

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: COORDINATOR—BLENDED LEARNING**

#### **GENERAL STATEMENT OF JOB**

Under the direction of the Director of Blended Learning, this position promotes the use of technologies to support student achievement in PreK-12. The Blended Learning Coordinator provides leadership, staff development, and instructional support to all instructional and administrative staff. In addition, this position serves as a liaison between school and district technology initiatives and school based implementation and support for administrators and teachers. The Blended Learning Coordinator develops and offers district wide instructional technology and digital learning education for teachers and administrative staff. This position also assists in the development and implementation of curriculum and blended learning projects. The Blended Learning Coordinator provides instructional staff with the essential support needed to complete technology-based instructional management and productivity functions. The Blended Learning Coordinator collaborates with appropriate instructional and technical staff to support, manage, optimize the use of instructional software, and network resources to support quality teaching and learning. This skilled professional works independently and collaboratively with colleagues.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Collaborates with and provides training for teachers in composing effective technology-infused, content-based lessons, and supports them as they implement lessons in their professional development sessions.

Promotes model instructional practices and the role of technology in the classroom.

Supports the implementation of a successful and engaging credit recovery program in secondary schools.

Administers virtual learning and credit recovery opportunities throughout the district. Works with the Director of Blended Learning, the Coordinator for Credit Recovery, and the High School Counseling Supervisor in the development, implementation, administration and monitoring of virtual learning opportunities.

Works with building principals and teachers to ensure implementation of established instructional programs and curriculum action plan.

Articulates appropriate instructional technology practices as described in technology standards for administrators, teachers and students.

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Designs, develops, and delivers workshops and online training to teachers in the use of technologies and multimedia hardware/software to support virtual teaching and learning and credit recovery.

Provides assistance and training to building instructional staff in the integration of technology to support student achievement, including credit recovery options. This includes assisting with planning and implementing job- embedded professional development and workshops for individuals, small groups, and large groups.

Collaborates in the evaluation, selection and implementation of instructional technology materials and software.

Communicates regularly with district schools, teachers, and other district instructional staff working in virtual learning environments.

Oversees compliance with district policies, success of virtual instructional programs, and the operation of virtual learning opportunities.

Works with curriculum staff to develop and implement technology enhanced curriculum integration projects.

Provides leadership in developing and implementing technology plans and serves on district technology committee (s).

Collaborates with District Leadership, School Administrators, Library Media Specialists, and staff to ensure infrastructure and tools are available to carry out school and technology initiatives.

Participates in ongoing professional development related to job responsibilities and maintaining expertise in the field.

Conducts staff development and supports community awareness initiatives.

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Bachelor's degree in education or advanced education in Instructional and/or Assistive Technology and five years of successful experience as a classroom teacher with a minimum of two years' experience delivering and integrating technology in instructional programs for PreK-12 students.

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### **SPECIAL REQUIREMENTS**

Must hold valid North Carolina educator's license.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of equipment including computers, scanners, modems, cable testers, etc. Must be able to exert up to 30 pound of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. Physical requirements are consistent with those for Sedentary Work.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments and/or directions to subordinates or assistants.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, forms, invoices, software documentation, periodicals, lists, etc. Requires the ability to prepare correspondence, reports, forms, purchase requisitions, user instructions, etc., using prescribed format.

**Intelligence:** Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; deal with several abstract and concrete variables.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical or professional languages including accounting and computer terminology.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; to determine decimals and percentages; and to apply the theories of algebra and statistics.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in performing data entry.

**Manual Dexterity:** Requires the ability to handle a variety of office machines, etc. Must have

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minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

### **KNOWLEDGE, SKILLS AND ABILITIES**

Thorough knowledge of the school system's Long-Range Technology Plan, development methodology and development standards.

Considerable knowledge of federal, state and local policies and procedures regarding instructional technology, blended learning, and virtual learning.

Considerable knowledge of New Common Core State Standards and new Essential Standards curriculum.

Considerable knowledge of the appropriate uses of technology for instruction.

Considerable knowledge of computer hardware and common software applications.

Considerable knowledge of networking hardware and software applications, capabilities and limitations, service requirements and associated costs.

Considerable knowledge of communication installations, capabilities and limitations, service requirements and associated costs.

Considerable knowledge of the current literature, trends, and developments in the field of instructional technology, blended learning, and virtual learning.

Considerable knowledge of the principles of supervision, organization, and administration.

Ability to plan, direct, and coordinate the work of subordinates.

Ability to develop long-term goals and objectives.

Ability to evaluate the effectiveness of programs and make recommendations for improvements.

Ability to evaluate requests for changes and/or updates to currently installed technology.

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Ability to evaluate software applications and to make recommendations for improvement.

Ability to schedule and monitor development projects.

Ability to estimate work force and time required for technology related projects.

Ability to develop clear, effective instructions for subordinates and users.

Ability to effectively express ideas orally and in writing.

Ability to develop and administer budgets.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.