

FACILITATOR - SPECIAL EDUCATION TECHNOLOGY
(BOCES #2)

GENERAL STATEMENT OF DUTIES: Provides special education teachers with specific educational strategies in the use of technology, designs materials in order to enhance learning of special needs students; does related work as required.

DISTINGUISHING FEATURES OF THE CLASS: Under the general supervision of the Supervisor of Special Education, this position advises local school district special education teachers on the appropriate use of existing materials and equipment, i.e., microcomputer hardware/software, multimedia, etc., and develops original materials for meeting the goals of each student's IEP (Individualized Education Plan). Position also trains students and teachers in the use of materials and equipment.

EXAMPLES OF WORK: (Illustrative Only)

Selects materials for special education teachers designed to enhance learning, based on their appropriateness, for the purpose of supporting educational objectives;

Selects for special education teachers microcomputer hardware and software for the purpose of supporting/reinforcing determined educational objectives based on each student's IEP (Individualized Education Plan), and instructs teachers in the use of same;

Develops materials and educational programs designed to reinforce learning concepts;

Performs on-site technology assessments of special needs students in order to suggest appropriate educational technology which can be adapted to meet their specific needs, e.g., for a student who cannot type or use the mouse, would suggest and install a touch screen computer;

Instructs on a one-to-one basis, special needs students in their classrooms, in the use of microcomputer software, hardware, and adaptive technology;

Trains special education teachers, and sometimes parents, on the use of adaptive technology;

Meets with special education teachers and the Special Education Supervisor on a regular basis to discuss the usefulness of various hardware and software in relation to each student's educational goals;

Instructs and supports special education teachers in the integration of technology equipment, e.g., digital camera, scanner, sound video, with their established curriculum;

Attends workshops on educational technology in order to stay current with developments in the field;

EXAMPLES OF WORK: (Illustrative Only) con't

Maintains software for IEP programs;

Makes presentations to special education teachers, school boards and parents to share appropriate applications;

Assists with Special Education presentations for other administrators and conferences. e.g., put together material using PowerPoint for a conference on the topic of learning disabilities technology;

Delivers both hardware and software to school districts; develops and maintains database for inventory for approximately 250 computers and pieces of equipment;

Tests all computer hardware before each class to ensure it is in working order and troubleshoots equipment problems;

Researches, tests and evaluates software, multimedia, and other materials in order to determine their usefulness in meeting special education teaching strategies, e.g., downloads software samples from various websites to see if of any use for the students;

Maintains Special Education's portion of BOCES' website using JAVA script, Dreamweaver, Adobe PhotoShop;

Assists in the writing and editing of the "Teknowledge" newsletter, a publication that reports the current use of technology for students with special needs, and provides a listing of new technology acquisitions.

REQUIRED KNOWLEDGE SKILLS, ABILITIES AND ATTRIBUTES: Good knowledge of the application of educational software for purpose of reinforcing learning concepts for special needs students; good knowledge of developments in the field of educational technology and its adaptability for special needs students; good knowledge of the mechanics of educational technology equipment, e.g., microcomputer hardware, multimedia such as computer projectors; working knowledge of the principals of special education; ability to train teachers and parents in the use of adaptive technology; ability to work with special needs students; ability to communicate effectively in special education terminology; ability to communicate effectively both orally and in writing; organizational skills; patience, sound judgement; tact; physical condition commensurate with the duties of the position.

MINIMUM ACCEPTABLE TRAINING AND EXPERIENCE: Possession of a high school or equivalency diploma and either (a) an Associate's degree* or 60 credits and four (4) years experience in applying educational technology to a special needs student population; or (b) a Bachelor's degree* and two (2) years experience as stated in (a); or (c) a Master's degree* in Special Education and one (1) year experience as stated in (a).or (d) a satisfactory equivalent combination of training and experience.

*SPECIAL NOTE: Education beyond the secondary level must be from an institution recognized or accredited by the Board of Regents of the New York State Education Department as a post-secondary, degree-granting institution.

NOTE: Educational technology is defined as the use of a variety of technological tools, e.g., personal computers and related equipment (printers, laser discs, CD ROM), cable television in the classroom and simple technology like calculators, in order to improve/enhance classroom instruction and management. The emphasis is on the training of staff (mainly teachers) in the use of educational technology.

SPECIAL REQUIREMENT FOR APPOINTMENT IN SCHOOL DISTRICTS:
In accordance with the Safe Schools Against Violence in Education (SAVE) legislation, Chapter 180 of the Laws of 2000, and by the Regulations of the Commissioner of Education, candidates for appointment in school districts must obtain clearance for employment from the State Education Department prior to employment based upon a fingerprint and criminal history background check.