

Jobs Project

Stephanie Peborde Burke

New Jersey City University

Job Summaries (job titles contain clickable links)

1) Higher Ed. - [Director of Technology for Curriculum & Research](#) - Amherst College

The director will support instruction, research, and scholarship and will do so by evaluating, choosing, executing, and supporting educational technologies for the college. The director will need to work with college faculty, staff, and students to provide training in the use of educational technologies. Effective web-based tools, software, and hardware deployment will be another responsibility of the director. This person will be sure to stay abreast of new developments in educational technology so that they can be an active and contributing member of the Teaching and Learning Collaborative which will work to develop and bring on board new and innovative teaching and learning strategies for a diverse student body.

2) Higher Ed. - [Instructional Designer](#) - Loyola Marymount University

This full-time person will be a liaison between Information Technology Services and the School of Education. The instructional designer is responsible for recommending standards and best practices for the teaching of courses and planning for online and blended learning courses. The instructional designer will work closely with faculty to provide training, support, and analysis of practices. Knowledge of and experience with Flash, CSS, HTML, Web 2.0 technologies, and media delivery formats is also required.

3) Higher Ed. - [Assistant Professor - Educational Studies](#) - Oklahoma State University

Expectations for this candidate include teaching graduate and undergraduate courses in the area of their expertise and needs of the program. The person will also supervise graduate students. The candidate must have a doctorate degree in Educational Technology, Learning Design and Technology, Learning Sciences or a related field. Expertise in theories, technologies, and

methods related to Educational Technology and similar fields is recommended. Experience with online or blended/hybrid learning will also be helpful.

4) K-12 - [Technology Coach](#) - Livingston Public Schools, NJ

This person will research and recommend apps, programs, and other online resources for faculty and staff during a 10-month position. A goal is to work closely with content supervisors to facilitate the use of technology in the classroom. To do this, the coach will assist teachers in creation and execution of technology that support the curriculum, execute training programs, model design and use of technology-infused experiences, recommend adaptive and assistive technologies, and continually stay abreast of new developments in the field.

5) K-12 - [Director of Innovation, Instruction, and Professional Development](#) - Paramus Public Schools, NJ

This twelve-month position will have the person plan, direct, and oversee the creation and implementation of curriculum and instruction, professional development, and educational technology. Five years of teaching or administrative experience is required, as well as competent communication and leadership skills. Knowledge of elementary and secondary programs and educational technology must be demonstrated.

6) K-12 - [Technology Integrator](#) - New Canaan Public Schools, CT

This 10-month position requires the person to provide staff development and support to all faculty and staff. District-wide, the technology integrator will provide instructional technology education and assist in the development and implementation of projects that infuse technology into the curriculum. The integrator will also collaborate with instructional and technical staff to be able to support excellent teaching and learning through the use of instructional software and network resources.

- 7) Corporate - [Education Academic Coach/Teaching Asst.](#) - Instructional Connections, LLC

An academic coach is a liaison between students and their professors and will act similarly to how a traditional teaching assistant does at a university. The coach will grade assignments, oversee discussion threads, answer emails, provide online support for students, communicate with the professor/university faculty, and more. A doctoral degree is required.

- 8) Corporate - [Educational Consultant](#) - IDE Corp.

This person must have between five and 15 years of teaching experience, a teaching certification, a Master's or Doctoral degree, and be comfortable with educational technology. Strong interpersonal skills and experience with student-centered learning are also required. Consultants will provide professional development through both in-person workshops and online on the IDE model of the "Learner-Active, Technology-Infused Classroom."

- 9) Corporate - [Educational Technology Lead Coach](#) - Catapult Learning

This person will provide expertise in integrating technology solutions across multiple disciplines in a K-12 setting. The lead coach will provide group and individual instructional coaching, professional development design, and facilitation of adult learning. A lead coach will run professional development workshops for groups up to 100 participants, be a lifelong learner to stay current on the latest trends in educational technology, communicate with teachers and key stakeholders, and develop resources for instruction to support the use of technology in meeting the needs of individual students.

Similarities and Differences Between Positions in Different Categories

Many of the available jobs in higher education were not what you would have expected. When I think of higher education, I would have been expecting to see jobs for tenure-track faculty or adjunct positions, but those were few and far between. Most available jobs were in the

administration sector at institutions of higher education. These, for the most part, required lesser degree requirements than a doctoral degree. A job of Instructional Designer is very different from that of Assistant Professor or Director of Technology. An Instructional Designer position is looking for much more experience with specific programs and sometimes even experience with information technology and providing support in that field.

For K-12 teaching jobs, perhaps a Master's degree at most is required, along with the proper certification. If you start looking at jobs in K-12 administration, additional specific degrees and experience are required. Some positions in K-12 were a teacher role, but were almost consultant-like, such as the Technology Coach and Technology Integrator. The requirements for most of these jobs weren't nearly as lengthy as those for higher education or corporate.

Though all of the jobs did have a range of requirements, some being easily met and others requiring significant experience, similar themes did emerge. Most would require the applicant to have experience in educational technology or a related field. Many of the jobs wanted the applicant to be able to evaluate, select, and implement technology, as well as provide support and professional development in-house to staff and faculty, or to teach clients.

Continuing to learn about new developments in the field as well as having good leadership and interpersonal skills all popped up multiple times throughout many of the job descriptions.

Job Qualifications and Plan of Action

If I were to select one of these jobs to pursue, I would likely go for the Director of Innovation, Instruction, and Professional Development in the Paramus Public Schools. I like that I would have an impact on students, faculty, and staff. I have been teaching science in Westchester County, New York for 10 years with six years of middle school and four years of

high school experience. Many people consistently seek me out for technology help and because I enjoy technology, I don't mind assisting them. My interest in technology has also lead me to take on a technology advisor position where I was given a stipend to provide technology help to the entire high school faculty when we transitioned to new laptops and Chromebooks. I've also facilitated district-wide workshops and professional development in the area of technology.

While I feel as though I meet most of the qualifications for this position, there are some things I need to work on. I think I'd like to do more workshop facilitation to be more confident in my ability to plan and administer professional development. Additionally, I don't have any administrative experience. In my current job, if an opportunity arose to take on the 6-12 Science Coordinator position, it would be wise to do so. If this were a job I truly wanted, I would also need to make sure I was certified to teach in the state of New Jersey, or receive reciprocity, and earn my Supervisor/Principal certification. Next, I would need to familiarize myself with the elementary, middle, and high school programs as well as the state standards and tests in New Jersey. This would be helpful for curriculum development and implementation. Finally, I discovered that if you teach in New Jersey, you must move to New Jersey. That's a rather serious commitment to consider, especially as a lifelong New Yorker with family and husband already well-established here. An hour commute from my home in New York could have been doable!