

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: REGIONAL INSTRUCTIONAL TECHNOLOGY SPECIALIST**

#### **GENERAL STATEMENT OF JOB**

Under the supervision of the Regional Superintendents, employee supports the five (5) regions contributing to the development, coordination, implementation, and on-going evaluation of technology initiatives in the Guilford County Schools. Employee provides training and support to the staff on technology integration, the North Carolina Computer/Technology Skills Curriculum, the North Carolina Technology Competencies for Educators, and administrative applications. Employee supports the Regional Superintendents, Regional Executive Directors, Principals, Curriculum Facilitators, and teachers in all technology instructional initiatives. Employee assists the Curriculum and Instruction and Organizational Development divisions with staff development programming.

#### **SPECIFIC DUTIES AND RESPONSIBILITIES**

##### **ESSENTIAL JOB FUNCTIONS**

Collaborates with regional superintendents, and executive directors to provide instructional technology services for the schools and other instructional staff.

Models the integration of technology in all curriculum areas.

Facilitates school participation in technology programs and activities.

Conducts staff development in the areas of technology integration, the North Carolina Computer/Technology Skills Curriculum and the North Carolina Technology Competencies for Educators.

Collaborates with the school library media coordinator to provide leadership in the school's use of instructional technology resources to enhance learning.

Follows a plan for professional development and actively seeks out opportunities to grow professionally.

Implements best practices related to technology use in the school program based on research, pilot programs, and state/national standards.

Assists with planning the design of the technology infrastructure so that information resources are continually available to the school community.

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Provides leadership and collaborates with the Media and Technology Advisory Committee to develop, implement, and update a school instructional technology plan aligned with the system level technology plan.

Collaborates with teachers, media and technology staff, and students to evaluate and select resources addressing curricular needs and learning goals.

Leads in the ongoing evaluation of the effectiveness of the instructional technology program.

### **MINIMUM TRAINING AND EXPERIENCE**

Bachelor's degree in Education, NC Teacher Licensure with an endorsement in Computer Education preferred, and 3-5 years of experience as a teacher with program coordination and supervisory experience preferred; or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

### **SPECIAL REQUIREMENTS**

Must possess a valid teaching certificate from the State of North Carolina and a valid North Carolina driver's license.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of equipment including computers, copiers, calculators, cellular phones, etc. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light Work usually requires walking or standing to a significant degree.

**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, forms, charts, strategic plans, etc. Requires the ability to prepare correspondence, reports, forms, appraisals, charts, 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.

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**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 Standard English.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; utilize decimals and percentages; and to apply the principles of algebra, descriptive statistics, statistical inference, and statistical theory.

**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 and hand tools. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires 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 emergency situations.

**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**

Considerable knowledge of federal, state, and local policies and procedures regarding instructional technology.

Considerable knowledge of the current literature, trends and developments in the field of instructional technology.

Considerable knowledge the North Carolina student computer competency requirements.

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Considerable knowledge of the appropriate uses of technology for instruction in various subject areas.

Considerable knowledge of computer technology, multiple hardware platforms, network architecture and cabling techniques.

Considerable knowledge of multimedia, telecommunications, and popular software packages used for word processing, spreadsheet and database applications.

General knowledge of the principles of supervision, organization and administration.

General knowledge of the ethical guidelines applicable to the position as outlined by professional standards and/or federal, state and local laws, rules and regulations.

Ability to evaluate the effectiveness of programs and make recommendations for improvements.

Ability to develop long term goals and objectives.

Ability to evaluate the performance of hardware and software and make recommendations for improvement.

Ability to organize and deliver staff development opportunities that support the use of technology in education.

Ability to exercise independent judgment in directing the work of subordinates and in making technical decisions.

Ability to maintain complete and accurate records and to develop meaningful reports.

Ability to effectively express ideas orally and in writing.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

### **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.