

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: DIRECTOR III - INSTRUCTIONAL TECHNOLOGY/ PERSONALIZED ACHIEVEMENT CURRICULUM ENVIRONMENT (PACE)

GENERAL STATEMENT OF JOB

Under limited supervision, performs a variety of supervisory and administrative tasks to provide leadership and coordination of curricular and instructional programs across all organizational levels. Employee is responsible for supporting and coordinating the efforts of the Personalized Achievement Curriculum Environment (PACE) grant, middle school principals as well as central office curriculum, instructional technology, PACE personnel, all middle school students and their parents/guardians. Work involves coordinating curriculum with the personalized learning environment. Employee is also responsible for planning and implementing professional development related to personalized learning as it relates to the grant. Work involves providing coordination between the Technology Services department and Academic Services. The Director will facilitate a district's transformational Technology objective personalized learning implementation using technology. The Director leads the Instructional Technology Department in the use of technology incorporating district goals. The Director must exercise considerable leadership involving the frequent contact with school officials, fellow employees, and subordinate employees. Employee works with other system level personnel to effectively coordinate the integration and sharing of information between departments and the broader community. Reports to the appropriate supervisor.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Supervises the PACE facilitators and the PACE grant evaluator.

Serves as the first line of communication between the district and the Federal Department of Education.

Coordinates all project activities including all federal reporting, budgeting, evaluation, and hiring of other project staff.

Initiates and oversees curricular and instructional programs designed to improve instruction and student achievement in middle schools through the use of personalized learning.

Coordinates and integrates the curriculum and instruction programs with regional superintendents, principals, and curriculum facilitators.

Oversees curricular and instructional support for middle school teachers, administration and district on the new personalized learning environment.

DIRECTOR III-INSTRUCTIONAL TECHNOLOGY/PACE

Coordinates professional development for middle school teachers, administrators, and the parents/guardians of all middle school students.

Works towards developing an improved understanding of adolescents' educational, social, emotional and behavioral needs on the part of teachers, administrators, and parents.

Designs monthly PACE facilitator professional development opportunities that align with the district's mission and goals.

Initiates and maintains effective liaison with other school districts and with independent schools in order to keep abreast of new educational developments and ideas.

Uses their role as an instructional leader to deliver the importance that one-size-fits-all teaching methods are neither effective nor acceptable for today's diverse students. Technology can and should support individual student's choices about access to materials and expertise, amount and type of educational content, and methods of teaching.

Utilizes knowledge of effective teaching and learning practices, common core, and formative assessment to inform the use of the technology initiative to accomplish personalized learning.

Collaborates effectively between Academic Services and Technology Services.

Explores digital media content as applicable for the instructional technology department.

Stays abreast of current educational developments and the literature; participates in the affairs of state and national professional societies.

Remains current in state and federal program guidelines, procedures, rules, and laws.

Assists in developing strategic plans for improving student achievement.

Coordinates with the Finance department the budgeting process for timely and accurate implementation of approved budgetary directives; responds to requests for information and/or assistance from the BOE, the Superintendent, site based administrators and other school system personnel.

Proposes budgetary needs for school-wide, level-wide, and/or district-wide implementation of instructional programs.

Leads the process of creating and revising curriculum guides that are inclusive of pacing, scope, and sequence, instructional strategies, sample assessment items, aligned resources, and linkage to *the Common Core State Standards and Essential Standards* through use of personalized learning.

Previews, reviews, and evaluates instructional and curricular programs that are to be placed on the learning device to determine selection and implementation.

DIRECTOR III-INSTRUCTIONAL TECHNOLOGY/PACE

Assists principals with school-based staff development plans.

Assists school staff with community relations and parent involvement issues; coordinates with various community agencies to meet the needs of students; provides information to the local media when appropriate as related to the PACE grant and its' implementation.

Maintains open communication with all levels of the school system hierarchy; serves as liaison between schools and the various departments within the Central Office; maintains regular contact with other executive directors to exchange ideas, share information and develop plans.

Serves as a member of the district-wide planning teams.

ADDITIONAL JOB FUNCTIONS

Maintains various records and statistics; creates annual reports and budgets to fulfill federal requirements.

Carries out duties assigned by the Chief of Curriculum and Organizational Development Officer as required to meet district and goals and objectives.

Monitors budget expenditures.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree in Education, curriculum and instruction preferred and/or Education Administration with a Master's degree preferred, and 6 to 9 years of experience in an educational administrative capacity; or any equivalent combination of training and experience which provides the required knowledge, skill and abilities.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers, typewriters, copiers, calculators, etc. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

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

DIRECTOR III-INSTRUCTIONAL TECHNOLOGY/PACE

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

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, articles, manuals, etc. Requires the ability to prepare correspondence, reports, forms, meeting minutes and speeches using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

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; and to 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 standard English.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to understand and apply the principles of descriptive statistics and statistical inference.

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 using automated office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment. 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 cognitive, affective, social and physical development of school children.

DIRECTOR III-INSTRUCTIONAL TECHNOLOGY/PACE

Considerable knowledge of the County and School Board policies, procedures and standards regarding education.

Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

Considerable knowledge of the process and strategies used in implementing instructional Technology plans.

Considerable knowledge of new computer, video, communication, web-based technologies, curriculum design, and working knowledge of instructional design and assessments.

General knowledge of the *Common Core State Standards and new Essential Standard*.

Skill in counseling and developing staff.

Ability to listen to others and remain receptive to new ideas.

Ability to address criticism in an appropriate manner and develop constructive outcomes.

Demonstrate sustained effort and enthusiasm in the quality and quantity of work.

Ability to effectively educate/mentor technology users.

Ability to assess the needs of students.

Ability to plan, develop, implement and evaluate large programs and training.

Ability to set high level goals and develop long range plans.

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

Ability to use common office machines and popular computer driven word processing, spreadsheet and file maintenance programs.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to effectively express ideas orally and in writing.

Ability to make oral presentations before large groups of people.

Ability to exercise considerable tact and courtesy in frequent contact with the public.

DIRECTOR III-INSTRUCTIONAL TECHNOLOGY/PACE

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.