

Newburgh Enlarged City School District

Job Description

TITLE:	Instructional Technology Facilitator (TOSA)
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REPORTS TO:	Building Principal and the Superintendent's Designee
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QUALIFICATIONS:	<p><u>Minimum Education Level, Certification and Experience</u></p> <ul style="list-style-type: none"> • Bachelor's degree and Master's Degree from an accredited college or university. • Valid New York State teacher certification • 3 years of successful teaching experience • Experience developing and delivering a variety of adult professional development activities <p><u>Highly Preferred</u></p> <ul style="list-style-type: none"> • New York State Educational Technology Certification • Degree in Computer Science/Educational Technology <p><u>Skills Required</u></p> <ul style="list-style-type: none"> • Knowledge of instructional technologies, instructional delivery, curriculum development, data analysis and assistive technologies. • Fluency with a wide range of hardware and software including but not limited to computers/tablets (Windows/Mac/Android/Chrome), audio visual equipment, Interactive Whiteboards, mobile devices, the Office 365 Ecosystem, Learning Management Systems, Infinite campus, Open Ed Resources, IMS Global and Interoperability Standards.
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JOB GOAL:	<p>Instructional Technology Facilitators (ITF's) instruct other school staff and students in using technology for teaching and learning. They provide training, integration strategies, and support to teachers and administrators empowering them to use digital resources effectively. ITFs exhibit flexibility, adaptability, and resourcefulness in an ever-changing technology environment.</p>
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	<ul style="list-style-type: none"> • Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels. • 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 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 design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, metacognition, and self-regulation). • Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals. • 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 digital tools and resources for teacher and student use in technology-rich learning environments.
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	<ul style="list-style-type: none">• Troubleshoot basic software, hardware, and connectivity problems common in digital 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.• Collaborate with teachers, administrators, students and the District Instructional Technology Specialist to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure.• 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.• 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.
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