State Digital Learning Instructional Coordinator

Digital Learning Instructional Coaches will be instrumental in assisting districts, schools, and teachers adapt to the challenges of digital learning and improve student outcomes through the use of educational technology. Effective digital learning requires deployment and management of technology, as well as implementation of high-quality digital instructional practices. The digital instruction portion of the MDE's Digital Learning program is comprised of three inter-dependent parts: professional development for districts, schools, and teachers; high-quality digital curriculum; and Digital Learning Instructional Coaches, who support the implementation of the professional development and curriculum to improve digital instructional practices.

The goals of the **Digital Learning Instructional Coaches** program are as follows:

- Develop positive, open, professional, and collaborative working relationships with district and school leaders, technology staff, instructional technology coaches, teachers, and support staff.

- Provide coaching to support, grow, implement, and refine digital learning and instructional practices, including:

    - Effective use and implementation of technology, including devices, learning management systems, software and other web-based tools;

    - Planning, developing, and delivering high-quality digital instruction aligned to the Mississippi College- and Career-Readiness Standards;

    - Implementing best practices in digital learning and instructional practices; and

    - Evaluating digital learning and instructional practices.

- Effectively identify and prioritize the digital learning and instructional needs of district and school leaders, technology staff, instructional technology coaches, teachers, and support staff.

- Recommend and/or provide rigorous and engaging training, support, and professional development to districts and schools to support identified digital learning needs.

- Collaborate with other coaches and MDE staff to develop coaching and professional development resources which support the continued implementation and improvement of digital learning.

- Collaborate with other MDE staff to share and align resources and strategies; determine the effectiveness of the digital learning professional development and coaching services offered; and adjust resources and services as needed.

SCOPE OF WORK

The State Digital Learning Instructional Coordinator will coordinate and direct the Digital Learning Instructional Coaches program and provide supervision, organization, and support to Regional Digital Learning Instructional Coordinators as they work to successfully implement the goals of the Digital Learning Instructional Coaches program. It is anticipated to select four to six Regional Digital Learning Instructional Coordinators (or full-time equivalents) and twenty to thirty Digital Learning Instructional Coaches (or full-time equivalents) to complete the goals of the Digital Learning Instructional Coaches program.

This position is responsible for duties at the school, district, regional, and state levels. The responsibilities include:

School Level

1. Coordinate and direct the Regional Digital Learning Instructional Coordinators as they provide schools and districts with Digital Learning Instructional Coaches who will effectively:
   - Assist teachers in planning effective digital lessons as they:
     - Identify and incorporate appropriate educational technology tools, including devices, learning management systems, software, and other web-based tools, to improve student outcomes;
     - Identify or create high-quality digital content aligned to grade-appropriate Mississippi College- and Career-Readiness Standards; and
     - Utilize digital assessment tools to inform instructional decisions.
   - Assist teachers in delivering effective digital instruction, including:
     - Implementation of tools, content, and assessment described above;
     - Ensuring student engagement through both instructional

delivery and assessments;
- Effective classroom management strategies for both synchronous and asynchronous instruction;
- Incorporating digital accessibility tools to address the needs of all learners; and
- Utilizing best practices in digital instruction.

- o Assist teachers and administrators in assessing the effectiveness digital instruction and providing guidance on continuous improvement by:
  - Conferencing with individual teachers, lead teachers, or other support staff and provide specific goals and plans for improving digital learning and instructional practices;
  - Providing clear, practical, timely, and candid written and oral feedback to school-based coaches and to teachers about their digital learning and instructional practices;
  - Meeting regularly with administrators, teachers, and other support staff to review data, including engagement and effectiveness data provided by BrightBytes, and make recommendations for adjustments in digital learning and instructional practices;
  - Assisting teachers and administrators in reviewing assessment data; and
  - Assisting administrators in identifying, supporting, and evaluating digital learning practices.

- o Develop positive, open, professional, and collaborative working relationships with district and school leaders, technology staff, instructional technology coaches, teachers, and support staff.

- o Identify and prioritize the needs of assigned administrators, teachers, and other support staff, including technical skills (i.e., operation of devices, use of software and learning management system) and digital instructional practices.

- o Recommend existing training or resources to support identified needs, and/or schedule, organize, design, and conduct the identified professional development needed.

2. Review and analyze feedback and evaluations on the effectiveness of the Digital Learning Instructional Coaches and the professional development and coaching services provided, and work with Reginal Digital Learning

Instructional Coordinators to adjust services and support growth of coaches as needed.

3. Review documented coaching services provided by Reginal Digital Learning Instructional Coordinators

Coaches will be assigned districts/schools based on the coach's technology skills and expertise and the needs of participating districts/schools. Coaches may be reassigned at any time based on a change in district/school needs.

District Level
1. Support the development of district Digital Learning Plans to ensure sustainability of hybrid and virtual learning opportunities.

2. Provide feedback to the MDE regarding districts' needs to ensure the successful implementation of their Digital Learning Plans.

3. Assist district stakeholders in identifying, supporting, and evaluating digital learning practices.

Regional Level
1. Support Regional Digital Learning Instructional Coordinators in effective implementation of the Digital Learning Instructional Coach program.

2. Communicate with district and school leaders to discuss effectiveness of Digital Learning Instructional Coach program.

3. Evaluate and analyze the effectiveness of Regional Digital Learning Instructional Coordinators and provide feedback, training, and supports as needed for continuous improvement.

4. Assist regional stakeholders in identifying, supporting, and evaluating digital learning practices.

5. Facilitate collaboration among Regional Digital Learning Instructional Coordinators to share resources and strategies; determine the effectiveness of professional development and coaching services offered; and adjust resources and services as needed.

State Level
1. Ensure Digital Learning Instructional Coaches and Regional Digital Learning Instructional Coordinators have the training and supports needed to be successful in their assigned roles.

2. Assign Digital Learning Instructional Coaches to Regional Digital Learning Instructional Coordinators based on region, coaches' technology skills and expertise, and the needs of participating districts/schools; and assist coaches

with scheduling, logistics, and communication in order to meet the needs of assigned districts/schools.

3. Assist Regional Digital Learning Instructional Coordinators in assessing needs of participating districts/schools and reassign coaches as needed.

4. Communicate expectations for outcomes and goals of the Digital Learning Instructional Coaches program to Regional Digital Learning Instructional Coordinators and ensure the expectations and outcomes are being met.

5. Evaluate the effectiveness of Regional Digital Learning Instructional Coordinators and provide feedback, training, and supports as needed for continuous improvement.

6. Analyze all data and feedback, including engagement and effectiveness data provided by BrightBytes; and feedback from schools and districts regarding the effectiveness of the coaching, training, and instructional supports offered by the Digital Learning Instructional Coaches Program.

7. Share evaluation results, data analysis, and identified needs with Digital Learning Director and the MDE; and collaborate to create a cycle of continuous improvement to support the success of the Digital Learning Instructional Coaches program and to inform necessary training, supports, and professional development offerings.

8. Organize and oversee the collaboration and development of digital learning instructional coaching resources to share with districts to support the continued implementation and improvement of digital learning.

9. Organize and oversee the collaboration with MDE staff, including professional development and content specialists, to develop professional development that supports the continued implementation and improvement of digital learning.

10. Organize and oversee the collaboration with other MDE staff, including professional development and content specialists, to share and align resources and strategies; determine the effectiveness of the digital learning professional development and coaching services offered; and adjust resources and services as needed.

11. Share identified needs of teachers, schools, and districts with the MDE to inform future training, supports, and professional development offerings.

12. Communicate a consistent message as established by the Mississippi Department of Education in support of the Mississippi Connects plan.

13. Provide both virtual and in-person support to the Digital Learning Instructional Coaches and Regional Digital Learning Instructional Coordinators, schools, districts, or MDE staff as described above. **NOTE:** Due to current state and local COVID guidelines and related travel restrictions, the MDE expects

coaching support to be provided through a hybrid model of virtual and in-person supports at the beginning of this project. As COVID guidelines and related travel restrictions are relaxed, in-person contact with coaches, schools and/or districts may become possible and may become the preferred method of meetings and trainings.

ELIGIBILITY CRITERIA

The selected individual(s) for the **State Digital Learning Instructional Coordinator** must meet the following criteria:

EDUCATION AND EXPERIENCE

- Master's Degree in Education, Instructional Technology, or related field, with 3 years documented successful PreK-12 teaching experience
  -OR-
  Bachelor's Degree with 5 years documented successful PreK-12 teaching experience

- A minimum of four (4) combined years as an instructional technology coach AND/OR other similar administrative experience working with districts or state initiatives

CURRENT EMPLOYMENT

Current employment with a Mississippi Public School District or other state educational institution

MINIMUM QUALIFICATIONS

- Successful experience facilitating adult learning and developing and delivering professional development specific to integrating technology into classroom instruction aligned to the Mississippi College- and Career-Readiness Standards.

  - **Desired Qualification, but not required of the applicant:**
    Successful experience facilitating adult learning and developing and delivering professional development specific to best practices in digital learning.

- Experience mentoring, coaching, evaluating, and/or providing feedback regarding technology integration and/or digital learning instructional practices to district

and school leaders, technology staff, instructional technology coaches, teachers, and/or support staff.

- o **Desired Qualification, but not required of the applicant:** School leadership activities, education, or trainings demonstrating proficiency in instructional design skills.

- Experience collaborating and problem solving with district and school leaders, technology staff, instructional technology coaches, teachers, and/or support staff, and maintaining a positive rapport with others.

- Proficiency in in the use of Apple, Google, and/or Windows devices and corresponding operating systems.

- Proficiency in Google Classroom, Schoology, Canvas and/or other learning management system.

- Proficiency in operating a variety of educational technologies, including video conferencing software, in an instructional setting.

- o **Desired Qualification, but not required of the applicant:** Proficiency in the use of digital accessibility tools and their use to support struggling learners in the classroom.