



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

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**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 being 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 Special Education Local Plan Area and district special education directors to facilitate the delivery of training to IEP team members.
  3. Coordinate with the California Department of Education to establish regional assistive technology delivery systems.
  4. Provide and conduct student evaluations to determine student needs and recommend the purchase of specialized equipment to meet student needs.
  5. Evaluate assistive technology course curriculum content being taught at institutions of higher education and recommend modifications and enhancements as appropriate.
  6. Monitor specialized equipment purchases and recommend the purchase of electronic materials used in the adaption of assistive devices.
  7. Coordinate with member districts and service providers on the acquisition, development, and repair of adaptive electronic equipment used by students enrolled in district programs and modify electronic adaptive devices for use by students with special needs.
  8. Select, train, plan the work of, supervise, and evaluate staff; provide coaching to employees; collaborate on goal development; set clear expectations; provide constructive feedback; assist in improvement as needed; and check in regularly for understanding.
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9. Develop and present information regarding the use of educational technology in the classroom, at meetings, and conferences.
  10. Conduct AT evaluations and provide results and recommendations as needed.
  11. Demonstrate attendance sufficient to complete the duties of the position as required.
  12. 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 multimedia applications used in various digital equipment.
5. Principles of effective supervision, leadership, training, coaching, and performance evaluation.
6. Procedures, methods, and techniques of project and workflow management and organization.
7. Various potential federal, state, and local funding sources.
8. Basic procedures, methods, and techniques of budget preparation and control.

### **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; and effectively delegate authority and responsibility.
6. Interpret the organizational and division strategic plan and create relevant goals and plans for assigned areas.
7. Effectively adapt and adjust program services to meet changing priorities and customer-specific needs.
8. Develop and present training materials.
9. Establish and maintain effective working relationships with various constituencies.
10. Interpret and explain laws, codes, contracts, policies, and procedures.
11. Prepare clear and concise correspondence, reports, and other written materials.
12. Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
13. Communicate clearly and concisely, both orally and in writing, in English; present information effectively in front of both large and small groups.

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**Education, Training, and Experience:**

A typical way of obtaining the knowledge, skills, and abilities outlined above is a master's degree in special education or a related field and four (4) years of experience in special education or an equivalent combination of training and experience.

**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.

**Physical Demands**

Employees must be able to perform the essential functions of the position with or without accommodation. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame, read written and electronic materials, and communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); perform deskwork for extended periods; and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces and move items weighing up to 25 pounds.

**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 essential functions.

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