



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

Coordinator, Instructional Technology

**Class Code: 1096
Work Days: 220**

GENERAL PURPOSE

Coordinate projects and programs in support of educational technology use, facilitation, and integration; manage Educational Technology Center training labs and Online/Blended Learning; provide professional development, technical assistance, and information and learning resources to districts/schools in Orange County; and provide highly responsible and complex staff assistance to higher level management staff.

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher level 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 projects and programs in support of technology use, facilitation, and integration.
 3. Develop, implement, and evaluate training workshops related to integrating the latest technologies into learning environments for school districts and OCDE staff.
 4. Develop new business partnerships with private industries to showcase technology innovation at the Educational Technology Center.
 5. Identify, acquire, and catalog educational software for preview and demonstration purposes; expand hardware and software preview center as needed.
 6. Assist school districts and OCDE with developing long range technology plans.
 7. Manage overall operations of OCDE's Educational Technology Center training labs.
 8. Collaborate with OCDE Instructional Services staff to design and deliver Common Core State Standards based professional Development.
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

9. Develop, coordinate, and conduct online/blended learning staff development workshops, trainings, and presentations.
10. Select, train, supervise, and evaluate assigned personnel; work with employees to correct deficiencies.
11. Plan, prioritize, assign, and review the work of staff responsible for providing transition services within Title I Programs; prepare work schedules for appropriate staff.
12. Provide coaching to employees; collaborate on goal development, set clear expectations, provide constructive feedback, and check in regularly for understanding.
13. Participate in development of grants as they relate to educational technology programs.
14. Serve as a resource to school districts and OCDE staff related to emerging technologies and equipment changes.
15. Represent the Orange County Department of Education at a variety of meetings and activities involving statewide distance learning and long range technology planning.
16. Participate in the preparation and administration of the program budget for assigned area; submit budget recommendations; monitor expenditures.
17. Maintain records and develop reports concerning new or ongoing programs and program effectiveness; maintain records for the technology program; maintain and file various reports; prepare statistical reports as required.
18. Demonstrate attendance sufficient to complete the duties of the position as required.
19. Perform related duties similar to the above in scope and impact as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. California curriculum frameworks, California Education Reform documents, and the Common Core State Standards.
2. Basic operations, services, and activities of a technology program.
1. Principles of effective supervision, leadership, training, coaching and performance evaluation.
3. Procedures, methods, and techniques of project and workflow management and organization.
4. Modern principles and practices of technology program development and implementation.
5. Current research and trends relative to effective use of technology in educational programs.
6. Basic procedures, methods, and techniques of budget preparation and control.
7. Pertinent federal, state, and local laws, codes, and safety regulations.

Knowledge of:

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8. Technology planning at the school, district, county, and state levels.
 9. Recent developments, current literature, and sources of information related to technology planning and administration.

Ability and Skill to:

1. Coordinate, direct, and implement technology programs suited to the needs of the community.
2. Elicit community and organizational support for instructional technology programs.
3. Prepare and administer program budgets; allocate limited resources in a cost effective manner.
4. Select, train, lead, coach, direct the work of, supervise, and evaluate professional and technical employees; effectively delegate authority and responsibility.
5. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
6. Establish and maintain effective working relationships with various constituencies.
7. Understand, interpret, and explain laws, codes, contracts, policies, and procedures.
8. Develop and present training materials.
9. Prepare clear and concise correspondence, reports, and other written materials.
10. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
11. 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 education including specialized training in educational technology or a related field, and four years of responsible educational experience including two years of administrative service in a public school setting including experience with educational technology training environments.

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 variably paced with moderate to high pressure.

Revised 3/2017