

## Digital Learning Coach

### Job Description

<b>Position Title:</b>	Digital Learning Coach
<b>Reports To:</b>	Digital Learning Coach Coordinator & SWREC
<b>Work Day:</b>	Minimum 7.5 hours daily
<b>Contract Days:</b>	Dependent upon start date – through June 30, 2023
<b>Classification:</b>	Exempt
<b>Salary Schedule:</b>	Per IGA Funding – range starting at \$31,234 - \$33,488 with benefits depending on experience and start date
<b>Duty Station:</b>	SWREC Region 10

The Digital Learning Coach will be responsible for planning, organizing, and providing site-based or virtual training and leadership in the area of technology integration in schools and classrooms across the district. The Digital Learning Coach will work to further student, teacher, and administrator use and understanding of integrating technology tools, and strategies to enhance student learning and increase student engagement.

#### ESSENTIAL FUNCTIONS

1. Represents The Regional Educational Cooperative Association (RECA) and its programs and its member districts in a positive manner, interacting with the general public and colleagues.
2. Adheres to applicable federal and state law and local policies and regulations for public education entities, including but not limited to 6.60.9 NMAC (Code of Ethics) (for example, IDEA, Department of Health, Head Start Performance Standards, FERPA, HIPAA, NAEYC, Licensing, etc.).
3. Communicates positively and effectively with parents, children, colleagues, and other agency personnel while maintaining confidentiality regarding all facets of RECA programs in compliance with FERPA/HIPAA and other federal and state confidentiality regulations.
4. Attendance on a regular basis to ensure fulfillment of the employment contract. Attendance at mandatory REC IX or program meetings and professional development is required.
5. Promptness is required including being present in the assigned workplace at set times and on a daily basis in order to provide consistency and continuity of educational services. Promptness for mandatory or program meetings and professional development is required.
6. Proficient verbal communication skills and the ability to manage conflict in a civil, professional, and courteous manner are required.
7. The ability to demonstrate flexibility in the performance of various job functions is required.
8. Inter-departmental planning and programming collaboration is required and cross-program overflow assistance when needed is required.
9. Maintaining an atmosphere that protects the privacy of confidential information pertaining to students and personnel records is required.
10. Responsible for frequent and adequate information and reporting of potential problems, challenges, data, projects, etc to the Digital Learning Coach Coordinator.
11. Coordinate with leadership at the Local District level on deployment of appropriate technology tools to support the delivery of curriculum in alignment with the District's goals and objectives.
12. Understanding and compliance with the employing REC's employee policy manual, technology policy, and time tracking system are required.

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13. Develops and facilitates professional learning opportunities for administrators, teachers, and support staff in curriculum, instruction and assessment strategies that promotes achievement for all students.
14. Collaborates with and coaches assigned classroom teachers in planning for specific student learning outcomes based on assessed needs of individual students and the use of data and information to determine each student's current knowledge and skill level, support student learning goals, and assess student progress.
15. Conduct classroom instruction either for direct learning by students or for demonstrating effective intervention and teaching practices for classroom teachers.
16. Works collaboratively in a professional learning community with the Digital Learning Coach Coordinator, other teachers, support staff, and others as appropriate, in addressing the needs of students, developing effective teaching and learning practices, and developing and implementing best practices.
17. Assists teachers in using research-based instructional and learning strategies and content specific, differentiated instruction in assisting teachers in planning, delivering, and assessing lessons and individual student success.
18. Integrates district approved and/or required technology into planning, learning, progress reporting, and required record-keeping activities.
19. Actively participates as an advisor, resource specialist, and facilitator in faculty, grade level, department, and/or professional learning community meetings.
20. Observant of the needs and challenges of students and promptly engages an administrator or appropriate educational staff associates when the teacher suspects or reasonably believes that a student is at risk or in danger due to such issues as bullying, sexual harassment/misconduct, depression or suicide ideation, or academic failure.
21. Serves as a positive role model for students and practices the behaviors that are expected of students.
22. Participation in collaborative grade level meetings to assist in the analysis and utilization of assessment data to improve the focus of instructional planning and student achievement.
23. Assist grade level teams in setting goals for improved instruction and implementation.
24. Meets regularly with the principal or designee to review benchmarks and established data points to assess student progress towards established instructional goals.
25. Maintains the confidentiality of schools, teachers, and classrooms.
26. Obtain prior approval from the Building Administrator before distributing written communication and other media.
27. Coordinates/facilitates the use of instructional material in literacy.
28. Prepare forms, records, and reports as directed.
29. Attend meetings and trainings as directed.
30. Must be able to attend professional development opportunities.
31. Demonstrates knowledge and compliance with all professional standards of conduct and professional ethics.
32. Adheres to district policies and procedures while on district campus.
33. Completes all record keeping and reporting documentation in a timely, comprehensive and accurate manner.
34. As required, travels from site to site on a daily basis and as emergencies arise. Must be willing to utilize your own vehicle for transportation.
35. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

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## QUALIFICATIONS

1. Must hold a valid Level II or Level III teaching license by the State of New Mexico Public Education Department.
2. Two (2) years experience in planning/providing technology-based school or district professional development.
3. Significant experience with various instructional technology tools (certifications preferred) such as Windows and Mac OS, Interactive White Boards, Classroom Projection Systems, Classroom Amplification Systems, Document Cameras, Web 2.0 Tools.
4. Five (5) years successful work experience in public schools/institutions of higher education or other agencies preferred.
5. Previous coaching/mentoring experience preferred.
6. Must demonstrate strong interpersonal skills.
7. Must be willing to carry out assigned tasks and perform responsibilities.
8. Other qualifications determined necessary by RECIX Executive Director.

## WORKING ENVIRONMENT

### I. SITTING TASKS

- A. Sitting tasks are a continuous necessary requirement of the job
  1. 75% of the time
- B. Duties performed during sitting are:
  1. Evaluations
  2. Report writing
  3. Therapy sessions
  4. IEP meetings

### II. WALKING TASKS

- A. Walking tasks are a continuous but essential requirement of the job
  1. 15% of the time
- B. Duties performed during walking:
  1. Getting children from classrooms for therapy
  2. Walking to classrooms for inclusion therapy

### III. STANDING TASKS

- A. Standing is an occasional but essential requirement of the job
  1. 10% of the time
- B. Duties performed during standing are:
  1. Classroom inclusion lessons
  2. Therapy lesson

### IV. SPRINTING/RUNNING

- A. Sprinting/running is an occasional but essential requirement of the job
  1. 10% of the time
- B. Duties performed during sprinting/running are:
  1. In case of emergency

### V. FLEXIBILITY

- A. Bending or twisting at the neck is an occasional but essential requirement
- B. Bending or twisting of the trunk is a continuous requirement
- C. Squatting, stooping, and kneeling are continuous requirements
- D. Reaching forward is a continuous requirement
- E. Reaching above the head is an occasional but essential requirement

### VI. ACTIVITIES

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### VII. USE OF ARMS AND HANDS

- A. Manual dexterity is a continuous but essential requirement of the job
- B. Use of arms is a continuous but essential requirement of the job

### VIII. LIFTING 10 - 25 POUNDS

- A. Lifting items weighing between 10 - 25 pounds is an occasional but essential requirement of the job
- B. Items lifted from floor to waist, from waist to shoulder, and from shoulder to overhead and vice versa
- C. It is not necessary to lift more than 26 pounds

### IX. PUSHING AND PULLING

- A. Pushing and pulling of items 25 - 50 pounds is an occasional but essential requirement of the job
- B. Pushing and pulling of items over 50 pounds is an occasional but essential requirement of the job

### X. CARRYING TASKS

- A. Carrying of items 25 - 50 pounds is an occasional but essential requirement. Examples: Books, computer equipment, wheelchair

### XI. WORKING CONDITIONS

- A. Working inside is a continuous requirement of the job
- B. Risk of getting a minor injury is an occasional hazard of the job
- C. Interacting with the public and other workers is a continuous but essential requirement
- D. Extended work hours is a continuous requirement of the job
- E. Multiple demands from several people is a continuous requirement
- F. A quiet, well lighted, well ventilated spacious room designated for speech therapy only is a continuous and essential requirement of the job

### XII. PHYSICAL ABILITIES/ACTIVITIES

- A. Physical abilities and activities of the job are the physical abilities and sensory perceptions that are essential to the job
- B. Vision
  - 1. Adequate vision for reading and writing evaluations
  - 2. Adequate vision for reading and writing reports
- C. Hearing
  - 1. Normal acuity
- D. Speech/Communication
  - 1. Communicating appropriately (oral and written) is continuous and essential requirement of the job

### XIII. USE OF PROTECTIVE EQUIPMENT

- A. Personal protective equipment essential to the job:
  - 1. Gloves for oral peripheral exam

**APPLY ONLINE by clicking** [https://swrec10.formstack.com/forms/job\\_application\\_digital\\_learning\\_coach](https://swrec10.formstack.com/forms/job_application_digital_learning_coach)

**\*\*\*SWREC 10 does not discriminate based on race, color, national origin, religion, age, marital status or handicap/disability in employment practices or the provision of services**