

**Anoka Hennepin Independent School District #11**  
**Job Description**

**Title:** Chief Technology & Information Officer  
**Department:** Information and Technology Services  
**Reports To:** Superintendent  
**Prepared Date:** December 6, 2011

**SUMMARY OF RESPONSIBILITIES**

Provide strong, collaborative, forward thinking and responsive leadership in the strategic planning, development, funding, legislative activities, private and public partnership development, implementation, maintenance and management of the District's technology information and communication services. Oversees the Technology and Information Services Department, which is comprised of five divisions: Instructional Technology, Media Services, Information Services, Communications Technology and Network and Desktop Services.

**DUTIES AND RESPONSIBILITIES**

- Has primary responsibility for the direction of the District's technology and information vision, strategies, resources and infrastructure to support organization educational and business goals success.
- Works closely with the Superintendent's Cabinet and School Board to create a vision for how technology will support the district's strategic goals.
- Works with instructional and operational leadership to identify the planning needed to meet strategic goals and take into account the total cost of implementing technology solutions.
- Plans and directs technology implementation and support in the school district for all areas of instruction, professional development, central services, and technical support.
- Communicates current and future visionary technologies for delivery of curriculum and functional activities to the school board, staff, and public.
- Directs the integration and support of available technologies into school district curriculum.
- Creates and supports cross-functional work teams for planning, problem-solving, communication and decision-making and other aspects of the district's technology program.
- Oversees the establishment and maintenance of systems and tools for gathering, mining, integrating and reporting data in usable and meaningful ways.
- Oversees the creation, implementation and enforcement of policies and educational programs related to the social, legal and ethical issues involved in technology use throughout the district.
- Directs the allocation of existing resources and seeks additional support, both personnel and financial, to ensure the implementation of the School District Technology Plan.
- Directs, coordinates, and ensures the implementation of all tasks related to: the development of technical specifications, security and infrastructure decisions; the selection, purchasing, installation and maintenance of IT; and the integration of technology into all facets of operations.

- Serves as a strong business leader who assists with purchasing decisions and determining the "return on investment" for all technology implementations, and fosters good relationships with vendors, potential funders, and other key groups.
- Directs and coordinates the use of e-mail, district web sites, voicemail systems and other forms of communication technology to facilitate decision-making, dialog and effective communication with the community and other key stakeholders.
- Serves as leader for district technology legislative initiatives as well as strategy development and implementation of strategic high value private and public partnerships.
- Initiates participation and represents district interests on state and national technology advisory committees.
- Acts as primary district performance management leader, directing processes and providing systems that provide monitoring data that ensure organizational strategic directions, goals and action plans are consistently being met in an effective and efficient manner.
- Keeps abreast of current developments and innovations in technology through professional collaboration, reading and/or attending related conferences, seminars, and meetings.
- Implements the goals of the School Board and the Superintendent, while maximizing organizational effectiveness and fiscal responsibility.
- Responds to requests for information, explanation, rationale, as well as concerns, and complaints received by the Superintendent.
- Member of the Superintendent's Cabinet, the leadership team for the school district.
- Perform other tasks and assumes other responsibilities as the Superintendent may assign

### **SUPERVISORY RESPONSIBILITIES**

Directly supervises POSA Technology & Information Services, Project Manager Technology & Information Services, Assistant Director of Technology & Information Services, Instructional Technology Facilitators, Media Services Teaching & Learning Specialist, Media Services Secretaries, Communications Technology Manager, Network & Desktop Services Supervisor and contracted technology and information service providers. Has responsibility for the overall direction, coordination, evaluation and supervision of these employees in accordance with School District policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

### **EDUCATION and/or EXPERIENCE**

Requires Bachelor's degree in Business Administration, Public Administration, Educational Technology, Information Management, Information Technology or related area. Masters degree preferred.

Requires ten years related experience, preferably in an educational setting; or equivalent combination of education and experience.

### **CERTIFICATES, LICENSES, REGISTRATIONS**

Current MN Administrative License is preferred.

## **KNOWLEDGE, SKILLS & ABILITIES**

Demonstrated information, communication and technology visioning, enterprise planning knowledge and implementation leadership skills to maximize success of organizational instructional and operation goals.

Experience in information, communication and technology infrastructure design for assurance of reliability, scalability and security.

Knowledge of federal and state laws regarding communication, information, technology tools and resources and their use in education

Knowledge of national and state instructional standards for effective student and staff use of communication, information, technology tools and resources in education.

Enterprise planning knowledge and skills to direct and support maximum operational and instructional efficiency in use of information, communication and technology tools.

Demonstrated strong fiscal, policy, resource, staff and partner management skills in an enterprise setting.

Experience in positively influencing local and state educational policy and legislative processes in support of organizational needs

Ability to read, analyze, and interpret professional articles, financial reports, and legal documents.

Ability to respond to common inquiries or complaints from administrators, teachers, other District employees, the general public and the School Board.

Ability to effectively present information to administrators, teachers, other District employees, the general public and the School Board.

Ability to maintain regular attendance, which includes completing an assigned day.

## **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; talk; and hear. The employee is occasionally required to stand; walk; reach with hands and arms; and lift and/or move up to 10 pounds. Specific vision abilities required by this job include close and the ability to adjust focus.

## **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually quiet.