

Vail School District Job Description

Job Title: COORDINATOR OF DIGITAL LEARNING

Reports To: Chief Information Officer

FLSA Status: Exempt

Classification: Level 23

Created: 05/20/2012

Approved: 06/12/2012

Revised: 09/10/2012

SUMMARY

Designs, implements, and maintains the Vail Blended Learning Program and other digital learning programs around the District. The Coordinator of Digital Learning reports directly to the Director of Technology, and works cooperatively with the Coordinator of Online Learning.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Coordinates blended learning programs, both internal and external, by providing teacher and student orientation, staff training, and program monitoring.
- Manage Vail Blended Learning Center(s) including program administrative duties, and technology support.
- Collaborates with Director of Technology to manage AOI reporting for all digital learning programs, including 20-day reporting and yearly ADE reporting.
- Schedules, facilitates, and proctors district and state assessments for digital learning students. Including, but not limited to: Benchmarks, AIMS / Stanford 10, and ACT / Explore.
- Collaborates with Director of Technology to plan and implement professional development for digital learning teachers that ensures all professional development is in alignment with the Vail School District professional development standards and the district curriculum guides.
- Coordinates student data for digital learning students, including but not limited to: assessment data, enrollments, and transcripts.
- Collaborates with Director of Technology to create and manage program budgeting and purchases.
- Evaluates online and digital learning staff including paraprofessional, teachers, and Coordinator of Online Learning.

SUPERVISORY RESPONSIBILITIES

This position will supervise and evaluate District digital learning staff.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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EDUCATION and/or EXPERIENCE

- Bachelor's degree in a related field.
- A minimum of three (3) years experience or a licensed teacher working with online students.
- Experience in the principles and practices of Cognitive Coaching.
- Experience with the implementation and assessment of data driven professional development.
- Experience in online education and program implementation.
- Has the ability to link and coordinate professional development with student achievement.
- Any equivalent combination of experience and education that would meet the minimum requirements.
- Proficiency with MS Office programs including Word, Excel, and PowerPoint.
- Demonstrated knowledge and proficiency in working with computers and other types of technology

ABILITIES

- Strong organizational and interpersonal skills.
- Demonstrates successful teamwork and collaboration skills.
- Demonstrates strong communication skills, writing competency, effective listening, and presentation skills.
- Self-motivated, highly organized, and detail-oriented.
- Ability to establish and maintain effective working relationships with staff, supervisors, parents, students, and external organizations, representing diverse populations.
- Professional demeanor with strong ethical standards and ability to adapt to change.
- Ability to learn and train across regular education and special education professional development content and skills.
- Proven ability to work in a fast-paced, demanding environment, on multiple projects simultaneously both as a team member and individually.
- Flexibility to travel, as required.

LANGUAGE SKILLS

Ability to read and interpret a variety of technical and educational documents. Ability to speak and present information effectively in one-on-one and small group situations and respond to questions and complaints from parents, administrators, students, school staff, and the general public. Strong writing, researching and editing skills. Strong familiarity with writing in journalistic and advertising style. Ability to convey ideas and messages in one-to-one and group settings.

MATHEMATICAL SKILLS

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret graphs and charts.

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REASONING ABILITY

Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

CERTIFICATES, LICENSES, REGISTRATIONS

- Teaching Certificate issued by the Arizona Department of Education.
- Valid Arizona Fingerprint Clearance Card

PHYSICAL DEMANDS

The physical demands 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.

While performing the duties of this job, the employee is regularly required to stand; walk; sit; use hands to finger, handle, or feel; reach with hands and arms; and talk or hear. The employee frequently is required to climb or balance and stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, color vision, peripheral vision, and ability to adjust focus.

WORK ENVIRONMENT

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually low to moderate.