Achievement Center Coordinator

TITLE: Achievement Center Coordinator & Technology Integrator

QUALIFICATIONS:

I. Education/Certification: Hold or be eligible to obtain a Maine Department of Education certification. Hold a valid State of Maine Criminal History Records Check Approval.

II. Special Knowledge/Skills:

I. Experience working with high school students and teachers preferred.

II. Ability to communicate verbally and in writing.

III. Ability to work effectively with adults who have many different experiences, attitudes, and skill levels with respect to technology to support them with the integration of technology in classroom instruction.

IV. Active and empathetic listening - giving full attention to what others are saying and taking time to understand and empathize before offering solutions.

V. Time management and prioritization - managing one's own time and setting priorities effectively.

VI. Clarity and simplicity in explanation - communicating clearly and adjusting the message so that it is clear to different end users of technology.

VII. Customer and personal service - knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

VIII. Ability to work effectively and collaboratively with adults and adolescents.

IX. Ability to work independently in solving problems.

X. Strong organizational skills.

XI. Knowledge of basic computer networking concepts.

XII. Ability to communicate a big picture vision and manage details (project management skills).

XIII. Knowledge of multiple Operating Systems.

XIV. Knowledge of basic computer hardware.

XV. Knowledge of basic computer printing devices.

XVI. Troubleshooting technology problems and challenges.

XVII. Coaching and mentoring skills.

XVIII. Knowledge of various software packages and ability to learn new apps and applications quickly.

III. Experience: Demonstrated aptitude or competence for successful fulfillment of assigned performance responsibilities.

REPORTS TO: High School Principal and Director of Educational Technology

JOB GOAL:

To provide general oversight concerning the coordination of the High School Achievement Center to support student learning, including basic troubleshooting of the technology included in the Center; to supervise the work of the Achievement Center Coordinator Assistant who had day-to-day responsibility for the operation of the Achievement Center; and to work with the Library and Information Technology Specialist and the members of the technology team on a day-to-day basis to support the integration of technology into classroom instruction.

PERFORMANCE RESPONSIBILITIES:

The Achievement Center Coordinator aspect of this role is an oversight and supervision role, not a role in day-to-day operations of the Center and includes but is not limited to, the following:

I. Provide basic technical support for Center software and associated hardware. Work with vendor to solve issues that arise regarding that software and schedule any necessary professional training under the terms of contract.

II. Oversee in a general way the organization and coordination of the Center staff (including volunteer staff) so that the Achievement Center best serves the needs of students.

III. To act as the lead ambassador and advocate for the Achievement Center with students, staff, and the community.

IV. To provide the supervision and oversight necessary to support and evaluate the Achievement Center Coordinator Assistant who is assigned responsibility for the day-to-day operations of the Achievement Center.

V. To provide input and advice to the Principal in connection with preparing a budget for the Achievement Center that will allow it to address the needs of students.

VI. Other responsibilities consistent with the successful implementation and operation of the Achievement Center as identified by the Principal.

The duties regarding support for the integration of technology into classroom instruction are the day-to-day primary duties of this position and include but are not limited to the following:

I. To work as an integral member of the technology staff, including attendance at technology staff meetings and coordination with the efforts of other staff in the Cape Elizabeth schools involved in supporting technology integration with other schools.

II. To support, coach, and mentor teachers in the integration of technology in instruction in Cape Elizabeth High School,

III. To work with the Library and Instructional Technology Specialist to provide support for the general operations of the CEHS Learning Commons.

WORKING CONDITIONS:

Mental Demands: calculating, comparing, editing, problem solving, evaluating, interpreting, organizing, consulting, analyzing, planning, designing, documenting, specifying, coordinating, implementing, presenting

Physical Demands: The physical demands listed here are representative of those that are required to successfully perform the essential functions of this job; sitting, walking, climbing stairs, operating computers and other equipment, using tools, and lifting or moving up to 50 pounds

Environmental Conditions: inside, working around moving objects, working alone

TERMS OF EMPLOYMENT:

195 work days. Compensation in accordance with recommendations established by the Superintendent of Schools and Business Manager.

EVALUATION:

The basis of the evaluation will be the extent to which the above performance responsibilities are successfully handled and the extent to which yearly action plans and job goals are met. The Principal and Director of Educational Technology will perform the evaluation.

The Cape Elizabeth School Department expects that all employees will perform assigned duties diligently, professionally, and efficiently and in compliance with all district policies and procedures as well as federal and state laws.

NOTE:

The above job description reflects the general requirements necessary to describe the principal functions or responsibilities of the job identified and shall not be interpreted as a detailed description of all work requirements that may be inherent in the job, either at present or in the future.

School Board Approved: February 9, 2016

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