

## **Integrated Technology Teacher- Special Education (Preschool and School Age)**

### **GENERAL PURPOSE OF POSITION**

Provides support and training to teachers and students integrating technology and curriculum to enhance student achievement. Assists all school age teachers with the design, development, and implementation of technology based curriculum activities. Responsible for assessment of needs, development and implementation of student and staff training in the technology area. Works with the MIS Director and instructional administration team in developing instructional technology policies and procedures. Researches and recommends instructional software and materials.

### **REPORTING RELATIONSHIP**

Reports to the Director of Education

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Provides professional leadership in planning and implementing technology based activities in all areas of the school-age curriculum. Proactively communicates with teachers to identify opportunities for technology
- Provides training to all professional staff on using integrating technology into all areas of the curriculum.
- Coordinates all curriculum based and alternate assessments to assess technology literacy skills of students and staff.
- Assists teachers with the development of technology lessons to teachers for SMART Board and classroom computer for integration in the classroom and provides the necessary training for instructional technology in the classroom.
- In-service education of instructional staff:
  - Provides assistance to school staff through model lessons, suggested techniques, acceptable procedures, and materials for use with students.
  - Contributes to the overall in-service program by speaking with school staff, demonstrating techniques, circulating professional material, and participating in workshops and seminars.
- Provides transitional and vocational instruction to school age students on IT related matters including: computers, basic and advanced keyboarding skills, use of mouse, internet, various computer programs such as outlook and WORD.
- Provides instruction and training to students on cyber safety and cyber bullying.
- Assists in the implementation of initiatives that serve to integrate technology into the instructional programs of the division.
- Assists in integrating technology towards ensuring that students' IEP mandates are fulfilled.
- Write specific lesson plans that are creative and demonstrate a variety of methods for achieving student goals.
- Engage students in activities that are interesting, meaningful and individualized to reflect each child's developmental level.
- Help each student to mature academically, emotionally and socially.
- Provide care and instruction to promote a safe environment for students and staff.

- Ensures a clean and orderly work environment.
- Formulate long-term goals and short-term objectives and implement all goals on each student's IEP.
- Provide information about each student's progress to appropriate family members and human service professionals.
- Ensure that aides and assistants work productively as part of the classroom team.
- Ensure that staff are engaged in classroom, and performing all duties and responsibilities as assigned by the teacher.
- At all times assuming responsibility for the management of the class.
- Ensure that policies and procedures are being adhered to.
- Promptly reporting instances of policy and procedure deviations to the Director of Education.
- Provide clear and succinct direction to students and staff.
- Utilize Strategies for Crisis Intervention and Prevention (SCIP) procedures in the School Program when necessary.
- Advocate for each student and family when they cannot advocate for themselves.
- Establishing and maintaining positive communications with family and caregivers.
- Organize and maintain daily, weekly and/or monthly notes, reports and/or records required for each student.
- Establish an effective data collection and charting system to monitor students' progress.
- Consistently comply with all agency policies and procedures.
- Consistently maintain high professional standards at work with regard to personal behavior and interactions with other staff and families
- Perform other duties as requested by the Principal and/or Director of Education.

### **SKILLS AND ABILITIES**

- Demonstrated experience using technology in a classroom environment; integrating technology into curriculum; taking a leadership role in developing and using technology; involvement in developing technology plans; using teacher productivity tools;
- General experience in the use of microcomputer applications and equipment including multimedia.
- Microcomputer applications including word processing, spreadsheet, and database applications; desktop publishing; multimedia applications;
- Methods of integrating technology with curriculum;
- Windows operating systems;
- High level of written and oral communication.
- High level of interpersonal skills.
- High level of behavior management skills.
- High level of knowledge of educational principles, especially those that apply to students with disabilities.
- Possess good time management skills.
- Knowledge of computers to prepare monthly lessons and progress reports and educational materials needed.

## **MINIMUM EDUCATION AND/OR TRAINING**

- Must possess a BA or BS degree in Computer Science or Technology.
- Provisional special education teacher certification (either from the New York State Educational Department or accepted by them.) Permanent certification must be obtained and documentation substantiating same provided to the Agency within five years of provisional certification, unless a shorter duration is required by law.
- Minimum of three years of verifiable elementary, middle, or high school teaching experience with developmentally disabled students.
- Experience teaching developmentally disabled students.
- Strong 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.
- Experience using SmartBoard.
- Extensive knowledge of teaching techniques, curriculum and staff development.
- An understanding of key learning theories and methods of instruction, and their relation to technology integration.
- Experience integrating technology into instruction.
- An acceptable background check.

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 with or without reasonable accommodation(s).

**PHYSICAL DEMANDS**

On-the-job time is spent in the following physical activities Show the amount of time by checking the appropriate boxes below.

Amount of Time

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Stand				X
Walk			X	
Sit		X		
Talk or hear				X
Use hands or fingers, handle or feel				X
Push/Pull		X		
Stoop, kneel, crouch or crawl		X		
Reach with hands and arms		X		
Stair climbing		X		

This job requires that weight be lifted or force be exerted. Show how much and how often by checking the appropriate boxes below.

Amount of Time

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Up to 10 lbs.				X
Up to 25 lbs.				X
Up to 50 lbs.				X

This job has special vision requirements. Check all that apply.

- Close Vision (clear vision at 20 inches or less)
- Distant Vision (clear vision at 20 inches or more)
- Color Vision (ability to identify and distinguish colors))
- Peripheral Vision (ability to observe an area that can be seen up and down or to the left and right while eyes
- Dept Perception (three dimensional vision; ability to judge distances and spatial relationship.
- Ability to Adjust Focus (ability to adjust eye to bring an object Into sharp focus)
- No Special Vision Requirements

Specific demands not listed:

Ability to work under pressure and multi-task. \_\_\_\_\_  
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**WORK ENVIRONMENT**

This job requires exposure to the following environmental conditions. Show the amount of time by checking the appropriate boxes below.

Amount of Time

	None	Up to 1/3	1/3 to 1/2	2/3 or more
Outdoor weather conditions			X	

The typical noise level for the work environment is: Check all that apply.

- Very Quiet
- Loud Noise
- Quiet
- Very Loud Noise
- Moderate Noise

Hearing:

- Ability to hear alarms on equipment
- Ability to hear students/individual calls
- Ability to hear instructions from department staff

**REPETITIVE MOTION ACTIONS**

Number of Hours

Repetitive use of hands	0	1-2	3-4	5-6	7+
A. Right only					
B. Left only					
C. Both					X

Grasping: simple/light:

A. Right only					
B. Left only					
C. Both					X

Grasping: Firm/heavy:

A. Right only					
B. Left only					
C. Both					X

Fine Dexterity:

A. Right only					
B. Left only					
C. Both					X