

## **GUILFORD COUNTY SCHOOLS JOB DESCRIPTION**

### **JOB TITLE: SPECIALIST - INSTRUCTIONAL TECHNOLOGY TECHNOLOGY SERVICES DEPARTMENT AUXILIARY SERVICES DIVISION**

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

Provides instruction, training, and resources in order to facilitate the use of technology in the classroom which will increase student use and knowledge about technology. May coordinate and direct the activities of Technology Assistants. Reports to the Supervisor – Instructional Technology.

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

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

Provides input in the development of a system-wide and building level programs that enables students to use technology as learning tools. Investigates and disseminates information on best practices for technology integration, sources of information on trends, research and applications related to technology use in the school program.

Teaches demonstration lessons with the teacher taking over class instruction after the demonstration. Is an effective model/leader of the ongoing program.

Gathers information documenting the effectiveness of the program, interprets this information, and provides constructive input in evaluation of the program.

Provides training to teachers in the use of current technology to meet curriculum goals.

Provides training to teachers in computer competencies.

Provides training to teachers to ensure integration of student computer competencies as outlined by the state.

Participates in the development of activities that help integrate technology into various curriculum areas at the local and state level.

Maintains current knowledge of technology and instructional practices that relate to the use of technology.

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.

GCS Rev. 2000, Rev. 2/2006

## **Instructional Technology Specialist**

Teaches formal workshops for renewal credit and mini-sessions on single topics for the staff of assigned schools.

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

Serves as liaison between the district and local, state, and federal agencies.

Assists in the development and implementation of technology professional development.

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

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

Assesses the needs and plans for new technology of assigned schools and communicates these to the appropriate personnel or technology committee.

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

Provides assistance in the selection, ordering, receiving, and installing new equipment and software.

Communicates with technology vendors.

Assesses the need for miscellaneous items such as cables, power strips, power cords, and adapters, etc.

Assists school personnel in securing supplies for classroom and lab use.

Facilitates the use of computer labs.

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

Supports the use of computers in classrooms.

### **MINIMUM TRAINING AND EXPERIENCE**

Bachelor's degree in education supplemented by specialized computer courses and 3 to 5 years of experience; 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 move objects. Physical demand requirements are 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 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 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.

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**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 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 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.

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.

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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 develop and administer budgets.

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.