COORDINATOR OF ASSISTIVE TECHNOLOGY (Final Draft)

*Position Summary:*

Under the supervision of the Chief Technology Officer and/or other designated administrator, the Coordinator of Assistive Technology is responsible for the coordination of all matters pertaining to technology for special needs students and training of special education staff. The Coordinator of Assistive Technology will be instrumental in the establishment and maintenance of a system-wide technology related assistance program for students of all ages.

*The following Qualifications, Knowledge, Skills and Abilities, and Key Duties and Responsibilities are given by way of example, and are not intended to be all inclusive and are not set forth in order of importance.*

***Qualifications:***

1. Assistive Technology Degree/Certificate preferred.
2. Hold or be eligible for a valid teaching license which meets Commonwealth of Virginia requirements with specific endorsement in the area to which assigned. Experience in Special Education Instruction preferred.
3. Ongoing evidence of mental and physical competence to perform assigned responsibilities may be required from a qualified physician.
4. An applicant who has had prior experience in a related position must have a performance rating which is acceptable to \*\*\*\*\*Public Schools for such experience.
5. Demonstrate a comprehensive knowledge of special education technology.

***Knowledge, Skills and Abilities:***

1. Demonstrate comprehensive knowledge of Assistive Technology.
2. Demonstrate ability to work cooperatively with the total staff.
3. Demonstrate ability to relate positively to parents and other community representatives.
4. Demonstrate appropriate use of written and verbal communication.
5. Demonstrate effective time management and organizational skills.
6. Demonstrate comprehensive knowledge of special education technology.
7. Demonstrate knowledge of the special education process and current legal mandates as related to Special Education.
8. Demonstrate the ability to assess individual students needs and performance, and provide input for the development of an individualized education plan.
9. Demonstrate ability to provide appropriate adaptations and instructional programs as outlined in IEP and as it relates to assistive technology.

***Key Duties and Responsibilities:***

1. Complete required records and reports promptly and accurately.
2. Assume responsibility for management of devices and equipment.
3. Practice and promote positive interaction with and among students.

4. Adapt and adjust instructional presentation of subject content to students’ needs and interests.

5. Exhibit evidence of effective lesson planning, when appropriate.

6. Utilize appropriate and varied teaching techniques and learning activities for both students and staff.

7. Design, develop and coordinate instruction for special and general education staff on assistive and adaptive

technologies, integration of technology into the curriculum, assistive technology needs assessment, and

assistive technology legal requirements.

8. Participate on special education assessment teams.

9. Test and evaluate appropriate assistive technology devices, computer hardware, and software.

10. Recommend purchase of computers, software and other assistive devices to the Director of Special Programs.

11. Investigate potential assistive technology funding sources to include local, state, and federal government

agencies as well as private organizations.

12. Coordinate assistive technology requirements and programs with the County’s Department of Instruction,

Department of Technology and Department of Special Education.

13. Provide instruction to selected students on a case-by-case basis.

14. Establish and maintain a network of school-based assistive technology liaison and each office.

15. Develop and maintain a database on the county’s assistive technology assets.

16. Coordinate with assistive technology leaders in the field through conference attendance and Internet

connection.

17. Provide consultative assistance to teachers in the integration of technology into the IEP and/or curriculum.

18. Maintain a record of appropriate attendance and punctuality.

19. Adhere to guidelines of confidentiality as outlined in federal and state laws and School Board Policies and

Procedures.

20. Serve as an optimal role model for students, colleagues, and the general public.

21. Maintain a clean, neat appearance, appropriate to position.

22. Comply with all district and school policies and regulations.

23. Actively pursue professional growth activities.

24. Perform other duties as assigned.

***Position-Specific Responsibilities:***

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***Evaluated by:*** Supervisor of Instructional and Assistive Technology

***FLSA Classification:***Exempt

***Terms of Employment:*** 12 months in accordance with the \*\*\*\*\*\* School Board calendar.

***Evaluation:*** Evaluation will beconducted in accordance with School Board Policies and Regulations.

***Date Reviewed:*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Administrator’s Signature:*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Employee’s Signature:*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **JOB TITLE:** | **COORDINATOR OF ASSISTIVE TECHNOLOGY**  |
| **DEPARTMENT:** |  |

**ESSENTIAL ELEMENTS \* JOB FUNCTIONS ASSESSMENT**

**Physical Requirements:**

|  |  |
| --- | --- |
|  | Seeing General |
| x | Close Vision |
|  | Color Perception |
| x | Hearing/Listening |
| x | Clear Speech – Simple |
| x | Clear Speech – Complex |
| x | Touching  |
| x | Dexterity |
| x | Hand |
| x | Finger |
|  | Smelling |
|  | Smoke |
|  | Food |
|  | Cleanliness |
|  | Tasting |
| x | Functionally Mobile |
| x | Lifting (30 lbs.) |
| x | Pushing |
| x | Pulling |
|  | Typing |
|  | WPM |
|  | Climbing Flights/Stairs/Ladders |
| x | Carrying (30 lbs.) |
|  | Kneeling |
|  | Stooping |
| x | Bending |
|  | Sitting |
|  | Flexibility |
|  | Upper Body |
|  | Lower Body |
|  | Running Distance |
|  | Standing |
|  | Driving |
|  | Car |
|  | Van |
|  | Truck |

**Stress Factors:**

|  |  |
| --- | --- |
| x | Repetition |
| x | High Pressure |
|  | Hazards |
|  | Fatigue |
|  | Boredom |

**Work Environment:**

|  |  |
| --- | --- |
|  | Works Alone |
| x | Works w/Others |
| x | Works Around Others |
| x | Verbal Contact w/Others |
| x | Face-to-Face Contact |
|  | Shift Work |
| x | Inside |
| x | Outside |
|  | Confined Areas |
|  | Extreme Heat |
|  | Extreme Cold |
|  | Temperature Changes |
|  | Wet and/or Humid |
|  | Noise |
|  | Vibration |
|  | Mechanical Equipment |
|  | Electrical Equipment |
|  | Pressurized Equipment |
|  | Burning Materials |
|  | Moving Objects |
|  | High Places |
|  | Fumes/Odors |
|  | Dirt/Dust |
|  | Gases |

**Mental Requirements:**

|  |  |
| --- | --- |
| x | Reading Simple |
| x | Reading Complex |
| x | Writing Simple |
| x | Writing Complex |
| x | Clerical |
| x | Memorization |
| x | Analyzing |
| x | Perception |
| x | Judgment |
| x | Decision-Making |

**Equipment:**

|  |  |
| --- | --- |
| x | Computer |
| x | Keyboard |
| x | Telephone |
| x | Calculator |
| x | Copier |
| x | Audio/Visual Equip. |
| x | Fire Alarm |
|  | Switchboard Console |
| x | Television Monitor |
|  | Kitchen Appliance |
|  | Vacuum Cleaner |

**Continuation of Equipment:**

|  |  |
| --- | --- |
|  | Maintenance Tool Equip. |
|  |  |

**Others:**

|  |  |
| --- | --- |
|  | Laundry Equipment |
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