

BRANCBURG TOWNSHIP PUBLIC SCHOOLS
Branchburg, New Jersey

Job Description
Instructional Technology Teacher

TITLE:

INSTRUCTIONAL TECHNOLOGY TEACHER

QUALIFICATIONS:

1. Valid New Jersey instructional certificate
2. Experience as a classroom teacher (preferred)
3. Demonstrated experience with integrating technology in all content area curricula at the K-8 level
4. Demonstrated experience with the administration of standardized and non-standardized assessment measures specifically designed to assess students' information literacy, media literacy, technical literacy and financial literacy skills.
5. Proficient in the use of relevant software
6. Demonstrate knowledge of technology tools for word processing, databases, spreadsheets, and presentations for professional and instructional use.
7. Working knowledge of communications and research tools for professional and instructional use.
8. Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources.

PRIMARY FUNCTION:

The instructional technology teacher will support the District's instructional program by developing and teaching comprehensive technology skills aligned to the NJ Core Curriculum Content Standards in Technology and 21st Century learning skills. The successful candidate will collaborate with colleagues to improve instruction, assessment, communication, and student achievement,

REPORTS TO:

Building principal and assistant principal.

MAJOR DUTIES AND RESPONSIBILITIES:

Instructional Planning

1. Draws on NJCCS of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative, and advance students' level of content knowledge.
2. Draws on results of formal and informal assessments to identify teaching strategies and learning activities appropriate to the specific discipline.
3. Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.
4. Plans lessons with clear objectives and relevant measurable outcomes.
5. Incorporates appropriate technology and media in lesson planning.
6. Remains current with District curricula to facilitate, enhance, and design opportunities for authentic cross-curricular integration.

Instructional Strategies

1. Uses instructional technology appropriately.
2. Instructs students in the proper use, care and safe handling of equipment.
3. Uses questioning to stimulate thinking and encourages all students to respond.

4. Provides regular and frequent feedback to students on their progress.
5. Provides many and varied opportunities for students to achieve competence.
6. Communicates high standards and expectations when evaluating student learning:
7. Accurately measures student achievement of, and progress toward learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.

Technology Resource

1. Collaborates with colleagues to improve instruction, assessment, and student achievement.
2. Provides assistance to school staff through model lessons, workshop presentations, suggested techniques, acceptable procedures, and materials for use with students.
3. Provides professional leadership in planning and implementing technology based activities in all areas of the curriculum at the elementary level.
4. Provides training to all professional staff on integrating technology into all areas of the elementary curriculum.
5. Assists with designing programs and practices which will complement the content of instructional programs offered in school to promote the growth and development of all pupils.
6. Establishes and maintains a welcoming atmosphere in an aesthetically pleasing environment that is conducive to productive open lab times and regulates the District's Acceptable Use Policy.
7. Creates and promotes an active public relations program that keeps colleagues abreast of new trends, software, hardware and activities.
8. Serves as a liaison between the school and the district Technology Committee.

Parent Communication

1. Provide clear and timely information regarding classroom expectations, student progress, and ways they can assist learning.

Student Growth and Development

1. Possess strong commitment to help all students can find academic success
2. Assist in creating a positive school climate.
3. Foster a classroom climate conducive to learning.
4. Promote and maintains positive pupil-teacher-parent relationships.

Professional Growth and Development

1. Strive to maintain and enhance professional learning through professional reading, as well as through participation in workshops, conferences, courses, training and appropriate staff development programs in accordance with district guidelines in order to keep abreast of the changes inherent in the fields as they apply to the educational community.
2. Remain current on best practices and scientifically based strategies to develop higher order thinking skills.
3. Reflects critically upon his or her teaching experience, identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth.
4. Contribute to a productive and collaborative culture of learning and collaboration in the school environment by working cooperatively in sharing knowledge, expertise, and skills with others.
5. Maintain the confidentiality of school and student records.

PERFORMANCE RESPONSIBILITIES

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Effectively address appropriate curriculum standards
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

2. Instructional Planning

The teacher plans using the state's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.
- Familiarity with Autism and Asperger's Syndrome and accompanying teaching strategies

4. Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction and to document learning.
- Involves students in setting learning goals and monitoring their own progress.

- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender and special needs.
- Actively listens and pays attention to students' needs and response.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice
- Sets goals for improvement of knowledge and skills
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

7. Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable. Measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.
- Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

TERMS OF EMPLOYMENT:

Work year and salary to be determined by the Board consistent with the terms of any applicable negotiations agreement.

EVALUATION:

In accordance with state regulations, Board of Education policy, agreement between Board of Educations and the Branchburg Township Education Association.

Approved on: _____