

**Chittenden Central Supervisory Union  
Job Description**

<b>JOB TITLE:</b>	<b>Educational Technology Integration Specialist (ETIS) - Technical Center Position</b>
<b>FLSA STATUS:</b>	Exempt
<b>UPDATED:</b>	October 8, 2010

**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.

- Collaborate 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.
- Create learning resources for teachers and students. These may include web sites, moodles, skype sessions, 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.
- Structure the technology education of teachers. Assist 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.
- Consult 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 as it relates to the technical center.
- 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 other ETIS within the CCSU in the implementation of a sequential, standards-based curriculum to ensure common teaching and learning opportunities for K-12/Tech 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 CTE representative.
- Advise the technical center on educational technology purchases.

**SUPERVISION RECEIVED:** Reports to and is supervised by the technical center administration.

**SUPERVISORY RESPONSIBILITIES:** Supervises staff with technology related goals in the supervision and evaluation process. Provides input into the supervision and evaluation 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 technology, technical education, 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. Familiarity with Powerschool student management system preferred.
- 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.

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Frequency	Code	Description
Sometimes	S	activity may exist sporadically, but not on a consistent basis.
Occasionally	O	activity exists on a consistent basis for less than 1/3 of the time
Frequently	F	activity exists from 1/3 of the time up to 2/3 of the time
Constantly	C	activity exists for 2/3 or more of the time
Not Applicable	NA	activity is not present in the position

**PHYSICAL EFFORT AND STRESS.** Employee must have the physical ability to perform the essential functions of the job as outlined above, in addition to the following (Indicate appropriate code from above):

	<i>Frequency Code</i>	<i>Essential</i>	<i>Not Essential</i>
SITTING	F	X	
STANDING	F	X	
WALKING	F	X	
SEEING	C	X	
HEARING	C	X	
TALKING	C	X	
DEXTERITY (hands/fingers)	C	X	
USE OF COMPUTERS AND EQUIPMENT	C	X	
LIFTING			
up to 10 lbs.	F	X	
10-25 lbs.	F	X	
25-50 lbs.	O	X	
50-100 lbs.	S		X
100+ lbs.	NA		X
CARRYING			
up to 10 lbs.	F	X	
10-25 lbs.	F	X	
25-50 lbs.	O	X	
50-100 lbs.	S		X
100+ lbs.	NA		X
BENDING/STOOPING	O	X	
PUSHING/PULLING	O	X	
TWISTING	O	X	
CLIMBING	S		X
BALANCING	NA		X
CROUCHING	O	X	
KNEELING	O		X
CRAWLING	S		X
REACHING (i.e., overhead)	F	X	
HANDLING	C	X	
DRIVING	NA		X
REPETITIVE MOVEMENTS (hands, feet)	O	X	
MANAGING STRESS	F	X	
RESOLVING CONFLICTS	F	X	

**WORKING CONDITIONS/ENVIRONMENTAL FACTORS:** All conditions common to a construction site for residential housing including, but not limited to, the following (Indicate appropriate code from above):

	<i>Frequency Code</i>
EXPOSURE (dust, dirt)	F
EXPOSURE (extreme heat – non-weather, flames)	O
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S

EXPOSURE (hazardous equipment)	O
EXPOSURE (chemicals, hazardous materials)	O
UNEVEN TERRAIN	S
OUTDOOR WEATHER CONDITIONS	S
VIBRATION/NOISE	C
HEIGHTS	S

## Definitions - Physical Demands

**Sitting:** remaining in a seated position

**Standing:** remaining on one's feet in an upright position at a work station without moving about

**Walking:** Moving about on foot

**Seeing:** Perceiving with the eye

**Hearing:** Perceiving or listening to sound by ear

**Talking:** Articulating, speaking or discussing using spoken words

**Dexterity:** Skill in the use of hands and fingers

**Lifting:** Raising or lowering an object from one level to another (includes upward pulling)

**Carrying:** Transporting an object, usually holding it in the hands or arms or on the shoulder

**Bending/Stooping:** Bending the body downward and forward by bending the spine at the waist. Occurs to a considerable degree and requires full use of the lower extremities and back muscles.

**Pushing:** Exerting force upon an object so that the object moves away from the force (includes slapping, striking, and kicking)

**Pulling:** Exerting force upon an object so that the object moves toward the force (includes jerking).

**Twisting:** Rotating; moving to face in alternate direction.

**Climbing:** Ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes and the like, using the feet, legs, and/or arms and hands.

**Balancing:** Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing gymnastic feats.

**Crouching:** Bending the body downward and forward by bending the legs and spine.

**Kneeling:** Bending the legs at the knees to come to rest on the knee or knees.

**Crawling:** Moving about on the hands and knees or ha

**Reaching:** Extending the hands and arms in any direction

**Handling:** Seizing, holding, grasping, turning, or working with hands

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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.