

Chittenden Central Supervisory Union Job Description

JOB TITLE:	Educational Technology Integration Specialist (ETIS) for Assistive Technology
FLSA STATUS:	Exempt
UPDATED:	3/19/10

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

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

- Serving as a teacher leader in coordinating teams to assess assistive technology needs, consulting on technology budgets, providing professional development, implementing technology policies, and proposing learning opportunities for staff and students as they relate to assistive technology.
- Collaborating with teachers to support their use of technology in delivery of accommodations, modifications, and access to curricula through a variety of instructional methods using assistive technology that is appropriated based on individual student needs and profiles. In partnership, they will work toward integrating the use of hardware, software, and internet resources in support of student learning.
- Creating learning resources for teachers and students. These may include web sites, tutorials, interactive programs and databases that support teachers and students in integrating assistive technology.
- Structuring the assistive technology education of teachers and students. Assisting in the assessment of assistive technology skill levels and needs of students and teachers.
- Consulting on the technology budget with the Director of IT, the Executive Director of Student Support Services, and building principals, for assistive technology resources, including hardware, software, learning resources and training needs.
- 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 assistive technology.
- Collaborate with the PreK-12 ETIS in the implementation of assistive technology to ensure common teaching and learning opportunities for K-12 students.
- Meet with IEP teams to support the assessment of students with special needs regarding assistive technology.
- Implement systems and training that will build the capacity of teams and teachers to identify assistive technology needs.
- Maintain an inventory of assistive technology resources across CCSU.

SUPERVISION RECEIVED:

Reports to and is supervised by the Executive Director of Student Support Services.

SUPERVISORY RESPONSIBILITIES:

Supervises students. Indirectly supervises paraeducators implementing assistive technology. Plays a key role in the hiring, performance evaluation and promotion process of paraeducators. 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, special education or other appropriate field 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.
- **Certifications and Licenses.** Valid Vermont Professional Educator's License with a valid Education Technology Specialist or Special Education endorsement. Valid VT Driver's license and clean driving record also required.

- **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, in addition to the following:
 - An understanding of key learning theories and methods of instruction, and their relation to assistive technology integration.
 - Familiarity with methods for integrating assistive technology into the curriculum such as WebQuests, online resources, digital portfolios, and other forms of assessment.
 - Experience with effective assistive 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.
- **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.

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.	O			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.	O			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	O			X
BALANCING	NA			X
CROUCHING	O		X	
KNEELING	O		X	
CRAWLING	NA			X
REACHING (i.e., overhead)	O		X	
HANDLING	C		X	
DRIVING	O-F		X	
REPETITIVE MOVEMENTS (hands, feet)	F		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)	C
EXPOSURE (extreme heat – non-weather, flames)	NA
EXPOSURE (extreme cold – non-weather)	NA
EXPOSURE (fumes, odors)	O
EXPOSURE (viruses, infectious diseases)	F
EXPOSURE (water)	S
EXPOSURE (hazardous equipment)	NA
EXPOSURE (chemicals, hazardous materials)	S
UNEVEN TERRAIN	NA
OUTDOOR WEATHER CONDITIONS	O
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.