



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

**Coordinator, Educational Technology
California Technology Assistance Project (CTAP)**

**Class Code: 1270
Work Days: 210**

GENERAL PURPOSE

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

SUPERVISION RECEIVED AND EXERCISED

1. Receives direction from higher-level management staff.
2. Exercises functional supervision over technical 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. Manage Educational Technology Center training labs and district/school customized training.
 3. Provide information, leadership, and coordination in curriculum, technology, assessment, instructional, and educational resources.
 4. Assist teachers and administrators with assessing, planning, implementing, and evaluating the use of educational technology.
 5. Promote the needs of the technology center; develop new business partnerships and establish good public relations with private industries to ensure modern enhancements to available technological information within the center.
 6. Develop and participate in continuing the planning of the Long Range Technology Plan for the Orange County Department of Education (OCDE).
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ESSENTIAL DUTIES AND RESPONSIBILITIES (cont.)

7. Collaborate with OCDE Instructional Services staff to design and deliver technology based support to schools.
8. Participate in the preparation and administration of the program budget for assigned projects; submit budget recommendations; monitor expenditures.
9. Plan, organize, coordinate, and conduct staff development workshops, trainings, and presentations for teachers, administrators, boards, business representatives, OCDE employees, and other agencies.
10. Provide technical assistance to schools and districts in CTAP Region IX.
11. Serve as a supportive and knowledgeable resource on trends in emerging technologies and equipment changes to county office staff, district and school site personnel.
12. Participate in development and management of grants as they relate to technology for staff and districts.
13. Establish and maintain clear communication and cooperative working relationships with clients, staff, other agencies, and regional and state administrators through announcements, correspondence, newsletter, publications, telephone communication, presentation and attendance at meetings.
14. Demonstrate attendance sufficient to complete the duties of the position as required.
15. Perform related duties similar to the above in scope and function as required.

QUALIFICATIONS (KNOWLEDGE, SKILL, ABILITY REQUIREMENTS)

Knowledge of:

1. Basic operations, services, and activities of a technology program.
2. Modern principles and practices of technology program development and implementation.
3. Current research and trends relative to effective use of technology in educational programs.
4. Technology planning at the school, district, county, and state levels.
5. Principles of effective supervision, leadership, training, coaching and performance evaluation.
6. Procedures, methods, and techniques of project and workflow management and organization.
7. Recent developments, current literature, and sources of information related to technology planning and administration.
8. Marketing theories, principles and practices and their application to a wide variety of technology services.
9. Basic procedures, methods and techniques of budget preparation and control.
10. Pertinent federal, state, and local laws, codes, and safety regulations.

Knowledge of:

11. Principles, practices, methods, and strategies in integrating technology into the general curriculum.
12. The California Curriculum frameworks and the California Educational Reform documents.

Ability and Skill to:

1. Integrate state-of-the-art technology in everyday work.
2. Demonstrate ways of maximizing the benefits of technology in education to diverse individuals and groups.
3. Plan and coordinate projects, conferences, events, and activities.
4. Work effectively with teachers, administrators, and support staff.
5. Initiate, schedule, and carry out a complex and diverse work plan.
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 Bachelor's degree from an accredited college or university with major course work in educational technology, computer science, or a related field, and four years of responsible experience integrating technology in an educational or training environment.

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 to high pressure.

Revised 3/2017