**Digital Learning Coach –Elementary**

 **ESSER**

**Employee Name (Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reports To:** Coordinator of Elementary Instructional Technology

**Dept/Campus:** Instructional Services **Paygrade:** Teacher Scale

**Wage/Hour Status:** Exempt **Date Revised:** July 2021

**This job description reflects management’s assignment of essential functions; it does not prescribe or restrict the tasks that may be assigned.**

**PRIMARY PURPOSE:**

Assist teachers and empower them to utilize their skills and abilities to maximize their teacher effectiveness. This will be done through demonstration lessons, observation of teachers, reflective sessions, professional development and other methods to increase teacher effectiveness and leadership that leads to student growth and achievement.

**QUALIFICATIONS:**

**Education/Certification:**

Bachelor’s degree required

Master’s degree in curriculum and instruction or educational leadership preferred

Texas teacher certificate in appropriate area

**Special Knowledge/Skills:**

Proficient understanding of curriculum and instruction

Ability to evaluate instructional program and teaching effectiveness

Ability to assess teaching practices and provide information in a way that is strength based.

Ability to model teach in a wide range of grade levels and subject areas

Ability to provide professional development training individually, in small and large groups

Strong evaluative and assessment skills of staff and student data

Strong communication, public relations, and interpersonal skills

Calm and patient demeanor with staff, students and others

**Experience:**

Three years experience as a classroom teacher

**MAJOR RESPONSIBILITIES AND DUTIES:**

1. Collaborate with the technology team to determine professional development opportunities for staff;
2. Meet regularly with the technology leadership team to discuss ideas and develop technology initiatives and projects school-wide and district-wide;
3. Contribute to the development of school technology plans;
4. Assist and support district technology initiatives;
5. Assist with the development of assigned technology curriculum documents and the integration of technology strategies into content curriculum documents.
6. Meet regularly with curriculum teams and/or grade level teams to help facilitate lesson design for maximum impact on student learning;
7. Assist teachers in developing curriculum materials and specific lesson plans to utilize technology and the media resources;
8. Model the integration of technology in all curriculum areas;
9. Coach and provide onsite support for digital learning;
10. Provide onsite assistance to staff in the selection and use of digital resources into the learning environment;
11. Read, disseminate, and model current best practice information to staff;
12. Maintain ongoing communication with campus administrators and grade-level teachers;
13. Communicate the district technology plan at the site level;
14. Conduct staff development in the areas of technology integration and best practices;
15. Provide support and professional development with new instructional software/hardware and district technology initiatives;
16. Attend meetings and staff development functions as necessary to develop skills;.
17. Collaborate with other digital learning coach and technology leadership team;
18. Assist with fixed asset and inventory activities of district and campus technology products;
19. Engage in ongoing evaluation of the effectiveness of the informational and instructional technology planning and staff development;
20. Serve as a source of information on trends, research, applications, and effective practices related to effective technology integration;
21. Provide technical advice and assistance to building-level users of technology and media integration;
22. Ensure all staff are regularly and effectively informed of safeguarding district policy and practice, as it relates to digital learning;
23. Participate in the district-level decision-making process to establish and review the district’s goals and objectives and major classroom instructional programs of the district;
24. Obtain and use evaluative findings (including student achievement data) to examine curriculum and instruction program effectiveness;
25. Assist in the implementation of policies established by federal and state law, State Board of Education rule, and local board policy in curriculum and instruction area;
26. Compile, maintain, and present all reports, records, and other documents required;
27. Review and analyze data, including student achievement data, to examine instructional program effectiveness;
28. Model behaviors, which insure the development of a district team, focused on problem solving and meeting student needs;
29. Actively support the efforts of others to achieve district goals and objectives and the campus performance objectives; and
30. Demonstrate behavior that is professional, ethical, and responsible and serve as role model for all district staff.

**SUPERVISORY RESPONSIBILITIES:**

None

**WORKING CONDITIONS:**

**Mental Demands:**

Ability to communicate effectively (verbally and written); interpret policy, procedures, and data; coordinate district functions; maintain emotional control under stress; maintain a clear focus on customer service; ability to manage others in a non-coercive manner

**Physical Demands:**

While performing the duties of this job, the employee is regularly required to sit; stand and move throughout the facilities. Duties also require repetitive hand motions; prolonged use of computer; moderate standing, stooping, bending, lifting/transport of up to 50lbs.Frequent district-wide and occasional statewide travel; occasional prolonged and irregular hours.

The foregoing statements describe the general purpose and responsibilities assigned to this job, and are not an exhaustive list of all responsibilities, duties and skills that may be required.

Employee Date

Supervisor Date