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**PRESTON COUNTY SCHOOLS
300 PRESTON DRIVE
KINGWOOD, WV 26537
304-329-0580 FAX 304-329-0720
NOTICE OF VACANCY FOR 2009-2010 SCHOOL YEAR**

Posting Date: July 20, 2010

Closing Date: July 27, 2010

Title: Technology Integration Specialist

Employment Term: 2010-2011 School year

School: County Itinerant

Budget Source: Special Education

**Salary: Based upon
degree/experience**

Application Process: Submit a bid sheet, letter of interest and a resume' to the personnel office by 4:00 p.m. eastern time on the closing date by mail, email or fax.

JOB DESCRIPTION TECHNOLOGY INTEGRATION SPECIALIST (TIS)

SUPPORTED WITH Special Education Funds

EXPECTATIONS: This individual works collaboratively with teachers and students to integrate technology and instruction. A direct correlation shall be established linking technology to the instructional strategies identified within the school's five year strategic plan. The TIS is not responsible for monitoring and troubleshooting computer labs, maintaining computer networks, or providing technical support to schools or districts. During TIS period, this individual may not cover classes and the time in the building should maintain an instructional and program development particularly in the planning and preparing of on-line IEP's.

CERTIFICATION: Certification in Special Education with endorsements in Mental Impairment, Learning Disabilities, Behavioral Disorders, and or Severe or Multiple Handicaps, preferably K-12, with at least five years of teaching experience in Special Education classrooms.

+ WV Technology Integration Specialist Credential or Temporary Authorization OR willing to pursue TIS credential.

RESPONSIBLE TO: Directly responsible to the respective principals and the district Special Education Director

DUTIES AND RESPONSIBILITIES RELATED TO TIS POSITION

- Assess technology knowledge and skill levels of staff;
- Identify software, curriculum, teaching strategies and other educational resources available to meet specific school, teacher and student needs, including but not limited to writing IEP's on-line;
- Participate in school strategic planning;
- Collaborate/coordinate with Special Education teachers to support the use of technology in delivery of curricula through a variety of instructional strategies;
- Adhere to and communicate copyright as well as other laws and guidelines pertaining to the distribution and ethical use of all resources;
- Model the integration of technology in all curriculum areas, providing an emphasis in curriculum areas identified for implementation of IEP's;
- Conduct staff development in the areas of technology integration, the new West Virginia Learning Skills and Technology Tools Content Standards and Objectives (Policy 2520.14), educator technology standards as reflected in West Virginia Policy 5310 Performance Evaluation of School Personnel and various statewide technology resources as well as county/school software application;

- Participate in meetings and professional development structured by the WVDE;
- Participate in professional development in regard to maintaining most current certification;
- Assess and report progress in student achievement based on accountability measures; and
- Prepare and submit accurate reports in a timely manner as required.

PRE-REQUISITE SKILLS

In addition to experience in the aforementioned responsibilities, the candidate should have:

- Teaching experience; classroom management skills and effective communication and interpersonal skills;
- An understanding of fundamental learning theories and methods of instruction blended with knowledge of technology;
- Expertise with strategies for integrating technology into the curriculum such as interactive web activities, online resources, digital portfolios and other forms of classroom assessment as deemed appropriate; and
- Experience with efficient technology strategies for project-based learning (PBL), differentiated instruction (DI), response through intervention (RTI) backward design, and the preparation of on-line IEPs.

Accountability for this position is determined through the utilization of the following methods:

- Monthly activity reports; E-portfolios
- Pre/Post TIS Professional Development Surveys
- School Assessment for the Integration of Technology Monitoring Instruments
- Onsite classroom observation and monitoring
- Trend analysis of targeted needs and student achievement form year to year
- Presentation Showcase: A Year in Review Multi-Media Project focusing on technology integration and 21st Century Learning in the school district.

Qualifications:

- **Certification in Special Education with endorsements in Mental Impairment, Learning Disabilities, Behavioral Disorders, and or Severe or Multiple Handicaps, preferably K- 12**
- **At least five years of teaching experience in Special Education classrooms**
- Clearance of any criminal convictions as listed in House Bill 146;
- Successfully carry out the responsibilities of the position.
- Have the ability to work cooperative and effectively with school personnel and the general public.

PERFORMANCE CRITERIA FOR CLASSROOM RESPONSIBILITIES

1. Program of Study: Provide TIS support for curricula required by the State of West Virginia and according to the IEP.

- Base instruction on adopted curriculum for the school;
- Demonstrate accurate and current knowledge in subject field;
- Develop appropriate lessons to teach instructional objectives;
- Employ a variety of instructional strategies to augment achievement;
- Utilize content scope and sequence in planning.

2.Classroom climate: Provide TIS support for an atmosphere conducive to learning consistent with school/county mission.

- Follow established school discipline procedures which include the West Virginia Code of Conduct;
- Establish procedures and rules which enhance learning;
- Encourage student attendance;

- Set high positive expectations for student performance;
- Encourage and acknowledge individual student accomplishments and appropriate behavior;
- Treat students in a fair and equitable manner;
- Accommodate individual learning differences;
- Create and maintain an environment which supports learning;
- Communicate with parents.

3. Instructional Management Systems: Provide TIS support for teacher to organize strategies for teaching to maximize the use of allocated instructional time to increase student learning.

- Prepare and implement lesson plans;
- Begin lesson on instructional activity with a review of previous material, as appropriate;
- Have materials, supplies and equipment ready at the start of the lesson or instructional activity;
- Introduce the instructional activity and specify instructional objectives;
- Direct and adequately supervise students to be on task quickly at the beginning of each instructional activity;
- Present reading, writing, speaking and listening strategies using concepts and language which students understand;
- Provide relevant examples and demonstrations to illustrate concepts and skills;
- Assign developmentally appropriate tasks;
- Provide instructional pacing which ensures student understanding;
- Maximize student time on task;
- Make effective transitions between instructional activities;
- Summarize the main point(s) of the instructional activity;
- Encourage students to express ideas clearly and accurately;
- Incorporate higher level thinking skills;
- Assist students to develop productive work habits and study skills, enabling communications with parents as needed.
- Provide remediation activities for students;
- Design, deliver and assess student learning activities addressing the state adopted content standards and/or instructional goals and objectives;
- Integrate a variety of technology applications and learning tools to augment student achievement.

4. Student Progress: Provide TIS support for teachers to gather, store and monitor data related to student learning for use in assessing progress toward achieving the instructional objectives and according to IEP.

- Following grading policies and regulations;
- Maintain accurate and complete student records;
- Monitor and evaluate student progress;
- Provide feedback on student work;
- Monitor student attendance.

5. Communication: Communicate with students parents, educational personnel and others. Utilize standard grammar, listening skills and clarity in the presentation of ideas.

- Communicate student progress according to established procedures and policies;
- Communicate regularly and effectively with students, co-workers, parents / guardians and the community and exhibit appropriate interactive skills;
- Follow confidentiality procedures regarding students, parents / guardians and fellow staff members;
- Speak and write standard English clearly, correctly and distinctly;
- Determine and utilize appropriate community resources

6. Professional Work Habits: Demonstrate behavior which reflects established professional responsibilities (i.e. attendance, punctuality and verbal / nonverbal communication);
- Adhere to established laws, policies, rules and regulations;
 - Interact appropriately with students, other educational personnel and parents;
 - Participate in activities which foster professional growth;
 - Be punctual with reports, grades, records and in reporting to work;
 - Perform assigned duties;
 - Strive to meet county and school goals;
 - Command respect by example in appearance, manners, behavior and language.

Equal Employment Opportunity:

As required by Federal law and regulations, the Preston County Board of Education and the County Office do not discriminate on the basis of sex, religion, race, color, disability, age or national origin in employment or in its education programs and activities. Inquires may be referred to the Title IX Coordinator, Preston County Schools, 300 Preston Drive, Kingwood, WV 26537 Phone 304-329-0580, or to the United States Department of Education, Director of the Office for Civil Rights.