

Union Public Schools Job Description

Position Title: Instructional Technology Resource Specialist (ITRS)
Department: Teaching and Learning
Reports To: Assistant Superintendent for Teaching and Learning

FLSA Designation: Exempt

SUMMARY: To provide effective support for the appropriate utilization of technology as a tool for teaching and learning. To be a valuable asset to the Teaching and Learning Division and will serve a vital role in coordinating with the Information Technology Department in the planning, implementing, and monitoring the vision for technology's place in schools. Will be an agent of change and actively engage in curriculum development and lesson planning and delivery. Uses credibility and experience as a classroom teacher and knowledge of teaching strategies to help design lessons and plan projects with educators.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other duties may be assigned*

- Trains teachers to use technology in an effective manner.
- Serves as a resource to classroom teachers.
- Assists with curriculum and content development.
- Disseminates information regarding technology resources, emerging technologies, best practices using technology, and professional development opportunities.
- Facilitates or conducts technology-related professional development for school staff.
- Assess levels of teacher and student technology competence.
- Works with appropriate division or school-based curriculum and technology staff to help school staff integrate technology into the curriculum.
- Models effective instructional strategies using technology.
- Represents the Teaching and Learning division when coordinating with other departments and experts in the technology area.
- Supports implementation of the Teaching and Learning aspects of the state technology plan.
- Researches use of newer technology to assist with instruction and learning.
- Uses data to design and evaluate technology-based instructional strategies.
- Assists with the development of a virtual learning program.
- Recommends hardware, software, and related resources.
- Identifies trends in technology, curriculum, teaching strategies, and other educational areas.
- Creates learning resources for teachers, staff, and students.
- Serves as a strong advocate for technology integration.
- Participates in hardware and software selection and use.
- Works with various software applications, entering and retrieving data as needed.
- Works collaboratively with educators, individuals and groups of teachers to integrate technology into instruction when it is determined to be best practice.
- Works collaboratively with teachers in order to assess the relevance of a technology-based lesson.
- Works collegially with related departments and site and site administrators to ensure effective technology integration.
- Works well with both supervisors and other members of the team.
- Maintains consistent and punctual attendance.
- Performs other duties assigned by supervisor or administrator.

Allocation of Time:

- $\geq 70\%$ of task will require assisting teachers with the integration of technology in the classroom, train teachers to use technology, assist with curriculum development as it relates to educational technology, modeling instructional strategies with students, providing training and professional development, collaborative teaching, researching technology-based instructional strategies, reviewing/evaluating technology software/hardware, offering direct assistance to teachers by way of classroom visitations, or similar kinds of duties and responsibilities as the school division may deem appropriate.
- $\leq 15\%$ of task will require meeting with administrators and curriculum specialists to coordinate services and resources. Serve on building and/or division leadership teams relating to technology and instruction, professional organizations related to technology, and other responsibilities.
- $\leq 10\%$ of task will create and implement a plan to communicate progress and activities to schools, faculty, and administration (i.e. newsletter, instruction technology web site, e-mail notifications).
- $\leq 5\%$ of task will analyze the effectiveness of existing programs and maintain records necessary to document progress of programs and district initiatives.

SUPERVISORY RESPONSIBILITIES: None.

QUALIFICATION REQUIREMENTS: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

EDUCATION and/or EXPERIENCE: Bachelor's degree. Classroom experience preferred.

CERTIFICATES, LICENSES, REGISTRATIONS: Valid Oklahoma Teaching Certificate.

LANGUAGE SKILLS: Ability to read, analyze and interpret periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, correspondence and manuals. Ability to speak effectively before administration, staff, parents and students. Ability to communicate orally and in writing.

MATHEMATICAL SKILLS: Ability to analyze and interpret statistical data to communicate clearly to teachers. Ability to apply inferences from statistical data to classroom practice.

REASONING ABILITY: Ability to apply common sense understanding to carry out written and oral instructions. 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.

OTHER SKILLS and ABILITIES: Ability to provide assistance by consulting with curriculum specialist, district administrators, and teachers discussing and sharing teaching practices, and supporting efforts to enrich student learning through technology. Ability to

collaborate and build consensus through relationships that are democratic, collaborative, and open to all perspectives. Requires good interpersonal skills that include habits, attitudes, manners, appearance, and behaviors used while working with others in the District.

PHYSICAL DEMANDS: *The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to stand and talk or hear and sometimes walk and sit. The employee is occasionally required to bend or twist at the neck more than the average person. While performing the duties of this job, the employee may occasionally push or lift up to 50 pounds such as boxes of books, computers and AV/VCR carts. The employee is directly responsible for safety, well-being and work output of other people. Specific vision abilities required by this job include close vision such as to read handwritten or typed material, and the ability to adjust focus. The position requires the individual to meet multiple demands from several people and interact with the public and other District staff.

WORK ENVIRONMENT: *The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

The noise level in the work environment is moderate to loud.