frequently |
| Wrist flexion: Frequently | Elbow flexion/extension: Frequently |
| Reaching below shoulder level: Frequently | Reaching to shoulder level: Occasionally |
| Forward should/neck flexion: Frequently | Reaching above should level: Occasionally |

Sensory requirements:

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| Ability to see: Constantly | Ability to smell: Constantly |
| Ability to hear: Constantly | Ability to touch: Constantly |
| Ability to talk: Constantly | |

Must be able to deal with these environmental considerations:

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| Heat: Yes | Odor: Yes | Moisture: Yes |
| Noise: Yes | Humidity: Yes | Fluorescent lights: Yes |
| Floor may be slippery at times: Yes | Working inside: 95% of the day | |
| Working outside: 5% of the day | Working in close quarters with others: Yes | |

This job requires:

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| Alertness: Constantly | The use of two hands: Constantly |
| Attention to detail: Constantly | Recall of names and dates: Yes |
| Ability to work in temperatures down to 40 degrees and up to 110 degrees. | |

Ability to deal with psychological factors:

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| Team work: Yes | Frustration: Medium | Flexible: Yes |
| Repetitive Tasks: Yes - High | Level of responsibility: High | Able to work overtime as needed: Yes |
| Must keep up with schedule: High | Dealing with angry teachers, students and parents: Medium | |

Physiologic factors:

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| Have a high level of consciousness: Yes | Orientation to time, place or person: Yes |
| Ability to read at 12 th grade level: Yes | Ability to comprehend and follow directions: Yes |
| Able to keep up a high activity level during the shift: Yes | |