

**OAKLAND UNIFIED SCHOOL DISTRICT**  
Office of the Superintendent of Schools

August 24, 2016

<b>Legislative File</b>	
File ID Number:	16-1727
Introduction Date:	08/24/2016
Enactment Number:	16-1405
Enactment Date:	8/24/16
By:	OR

TO: Board of Education

FROM: Antwan Wilson, Superintendent  
Tara Gard, Interim Deputy Chief Talent Officer, Talent Division

SUBJECT: Revision of Position – Teaching & Learning

1. Coordinator, Instructional Technology

**ACTION REQUESTED**

Approval by the Board of Education of Resolution No. 1617-0031 for the revision of Coordinator, Instructional Technology job for Teaching and Learning.

**BACKGROUND:**

The Talent Division recommends approval of this job description as part of its ongoing work to revise and update the job classifications needed to implement the strategic plan, create greater clarity of roles, and have a written job description that reflects the scope and responsibilities for every position in the District.

**BUDGET IMPACT**

None.

**RECOMMENDATION**

Approval by the Board of Education of Resolution No. 1617-0031 for the revision of Coordinator, Instructional Technology job for Teaching and Learning.

**RESOLUTION  
OF THE  
BOARD OF EDUCATION  
OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT  
Resolution No. 1617-0031**

- Teaching & Learning -

**Revision of Job Description**

- Coordinator, Instructional Technology -

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**WHEREAS**, it is the goal of the Oakland Unified School District to ensure organizational effectiveness, efficiency and accountability to further student achievement; and

**WHEREAS**, it is the intent of the District to develop a structure which focuses on providing high standards of service and increasing accountability across the system; and

**WHEREAS**, the job descriptions align with the District's priority of a Full Service Community School District and to enhance service our students, schools and community, and

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Education hereby approves the revision of the attached job description:

1. Coordinator, Instructional Technology

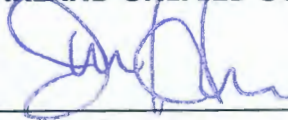
Passed by the following vote:

AYES: Shanthi Gonzales, Aimee Eng, Jody London, Roseann Torres, Jumoke Hinton Hodge, Vice President Nina Senn, President James Harris  
NOES: None  
ABSTAINED: None  
ABSENT: None

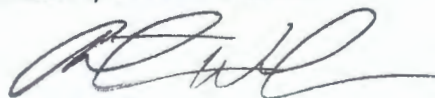
I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District held August 24, 2016.

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**OAKLAND UNIFIED SCHOOL DISTRICT**



James Harris  
President, Board of Education



Antwan Wilson  
Superintendent and Secretary, Board of Education

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# OAKLAND UNIFIED SCHOOL DISTRICT

## Position Description

<b>TITLE:</b>	<b>Coordinator, Instructional Technology</b>	<b>REPORTS TO:</b>	<b>Deputy Chief of Teaching and Learning</b>
<b>DEPARTMENT:</b>	<b>Teaching and Learning</b>	<b>CLASSIFICATION:</b>	<b>Classified Management</b>
<b>FLSA:</b>	<b>Exempt</b>	<b>WORK YEAR/HOURS:</b>	<b>261 days / 7.5 hours</b>
<b>ISSUED:</b>	<b>Created: June 2007 Revised: April 2016 Revised: August 2016</b>	<b>SALARY GRADE:</b>	<b>ADCL 17</b>

**BASIC FUNCTION:** Under the direction of the Deputy Chief of Teaching & Learning, provide leadership and guidance in the implementation of district wide instructional technology. Provide technical assistance and support to all schools in all instructional technology programs and functions.

**REPRESENTATIVE DUTIES:** (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to reflect the principal job elements accurately.)

### ESSENTIAL FUNCTIONS:

Coordinate integration of technology into the learning process.

Manage and implement instructional technology programs, projects, grants and related resources.

Collaborate with a variety of partners including regional, state and national agencies, private industry, community-based organizations and institutes of higher education.

Coordinate and promote participation in organizations, events, and conferences concerning instructional technology.

### Curriculum:

Support and coach all Content Leaders and Teachers in the implementation of technology in the classroom within each content area.

Contribute to the leadership and direction in district and site instructional technology planning, training, assessment programs, equipment acquisition, applications development, and establishment of standards for digital learning using a technology scope and sequence.

Serve as a liaison to the Network Team, Research Data and Assessment, site administrators and other OUSD departments to review, adopt, and implement curriculum; develop, implement, and assess technology supported training programs; and identify best practices.

Collaborate with the T&L/Career Pathways Curriculum Leader and the High School Office to support the district Academic Career Success Initiative as well as the Linked Learning approach.

Work alongside the T&L/Career Pathways Curriculum Leader to develop and rewrite course outlines that reflect Career Technical Education integration and alignment.

Collaborate with teachers, as needed, to develop and rewrite middle and high school technology-based courses to align with the National Educational Technology Standards for Students.

Preview hardware, software, and other electronic products to identify appropriate resources for instruction in partnership with Technology Services.

Collaborate with teachers to review and adopt technology textbooks and resources for use in the technology classrooms.

Organize and lead curriculum writing projects to integrate technology as well as teach digital citizenship and cyber safety in the classroom.

Hold regular meetings with school technology representatives for dissemination of technology related information.

Work with various departments in Cabinet to support district technology initiatives.

Support and facilitate articulation of technology education activities with institutions of higher education e.g. Laney, Peralta.

Assist with the communication of district policies and procedures, which address instructional technology.

Assist with the updating of the Teaching & Learning site.

### **Professional Development**

Provide multi-modal (face-to-face and online) professional development to operationalize the district-created Technology Scope and Sequence.

Provide professional development for teacher-leaders to guide them in the redesign of performance tasks for formative and interim assessments that require the use of technology aligned to the Smarter Balanced standards.

Provide coaching support to sites that have procured new technologies (tablets, laptops) and software to support students' acquisition of current technology skills.

Disseminate information on research-based instructional and assessment strategies to assist teachers and administrators in the classrooms and schools.

Attend local, state and national conferences deemed beneficial to strengthening the district's view of electronic and digital tools in the classroom.

### **Grants**

Apply for Federal, State or private technology related grants to support the use of technology/digital tools and programs in the district.

Implement, coordinate activities and budgets as well as monitor funded technology grants.

Assist in the completion of Federal and State mandated and District level technology surveys and reports.

### **Other**

Supervise, evaluate, and hold accountable the performance and professionalism of assigned staff; interview and select employees, and recommend transfers, reassignments, terminations, and disciplinary actions; plan, coordinate, and arrange for appropriate professional development opportunities for assigned staff.

Participate in development and implementation of departmental goals, objectives, policy priorities, standards, and procedures.

Provide cross-training to department staff.

Perform other related duties as assigned.

### **QUALIFICATIONS:**

The District determines whether a candidate is qualified based on fulfillment of prerequisites, relevant work experience, ability to perform the essential functions, reference checks, effective interpersonal and communication skills demonstrated by interview performance and/or writing samples, and achievement on performance-based assessments (if applicable) that demonstrate the candidate possesses the requisite knowledge, skills and abilities. Meeting prerequisites only satisfies the initial screening process and does not indicate the candidate is qualified to perform the essential functions of the position.

**KNOWLEDGE OF:**

- Current K-12 instructional practices, principles, tools and techniques of instructional technology
- Principles and techniques for project planning scheduling and control
- Public sector business practices
- Emerging trends in instructional technology
- The use of technology to support instruction in K-12 curriculum content areas
- Urban school system environment and commitment to improving student achievement
- Cultural competence and a deep understanding of and empathy for issues facing urban families
- Applicable federal, state, and District codes, regulations, policies and procedures governing work scope
- Diversity, sensitivity and competence with regard to issues of race, learning or other ability, ethnicity, culture, religion, gender, socio-economic group, sexuality or other orientations or cultural markers
- Correct English usage, grammar, spelling, vocabulary and punctuation
- Management, budgeting and contract administration principles and practices
- Effective supervisory techniques
- Problem solving processes and techniques
- Applications commonly used in Oakland USD elementary and secondary settings including but not limited to: Google Apps (e.g., Classrooms, Docs, Drive, Forms, Sheets), collaboration tools (e.g., Padlet, Today's Meet, Kahoot), project management tools (e.g., Asana, Trello)

**ABILITIES TO:**

- Define specific goals and develop sound strategies to accomplish instructional objectives
- Understand and implement complex oral and written directions given in English
- Compose clear, complete and concise correspondence and reports independently using correct grammar, syntax, punctuation and spelling
- Communicate, interact and work effectively and cooperatively with people of diverse ethnic and educational backgrounds and a willingness to contribute to cultural diversity for educational enrichment
- Work effectively with diverse groups of stakeholders including certificated, classified, parents, students, managers, and external entities
- Work independently or within a team
- Coach and facilitate effectively
- Learn new platforms and applications
- Work with advisory groups in establishing and implementing District technology goals and objectives
- Supervise and work effectively with departmental personnel
- Maintain confidentiality in all aspects of the job
- Manage multiple tasks and priorities with frequent interruptions
- Manage a variety of tasks in many settings on a daily basis
- Plan and coordinate projects
- Develop project timelines and schedules
- Track progress
- Analyze bids and proposals for hardware educational learning resources acquisitions

**PREREQUISITES**

Bachelor's degree

Three (3) years of directly related instructional technology experience in K-12 institutions

Master's degree preferred

Postgraduate instructional technology coursework preferred

Some experience in providing professional development and/or recent mentoring or support experience desirable

Valid California Teaching Credential preferred but not required

Valid California Driver's License

**PRE-EMPLOYMENT PROCESS:**

Employment eligibility will include fingerprints, tuberculosis and/or other employment clearance

**WORKING CONDITIONS**

**ENVIRONMENT:**

Office and diverse school site environments; driving a vehicle to conduct work; fast-paced work; constant interruptions

**PHYSICAL REQUIREMENTS:**

Consistent mental alertness; sitting or standing for extended periods of time; lifting, carrying, pushing, and pulling objects up to 30 pounds, occasionally 30+ pounds; bending and twisting at the waist, reaching overhead, above the shoulders and horizontally; dexterity of both hands and fingers while performing duties; seeing to read, write and use the computer; hearing and speaking to exchange information, in person or on the telephone, and make presentations.

**NON-DISCRIMINATION POLICY:**

The Oakland Unified School District does not discriminate in any program, activity, or in employment on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation.