

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: DIRECTOR III – BLENDED LEARNING PRE K - 12**

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

Under limited supervision, performs professional, supervisory, and management work and is responsible for the overall leadership and supervision of the Blended Learning initiatives for Guilford County Schools. Areas of supervision include the instructional technology program, computer skills curriculum, and distance learning. Areas of supervision are responsible for providing staff development opportunities to meet the goals of the blended learning plan, selection, purchase, and distribution of instructional technology equipment, courseware, application software, networking and communication installations, and the development of associated standards, security and backup/recovery. Work involves providing resources, determining needs, setting direction, and implementing strategies to accomplish the goals of the department and the district. Work also involves performing general management functions of the department to include budget development and administration, organizational development, employee development/training, and other personnel related functions. Employee must exercise considerable tact and courtesy in frequent contact with school officials, administrators, subordinate staff, and vendors. Reports to the appropriate supervisor.

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

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

Set the vision and strategy for the Blended Learning Pre K -12 Department and oversee the effective, district-wide implementation of all its initiatives.

Oversee the Department employees, including effectively coaching, engaging and motivating team members who are responsible for implementation, management and evaluation of blended learning initiatives.

Represent the district's blended learning initiatives to the school community and the public, plans and coordinates special activities and presentations to promote blended learning, and interacts and develops partnerships with state government, vendors, business and industry professionals.

Work with senior leadership to affect the change required at all levels of the organization to drive utilization of student-centered, digital curriculum.

Model the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.

Convene system-wide and small group meetings to share ideas and to improve the blended learning initiatives.

Initiate and maintain a high-performing network of thought partners to support the continuous

## DIRECTOR III – BLENDED LEARNING PRE K - 12

improvement of GCS' blended learning initiatives.

Develop new program applications through researching new developments and trends in blended learning, visiting other innovative projects/systems, meeting with vendors and consultants, evaluating new software and equipment, and meeting with principals and other educators.

Manage resources and determine needs to accomplish the goals of the department and the district, including seeking and facilitating grant opportunities; prepare, submit and ensure that expenditures meet proper guidelines for blended learning-related grants and reimbursement programs.

Serve as the system contact for communication and coordination with the NC Department of Public Instruction (DPI) in the area of blended learning; assure that the district program is consistent with state mandated criteria and structures.

Prepare and submit division operational and organization-wide blended learning budgets; evaluate expenditures to ensure proper allocation of funds and adherence to organizational accounting requirements.

Work with staff to develop and enforce backup/recovery plans for all systems; develop and enforce security standards and procedures for all systems.

Conduct K-12 school visits and provide support for needs of educators, students and parents/families.

Exercise considerable tact and courtesy in frequent contact with school officials, administrators, subordinate staff and vendors.

Lead Virtual Learning initiatives, including developing and implementing short-term and long-term plans for:

- eLearning Virtual Learning Academies for grades K-5 and 6-8.

- Remote Learning program for students during extended school closures and other emergency situations.

- Credit Recovery program for high school students who have not earned required course credit for graduation with an opportunity to recover lost credits.

- Building-specific content and technical support for students and families regarding their students' devices and accompanying platforms.

Lead 1:1 programs in schools, including developing and implementing short-term and long-term plans. The Director will:

- Select, purchase and distribute equipment, courseware and related materials necessary to provide each student with a device such as a laptop or tablet.

- Review and evaluate new hardware and software as it is developed, prepare system specifications, prepare purchasing information, and manage site and system license agreements.

- Collaborate with building principals to provide building-specific content and

## DIRECTOR III – BLENDED LEARNING PRE K - 12

technical supports for students and families regarding their students' devices and accompanying platforms.

Lead and collaborate with Blended Learning PreK-12 Department, Curriculum Department and Technology Services Department to determine and implement professional development for educators across content areas related to blended learning.

### **ADDITIONAL JOB FUNCTIONS**

Performs other related work as required.

### **MINIMUM TRAINING AND EXPERIENCE**

Bachelor's degree in computer science, information management, or related field, with a Master's degree preferred; and at least 8 years of experience in the area of technology, including at least 4 years of supervisory experience; or any equivalent combination of training and experience which provides the required knowledge, skills, and abilities.

### **SPECIAL REQUIREMENTS**

Must hold or be eligible to hold appropriate educator license issued by the North Carolina Department of Public Instruction.

### **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

## DIRECTOR III – BLENDED LEARNING PRE K - 12

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 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.

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.

## DIRECTOR III – BLENDED LEARNING PRE K - 12

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

Considerable knowledge of cabling infrastructure and electronic components required for networking.

Considerable knowledge of the capabilities, limitations and service requirements of mainframe computers and auxiliary equipment.

Considerable knowledge of computer programming techniques and system development methodology.

Considerable knowledge of the current literature, trends, and developments in the field of technology.

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.

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

Ability to schedule and monitor development projects.

Ability to estimate manpower 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.