



**Orange County Department of Education
Human Resources Department
Classified Management Class Specification**

Coordinator, Assistive Technology

**Class Code: 1082
Work Days: 215**

GENERAL PURPOSE

Coordinate the development and delivery of assistive technology training to local school districts and the internal special education program; advise institutions of higher education on course content for assistive technology curriculum; serve as a liaison to agencies that develop assistive technology training; and provide assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level supervisory or management staff.
2. Exercises direct supervision over professional, technical, and clerical staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES

This position description is intended to describe the general nature and level of work performed by an employee assigned to this position. This description is not an exhaustive list of all duties, responsibilities, knowledge, skills, abilities, and working conditions associated with this position. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

1. Recommend and assist in the implementation of goals, objectives, and strategic plan; establish schedules and methods for providing specialized services; implement policies and procedures.
 2. Coordinate with SELPA and district special education directors to facilitate the delivery of training to assistive technology specialists (ATS).
 3. Coordinate with the California Department of Education the establishment of Regional Assistive Technology delivery systems.
 4. Coordinate and manage the Department's Special Education Web Site to provide an Internet-based access to Special Education information.
 5. Provide and conduct student evaluations to determine student needs; recommend purchase of specialized adaptive equipment to meet student needs.
 6. Evaluate assistive technology course curriculum content being taught at institutions of higher education and recommend modifications and enhancements as appropriate.
 7. Serve as the Department's liaison to the Assistive Technology Exchange Center.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

8. Monitor low incidence budget and specialized equipment purchases for the Special Schools Unit; recommend purchase of electronic materials used in the adaption of assistive devices.
9. Coordinate the acquisition, development, and repair of adaptive electronic equipment used by students enrolled in the Special Schools Program; modify electronic adaptive devices for use by students with special needs.
10. Identify software programs that can be used for administrative and instructional applications.
11. Select, train, supervise, and evaluate assigned personnel; work with employees to correct deficiencies.
12. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
13. Plan, prioritize, assign, supervise, and review the work of staff responsible for providing services for the Special Schools Unit; prepare work schedules for appropriate staff.
14. Recommend, initiate purchase, and install computer software programs for administrative and classroom applications for the Special Schools unit.
15. Develop and maintain a computer database to track student Individualized Education Program information.
16. Develop multimedia presentations to facilitate training using the computer and available technology.
17. Present information regarding the use of technology in the classroom at conferences and meetings.
18. Secure Federal, State, and local grant funding for Educational Technology Programs.
19. Demonstrate attendance sufficient to complete the duties of the position as required.
20. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Recent developments, current literature, and sources of information related to special education services, planning, and administration.
2. Electronic equipment and how it can be modified for use by students with disabilities.
3. Computers and computer applications used in school administration and classrooms.
4. Computer database applications used in educational programs.
5. Computer multimedia applications used in computer-based training programs.
6. Principles of effective supervision, leadership, training, coaching and performance evaluation.
7. Procedures, methods, and techniques of project and workflow management and organization.

Knowledge of (cont.):

8. Various potential federal, state, and local funding sources.
9. Basic procedures, methods, and techniques of budget preparation and control.
10. Internet-based software applications.

Ability and Skill to:

1. Adapt and modify specialized equipment to the needs of students with disabilities.
2. Identify and recommend electronic equipment purchases according to student needs.
3. Manage a computer telecommunications program.
4. Identify and apply for potential funding sources.
5. Select, train, lead, coach, direct the work of, supervise, and evaluate professional and technical employees; effectively delegate authority and responsibility.
6. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
7. Develop and present training materials.
8. Establish and maintain effective working relationships with various constituencies.
9. Interpret and explain laws, codes, contracts, policies, and procedures.
10. Prepare clear and concise correspondence, reports, and other written materials.
11. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
12. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

Education, Training and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is a Master's degree from an accredited college or university with major course work in computer science or a related field, and four years increasingly responsible experience working with electronic equipment and technology and computer software applications.

PHYSICAL AND MENTAL DEMANDS

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

Physical Demands

While performing the duties of this job, employees are regularly required to bend, stoop, push, pull, grasp, squat, twist, kneel, walk, sit, and reach to access materials or equipment and complete other tasks as assigned; lift and carry up to 25 pounds; and lift from ground, waist, chest, shoulder, and above shoulder level. The position may include occasional need to traverse uneven surfaces.

Employees in this classification are to be able to travel countywide to a variety of sites within a reasonable time frame; read written and electronic materials; communicate clearly in person, on the phone, and via email; and operate all required equipment.

Mental Demands

While performing the duties of this class, employees are regularly required to use written and oral communication skills; read and interpret information; analyze and solve problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions; work under intensive deadlines and meet productivity requirements; and interact successfully with various groups of people encountered in the course of work.

WORK ENVIRONMENT

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

Employee typically works in an office environment that is moderately paced with moderate pressure.

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