



DIRECTOR OF DIGITAL INSTRUCTIONAL RESOURCES

Classification: Director Level II

Location: District Office

Reports to: Director Instructional Technology & Learning Services FLSA Status: Exempt

Employee Group: Executive/Managerial

The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Part I: Position Summary

The Director II with the responsibility for digital resources leads management, utilization and reporting of various Learning Management Systems (LMS), along with a wide variety of curricular, instructional, productivity and multi-media tools. The LMS Director II serves as an expert within areas of responsibility including but not limited to Google Applications, Microsoft Office 365, LMS applications, data safety, privacy and security; federal, state, and local laws, policies and procedures; instructional technology, standards-based course design, instruction, assessment and grading; and curricular resources.

Part II: Supervision and Controls over the Work

Serves under the direction and supervision of the Director III. Is held responsible for results in terms of effectiveness of planning, policies, and programs, and for contribution to and achievement of district goals and objectives. Work is guided by, and must follow, federal and state law, policy direction of the School Board, and compliance with state and local regulatory agencies.

Part III: Major Duties and Responsibilities

Program Administration:

1. Collaborates with school administrators and District leaders to support and advise on the district data governance, digital safety and privacy protection.
2. Provides leadership in curriculum mapping and content accessibility through various applications and environments. May organize and guide teacher and administrator teams in the assessment and recommended adoption of digital curriculum and instructional tools. Assists in the development and implementation of instructional practices and strategies specific to various content areas.
3. Works with school education teams in curriculum, instructional practice, and program implementation. Assists or leads in the identification and application of best practices in effectiveness, efficiency, and deeper learning through utilization of technology.
4. Maintains current knowledge of national, state, and district policy and procedural requirements as they impact staff, students and families. Works closely with administrators, teachers, and support staff to advise on and assist in meeting such requirements. May assist in problem solving meetings with teachers and administrators. Conducts research into issues and programs as needed.

5. Reviews building-level and departmental-level digital resource acquisition, utilization and data privacy for assurance of maintaining district standards. May organize and guide teacher and administrator teams in the assessment and recommended adoption of digital curriculum and instructional tools.
6. Works with school education teams in curriculum, instructional practice, and program implementation. Assists or leads in the identification and application of best practices in effectiveness, efficiency, and deeper learning through utilization of technology.
7. Develops and implements professional development programs for all staff groups including teachers and administrators around technology including customized end-user documentation and coaching materials (i.e. screenshots, video, interactive lessons) as needed for the purpose of creating clear instructions for end user daily reference.
8. Assists administrators and staff with the collection and utilization of data to inform instruction, procedures, and practices. May perform data analysis using spreadsheets and other software to report and analyze program needs. Designs and produces custom statistical reports, prepares graphic and data presentation materials. Assures security and protection of staff and student specific information and assessment information.
9. Provide leadership and customer service to support the work of instructional administrators, teachers and support staff in the areas of standards-based course design, assessment and grading for learning practices and technology for the purpose of deepening critical thinking using depth of knowledge, promoting digital safety, and engaging in greater collaboration, effective communication and creativity.
10. Receives inquiries concerning the district program areas. Refers inquiries as appropriate or personally researches the inquiry and prepares and communicates response. Tracks and assures timeliness of responses either individually or through coordination with others and approval of supervisor.

Program Leadership: Assists and supports the Director III in the following

1. **Planning and Programming:** Participates in discussions on evolving demands and expectations and the impact those demands and expectations will have on assigned programs. Uses forecasting tools and strategies to predict future needs. Develops strategies and programs that respond effectively to anticipated needs and the changing profession.
2. **Financial Management and Strategic Planning:** Administers programs within approved budget parameters including allocation of staff resources. Participating in maintaining and evaluating financial reports.
3. **Policy Formulation and Guidance:** Formulates policies necessary to implement program management goals and objectives and to assure effective operation of assigned programs. Establishing a system for periodic review of policies to determine when modifications are necessary to advance the goals of the department and to serve the overall needs of employees and managers and the organization.
4. **Program Direction and Staff Oversight:** Assists in identifying and assigning staff to participate in specific committees and activities. Assures that participants possess and practice the knowledge, skills, and values necessary to fulfill the specific task. Provides the necessary communication, collaboration and coordination processes that assure effective team work and fulfillment of necessary outcomes.

5. Program Evaluation: Provides for continuous assessment of program effectiveness and/or changing needs. Participating in conducting a comprehensive assessment review of programs to determine their level of effectiveness and contribution to the mission of the department and to identify problem areas, areas of high success, and areas in needs of change. Preparing structured presentations to district leadership to share the program evaluation results.

Performs other duties as assigned.

Part IV: Minimum Qualifications

1. Must have successful experience in working with culturally diverse families and communities or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Master's Degree or equivalent in assigned or closely related areas of study and specialized certifications in related areas.
3. Minimum of five years of demonstrated high quality PK-12 teaching and leadership in technology.
4. Strong analytical and problem-solving skills and understanding of client-centered support and services.
5. Excellent oral, written, presentation, and interpersonal communication skills.
6. Ability to work both independently and cooperatively and to provide leadership to working teams.
7. Ability to organize work, set priorities, and meet deadlines. Ability to establish effective coordination and working relationships at all levels of the organization.
8. Ability to remain calm, deliberate, and tactful in stressful and emotional situations.

Part V: Desired Qualifications

1. Administrative or teacher leadership experience.
2. Direct experience in a PK-12 educational setting.
3. Administrative certification is desired.

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.



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While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear and speak.

The employee must occasionally lift and/or move 25 to 50 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

The employee may sit or stand for longer than 2 hours at a time, may lift objects repeatedly, and may undertake repeated motions.