Teacher on Special Assignment - Personalized Learning Coach

Qualifications:
ND High School Teaching Credential (preference for Math, ELA, Social Studies or Science)
5 years education experience preferred.
One year project/team leadership experience.

Job Goal:
Work collaboratively to research, design and implement a variety of personalized learning pathways for students to achieve fulfillment of their potential. Responsible for providing support in designing of units and lessons, content knowledge in all academic areas, analyzing data in order to modify curriculum, and forms of assessment and sharing of best practices for personalizing learning. Flexible work hours are required. Position works with both student and adult learners as well as community members.

TERMS OF EMPLOYMENT: Salary and work year to be according to the current and subsequently negotiated schedules and contracts.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of professional personnel.

Essential Functions:
- Works without direct guidance.
- Resolves highly complex problems using project management strategies.
- Leads teams in planning, implementing, and supporting personalized learning.
- Lead teams in planning, implementing, and supporting educational technology innovations such as blended environments.
- Manages projects from conception to implementation to maintenance.
- Trains, coaches, and mentors colleagues, teachers, support staff, and administrators.
- Is a super-user of sophisticated technology based systems for curriculum, assessment, and data.
- Analyzes trends and makes recommendations.
- Maintains a fluid and flexible schedule of work hours that accommodates the varying schedules of collaboration with multiple job roles throughout the district.

Job Responsibility Categories

Teaching and Learning:
- Work collaboratively with staff and student learners to build authentic personalized learning experiences that allow fulfillment of learner potential.
- Model and Implement research-based effective instructional strategies for personalized learning.

- Collaborates to create and implement a competency-based (standards aligned) system to honor student learning in a variety of ways (online, internships, projects, seminars, classroom, etc.)
- Provides an atmosphere and environment conducive to the intellectual, physical, social, and the emotional development of learners.
- Communicates and interacts with students, parents, staff, and community.

Coaching, Collaboration, and Communication:
- Maintains positive and continuous communication internally and externally.
- Focuses on collaboratively defining and meeting the needs of stakeholders.
- Works on projects as part of a team.
- Exchanges ideas and contributes skills that complement other team members.
- Collaborates, coaches, and mentors with a variety of learners.
- Demonstrates curiosity, flexibility, and openness to ambiguity in exploring ideas.
- Consults with administrators, principals, teachers, and other staff regarding needs and implications.
- Enables learners with knowledge and skills to support personalized learning.
- Stays current with latest educational trends for personalizing teaching and learning.
- Shares concerns, ideas, best practices, and solutions with collaborators.

Project and/or Personnel Management:
- Plans budgets, if applicable.
- Meets deadlines.
- Organizes and motivates employees and/or colleagues.
- Researches, plans, and leads teams to implement personalized learning innovations.
- Supports and builds capacity for integration and use of instructional technology tools (including LMS, Powerschool, Google, website, etc.)
- Creates plans and composes messages/communique on project plans and results to a variety of audiences.
- Operates from a systems perspective. Understands how systems interconnect.
- Predicts, listens, and responds to needs by planning and implementing system improvements.
- Collaborates with diverse teams to the production of project plans and accomplishment of identified deliverables.
- Evaluates project team progress using program evaluation processes.
- Model and support the use of blended learning systems.

Decision Making and Analytical Thought:
- Makes decisions that are aligned with organizational thought, fair, and consistent. Follows existing decisions and seeks input when unsure. Synthesizes information. Identifies and uses data and feedback to make improvements.
- Consults with schools/departments on new projects and initiatives to ensure compatibility and consistency with current systems, processes, and policies..
- Consults with schools/departments on new projects and initiatives to provide leadership and facilitate personalized learning environments.
- Independently and collaboratively gathers and synthesizes data to report trends and suggest actions.

- Operates from a data driven decision making perspective. Gathers and/or analyzes data to arrive at a decision that is supported by evidence.

Quality and Results:
- Demonstrates accuracy and thoroughness. Shows a high commitment to quality.
- Creates flowcharts or step-by-step processes (checklists) documenting procedures to maintain quality and consistencies.
- Tracks and analyzes trends around program and learner needs that assist in future planning and support improvements.
- Builds in pilot, feedback, and revision cycles to ensure the best possible experience for all stakeholders.
- Evaluates progress on personal and team goals and strives for continuous improvement.

Core Technology Competencies:
- Possesses technology skills, troubleshooting abilities and educational technology integrations including blended learning environments, assessment environments, and reporting environments.
- Keeps current with changing educational technologies at BPS.
- Research solutions to escalated issues.
- Collaborates with and supports classroom teachers with personalized learning technologies.
- Masters the use of all applications and tools necessary to advance personalized learning in the district. This could include data tools, learning management systems, development tools, etc.
- Models the use of digital tools to facilitate communication, collaboration, critical thinking and creativity.
- Implements technological systems to increase efficiency and provide transparency of information.

Safety and Security:
- Maintains appropriate focus on safety and security for data, property, and people.
- Follows all safety requirements and supports safety goals.
- Follows all safety and security measures set forth within the department and district.
- Adheres to and enforces established security protocols to protect the district's information systems and privileged data.

Other Responsibilities:
- Other duties as assigned.

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment using pertinent software applications; preparing and maintaining accurate records; planning and managing projects; strong writing ability; transporting technology equipment from location to location;, and instructional design skills.

KNOWLEDGE is required to review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: understanding of standards and competency-based education systems, lesson/project planning design and management, assessment, feedback, and differentiated instruction.

ABILITY is required to schedule a significant number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize a wide variety of types of job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; meeting deadlines and schedules; and working as part of a team.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services. Maintain fluid and flexible schedule of work hours that accommodates the varying schedules of collaboration with multiple job roles throughout the district.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, some stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 30% sitting, 50% walking, and 20% standing. The job is performed under conditions with some exposure to risk of injury and/or illness and in some varying atmospheric conditions.

March 2020