

Jurisdiction Class: Competitive
EEO Category: Professionals
Revised: 02/13/2018

SENIOR EDUCATIONAL TECHNOLOGY PLANNING SPECIALIST

DISTINGUISHING FEATURES OF THE CLASS: This position exists in the BOCES Regional Information Center (RIC) and involves responsibility to perform office and field assignments to determine how member school district administrative staff are fulfilling their instructional, technical, and administrative needs, their perception of the quality and cost effectiveness of received services, to provide strategic leadership in trending technologies, and to determine the level of interest in future instructional, technical, and administrative needs to their district. The Senior Educational Technology Planning Specialist will serve as a liaison and "trouble shooter" between school district users and the Mohawk Regional Information Center. This position differs from Educational Technology Planning Specialist in that the incumbent performs tasks at a higher performance level. The work is performed under general supervision of a higher level supervisor with limited leeway for carrying out technical details of the work. Supervision over the work of others may be a responsibility of employees in this class. The incumbent performs related work as required.

TYPICAL WORK ACTIVITIES: (Illustrative Only)

- Schedules visits with all school districts in the region. Other Regional Information staff will accompany the Senior Education Technology Planning Specialist as necessary;
- Assists with the annual budget development process by assessing current and future service requests and development;
- Reviews with the Director and/or Assistant Director of the Regional Information Center, the results of each school visit. During the review process, the Sr. Education Technology Planning Specialist will determine if the results of the meetings necessitate follow-up activities. Where follow-up activities are requested or required, the Sr. Educational Technology Planning Specialist revisits the school district with appropriate RIC or vendor resources as necessary. These follow-up sessions will concentrate on technology futuring for both administrative and instructional goals;
- Will be required to make "ad-hoc" visits to the school districts to monitor service effectiveness and implementation of new technology solutions;
- Provides Project Management or New Service Development per school districts requests and assists with the coordination of Research and Development (minimum of five (5) projects per year) including status reporting updates on the MORIC Intranet site;
- Will be knowledgeable of both regional and state plans relating to the delivery of technology solutions relevant to the education environment;
- Mentoring other RIC staff including Assistant Educational Technology Planning Specialists;
- Will gather information to be reviewed and analyzed with the Director and/or Assistant Director and other appropriate staff;
- Compiles the narrative information for the utilization in the Chapter 793 Plan for the school year;

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TYPICAL WORK ACTIVITIES: (continued)

Facilitates and/or provides to user districts necessary training activities for the Center;
Chairs and facilitates assigned Governance committees, focus groups, or specific user groups (i.e. Technology Coordinators);
Coordinates Divisional Staff Development Opportunities.

FULL PERFORMANCE KNOWLEDGE, SKILLS, ABILITIES AND PERSONAL CHARACTERISTICS:

Thorough knowledge of the principals and practices of planning using NYSED acceptable technology planning practices and application for a variety of management, administrative, accounting, and statistical activities and problems; good knowledge of the delivery of computer technology to a variety of school district settings; ability to adopt a variety of school district management problems and data to computer analysis; ability to conduct research using a variety of techniques and apply results to school district planning; ability to understand and interpret basic planning research data; ability to understand and follow oral and written directions.

MINIMUM QUALIFICATIONS: Either:

- (A) Graduation from a regionally accredited or New York State registered four year college or university with 30 graduate hours in the field of school administration and supervision **AND** one (1) year of experience in an educational or business setting involving planning, utilizing computer technology, project management, and leadership; **OR**
- (B) Graduation from a regionally accredited or New York State registered four year college or university with a Master's Degree in education, business, communications or a closely related field **AND** two (2) years of experience in an educational or business setting involving planning, utilizing computer technology, project management, and leadership; **OR**
- (C) Graduation from a regionally accredited or New York State registered four year college or university with a Bachelor's Degree in education, business, communications or a closely related field **AND** three (3) years of experience as defined in (B) above; **OR**
- (D) Graduation from a regionally accredited or New York State registered college or university with an Associate's Degree in business, communications or a closely related field **AND** six (6) years of experience as defined in (B) above; **OR**
- (E) Graduation from high school or possession of a high school equivalency diploma **AND** eight (8) years of experience as defined in (B) above.

Adopted: 05/08/2008
Revised: 02/13/2018