GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: COORDINATOR I – INSTRUCTIONAL TECHNOLOGY CURRICULUM

GENERAL STATEMENT OF JOB

Under the direction of the Superintendent or his/her designee this position promotes the use of technologies to support student achievement in the PreK-12 classroom. The Technology Integration Specialist provides leadership, staff development, and instructional support to all instructional and administrative staff. In addition, this position serves as a liaison between school and district technology initiatives and school based implementation and support for administrators and teachers. The Technology Integration Specialist develops and offers district wide instructional technology education for teachers and administrative staff. He/she also assists in the development and implementation of curriculum and technology integration projects. The Technology Integration Specialist provides instructional staff with the essential support needed to complete technology-based instructional management and productivity functions. The Technology Integration Specialist collaborates with appropriate instructional and technical staff to support, manage, optimize the use of instructional software, and network resources to support quality teaching and learning. This skilled professional works independently and collaboratively with colleagues.

SPECIFIC DUTIES AND RESPONSIBILITIES
ESSENTIAL JOB FUNCTIONS

Collaborates with, provides training to specialists in composing effective technology-infused, content-based lessons, and supports them as they implement the lessons in their professional development sessions.

Promotes model instructional practices and the role of technology.

Articulates appropriate instructional technology practices as described in technology standards for administrators, teachers and students.

Provides assistance and training to building instructional staff in the integration of technology to support student achievement. This includes assisting with planning and implementing job-embedded professional development and workshops for individuals, small groups, and large groups.

Collaborates in the evaluation, selection and implementation of instructional technology materials and software.

Assists with technology training as part of collaborative school district staff development initiatives and supports regional and statewide initiatives such as NCLB, and the Technology Standards for administrators, teachers and students.

Works with curriculum staff to develop and implement technology enhanced curriculum integration projects.

Provides leadership in developing and implementing technology plans and serves on district technology committee (s).

Serves as liaison between curriculum and technology departments.

Collaborates with District Leadership, School Administrators, Library Media Specialists, and staff to ensure infrastructure and tools are available to carry out school and technology initiatives.

Conducts research about advancements in technology tools and resources to inform decision-making.

Gathers and disseminates information (e.g., grants, policies, professional development opportunities) relevant to instructional technology.

Participates in ongoing professional development related to job responsibilities and maintaining expertise in the field.

Participates in workshops and meetings required by the Department of Instructional Technology and Information Services.

Conducts staff development and supports community awareness initiatives.

ADDITIONAL JOB FUNCTIONS

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Bachelor's degree in education or advanced education in Instructional and/or Assistive Technology and five years of successful experience as a classroom teacher with a minimum of two years experience delivering and integrating technology in instruction programs for PreK-12 students.

SPECIAL REQUIREMENTS

Must hold valid North Carolina educator's license.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED
TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of machinery and equipment including computers, typewriters, copiers, facsimile machines, etc. Must be able to exert a negligible amount of force constantly to move objects. Physical demand requirements are in excess of those for Sedentary Work. Light Work usually requires walking or standing to a significant degree. However, if the use of arm and/or leg controls requires exertion of forces greater than that for Sedentary Work and the worker sits most of the time, the job is rated for Light Work.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

Language Ability: Requires the ability to read a variety of correspondence, reports, ordinances, forms, charts, etc. Requires the ability to prepare correspondence, reports, budgets, personnel records, requests for proposals, forms, studies, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

Intelligence: Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical or professional languages.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

Manual Dexterity: Requires the ability to handle a variety of items such as office equipment. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: Does not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

KNOWLEDGE, SKILLS AND ABILITIES

Demonstrate knowledge of the North Carolina Standard Course of Study and best practice instructional strategies.

Demonstrate knowledge of the process and strategies used in implementing instructional technology plans.

Demonstrate knowledge of new computer, video, communication, web-based technologies, curriculum design, and working knowledge of instructional design and assessments.

Demonstrate the ability to listen to others and remain receptive to new ideas.

Demonstrate the ability to address criticism in an appropriate manner and develop constructive outcomes.

Demonstrate sustained effort and enthusiasm in the quality and quantity of work.

Demonstrate the ability to effectively educate/mentor technology users.

Demonstrate the ability to establish and maintain positive, effective working relationships with staff, students, and the community.

Demonstrate effective time management, organizational skills, and prioritization of work to meet the needs of the users.

Demonstrate the ability to follow and communicate effectively, both orally and in writing.

Demonstrate the ability to quickly acquire new knowledge regarding technology.

Demonstrate initiative, flexibility, and the ability to work independently.

Demonstrate enthusiasm for the use of technology.

Demonstrate excellent human relations and interpersonal skills.

Demonstrate ability to design and deliver technology-enhanced instruction.

DISCLAIMER

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees to this job.

GCS, 9/2010, Rev. 12/2014