

GUILFORD COUNTY SCHOOLS JOB DESCRIPTION

JOB TITLE: SPECIALIST - INSTRUCTIONAL TECHNOLOGY (SCHOOL-BASED)

GENERAL STATEMENT OF JOB

Performs a variety of tasks as a school-based instructional technology specialist and professional development leader with a specific focus on increasing the use of technology for both teaching and learning, increase student achievement and assist with the integration of STEM across the curriculum. Provides instruction, training, and resources for teachers to facilitate the use of technology in the classroom, which will increase student use and knowledge about technology. Although not directly responsible for delivering instruction, the employee will assist in supervising and assisting students in the computer lab and working with teachers to model effective use of technology in the classroom; tasks may include assisting the teachers with duties such as scheduling labs, inventory, software licensing, and software use, to include Web 2.0 tools. Reports to a Principal.

SPECIFIC DUTIES AND RESPONSIBILITIES

ESSENTIAL JOB FUNCTIONS

Develops and delivers professional development specific to increasing teachers' and students' effective use and understanding of technology to increase student learning.

Provides training to teachers in the use of current technology to meet curriculum goals; including STEM technology/equipment.

Provides training to teachers in computer competencies.

Provides training to teachers to ensure integration of student computer competencies.

Maintains current knowledge of technology and instructional practices that relate to the use of technology, including in STEM careers.

Provides resource information relating to new techniques and practices that relate to the use of technology and that enable students to use technology as a learning tool.

Communicates with school and district personnel, parents, and community to share information about the technology program.

Assists in the development and implementation of technology professional development.

Assists with special projects, i.e. telecommunications, multimedia, dtp, etc.

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Works with the school personnel to maintain accurate records involving computer use, inventory and maintenance.

Facilitates the use of computer labs.

Troubleshoots hardware and software problems, and recommends repairs as needed.

Supports the use of computers in classrooms.

Assists users with full utilization of available hardware and software.

Assists teachers with supervision of class while working in lab situation or on computer related projects.

Provides demonstration lessons for teachers, focused on integration of technology.

Assists in collecting and analyzing data for increasing student achievement.

Reviews, recommends and/or develops support materials to enhance learning and achievement through the use of technology.

Participates in all required staff meetings and curricular meetings.

Assists in scheduling the use of computer labs or other equipment.

Maintains the school website.

ADDITIONAL JOB FUNCTIONS

Participates in staff development workshops.

Performs other related work as required.

MINIMUM TRAINING AND EXPERIENCE

Minimum of a Bachelor's Degree and/ or certification in education with extensive and successful work in an area of education, information/technology systems, or other related specialized content and 4 to 7 years of experience with information/technology systems and professional development/training skills; or any equivalent combination of training and experience which provides the required skills, knowledge, and abilities.

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MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computer hardware and software, office equipment, etc. Must be physically able to operate motor vehicles. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, 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 assistants or subordinates.

Language Ability: Requires the ability to read a variety of correspondences, technical manuals, trade journals, etc. Requires the ability to prepare reports, forms, system documentation, etc. using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak to 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 give oral and written instructions. Must be able to communicate effectively and efficiently in a variety of technical or professional languages including computer and curricular terminology.

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

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

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

Manual Dexterity: Requires the ability to handle a variety of items such as computer equipment. 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

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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

Considerable knowledge of the County and School Board policies, procedures and standards.

Considerable knowledge of federal, state and local requirements regarding provision of services to students.

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

General knowledge of daily routines of the school.

General knowledge of the district and school's student handbook rules.

General knowledge of the STEM curriculum.

Skill in oral and written communication.

Skill in providing professional development to staff.

Ability to evaluate the effectiveness of existing technology programs and make recommendations for improvement.

Ability to work and communicate with diverse groups and organizations.

Ability to develop and conduct presentations.

Ability to use common office machines and popular computer-driven word processing, spreadsheet and file maintenance programs.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from the information.

Ability to effectively express ideas orally and in writing.

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

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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.