

# Chittenden Central Supervisory Union

## Job Description

**JOB TITLE:** Educational Technology Integration Specialist (ETIS)  
(High School Position, Grade 9-12)

**FLSA STATUS:** Exempt

**UPDATED:** April 18, 2007

**POSITION OBJECTIVES:** The primary focus of the Educational Technology Integration Specialist is to support the use of technology in the delivery of curriculum to enrich teaching and learning by strengthening the technology skills of teachers and students.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

The position has some teacher leadership responsibilities in coordinating teams, working with the library media services program, consulting on technology budgets, providing professional development, implementing technology policies and the CCSU Educational Technology Plan, and proposing learning opportunities for staff and students as they relate to technology.

- Collaborating with teachers to support their use of technology in delivery of curricula through a variety of instructional methods. In partnership, they will work toward integrating the use of hardware, software, and internet resources in support of student learning. The ETIS will assist teachers in meeting state and national standards for subject-area and technology-learning objectives.
- Creating learning resources for teachers and students. These may include web sites, tutorials, interactive programs and databases that support teachers in integrating technology. Ideally, teachers will be guided and encouraged to develop their own resources, while the Technology Integration Specialist will support these efforts by providing additional support as needed.
- Structuring the technology education of teachers. Assisting in the assessment of technology skill levels of students and teachers. Though the Technology Integration Specialist may not directly conduct all training, lab work or classes regarding computer use, he or she will coordinate instruction to meet technology proficiency goals.
- Consulting on the technology budget with the Library Director, Director of IT, the Executive Director of Curriculum, Instruction, and Assessment, and building principals, for computer resources, including hardware, software, learning resources and training needs.
- Assist the Library Director in developing and administering educational technology and other library media services operating policies and procedures.
- Identify trends in software, curriculum, teaching strategies, and other educational technology areas. Recommending software and hardware and in some cases, purchasing software and related resources for library media services.
- Collaborate with the PreK-8 ETIS in the implementation of a sequential, standards-based curriculum to ensure common teaching and learning opportunities for K-12 students.
- Collaborate with K-12 librarians to create a seamless delivery of information literacy and ISTE standards.
- Participate as a member of the CCSU Educational Technology Team and attend regional technology meetings as the CCSU's representative.
- Advise the high school on educational technology purchases.
- Assist in the supervision of library media staff and student aides.

**SUPERVISION RECEIVED:**

Reports to and is supervised by the Library Director.

**SUPERVISORY RESPONSIBILITIES:**

Supervises students. Indirectly supervises library media technician and library assistants. Plays a key role in the hiring, performance evaluation and promotion process of library media staff. Provides input into the disciplinary process while also directing and overseeing the quality of work.

**QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- **Education and Experience.** Bachelor's degree in electronics, media, communications or other appropriate field and a valid teaching license in Education Technology Specialist plus *four to five years* of relevant work experience, or a combination of education and experience from which comparable knowledge and skills are acquired. Teaching experience also required.
  - An understanding of key learning theories and methods of instruction, and their relation to technology integration.
  - Familiarity with methods for integrating technology into the curriculum such as WebQuests, online resources, digital portfolios, and other forms of assessment.
  - Experience with effective technology teaching strategies in teaching software and hardware skills.
  - Technology skills in up-to-date computer software, including word processing, database, spreadsheet, Web page development, presentation, digital video and audio editing, image processing, and graphics applications.
  - Familiarity with the ISTE Standards and the Vermont IT Grade Expectations.
- **Language Skills.** Ability to read, analyze, and interpret professional journals and technical procedures. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.
- **Mathematical Skills.** Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.
- **Computer Skills and Experience.** Solid understanding of computer operating systems and computer applications. Familiarity with computerized informational and cataloging systems. Expertise with audio-visual teaching tools and products. Strong technical skills in electronics; broad base knowledge of general mechanical skills.
- **Reasoning Ability/Mental Requirements.** Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- **Communication & Interpersonal Skills.** Good supervisory skills and the ability to effectively provide quality instruction/assistance to faculty, staff and students in the selection and use of technology and media communications. Ability to work cooperatively and effectively with peers, subordinates, supervisors, parents, and outside agencies while developing positive relations with students, staff and community.
- Good basic organizational skills. Ability to work independently.

**PHYSICAL EFFORT AND STRESS.**

While performing the duties of this job, the employee is regularly required to stand; walk; sit; use hands to finger, handle, or feel; climb or balance; and talk or hear. The employee is frequently required to reach with hands and arms; stoop, kneel, crouch, or crawl. The employee must frequently lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus. Ability to effectively handle stressful situations and resolve conflicts.

**WORKING CONDITIONS:**

While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. wet and/or humid conditions; moving mechanical parts; high, precarious places. The noise level in the work environment is usually moderate.

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This general outline illustrates the type of work, which characterizes the Job Classification. It is not an all-encompassing statement of the specific duties, responsibilities and qualifications of individual positions assigned to the classification. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.