Orange County Department of Education **Class Code: 3124**
Human Resources Department **Date Adopted: 7/1/2024**
Classified Class Specification

FLSA Status:	**Nonexempt**
Union Representation:	**Represented**

Educational Technology Integration User Support Specialist

GENERAL PURPOSE

Under general supervision, provides assistance and technical support to staff and students in the use of educational software, web-based software tools, and resources; supports district staff and students in the cultivation and development of technical skills; and performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS

Educational Technology Integration User Support Specialists provide assistance and support in the use and implementation of educational software and web-based software tools for classroom instruction. This job class requires the use of initiative and judgment, as well as organization and communication skills, in the successful coordination of a variety of tasks supporting the use of educational software, web-based software tools, and resources based on knowledge gained through experience.

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. Provide individual and small group informal training to staff on the use and integration of educational software and resources.

2. Support staff and students as they work with and use a variety of educational software products, including learning applications and web-based software, and recommend educational software products as appropriate.

3. Assist staff in integrating technology into curriculum and lessons; support staff to ensure technology is accurately reflecting lesson goals and standards.

4. Develop simplified user guides for staff, students, and families, including step-by-step instructions for logging in, how and where to locate resources, and tips for effectively utilizing the educational software and resources.

5. Act as a liaison between the department, administration, sites, and vendors to provide or obtain information.

6. Track and maintain a variety of specialized records and information; review, compile, track, and check data and information from a variety of sources; identify discrepancies; and either resolve or provide proper notification.

7. Assist school site staff in the implementation of educational software, observe their utilization of software resources, and make suggestions and recommendations for more efficient and/or effective use of the software.

8. Troubleshoot issues with software as requested; resolve first-level problems; and refer higher-level problems to the Information Technology Division.

OTHER DUTIES

1. Attend a variety of meetings, conferences, seminars, and training sessions.

2. Conduct special projects as assigned.

QUALIFICATIONS

Knowledge of:

1. Computer operating systems, computers, tablets, projectors, and other technology-related devices used in the classroom.

2. Best practices, emerging technologies, and new potentials in educational technology that may be adopted as new and emerging instructional media, technologies, and practices.

3. Effective training procedures and techniques for providing training and instruction to a variety of participant groups.

4. Customer service principles and practices.

5. Educational software and standard software packages including word processing, spreadsheet, presentation, graphic, and database programs.

6. Safe work practices and procedures.

7. Infusing technology into instruction.

Ability and Skill to:

1. Obtain accurate and complete information from customers, in person and by telephone, to identify their needs and problems and develop responses and solutions.

2. Plan, organize, and complete tasks efficiently and in accordance with OCDE quality standards.

3. Organize, set priorities, take initiative, and exercise sound independent judgment within areas of responsibility.

4. Read, understand, and interpret instructions and manuals; understand and follow written and oral instructions.

5. Make sound, independent judgments within established guidelines.

6. Communicate clearly and effectively, both orally and in writing.

7. Deal with sensitive and difficult situations.

8. Establish and maintain highly effective working relationships with OCDE management, staff, vendors, and others encountered in the course of work.

9. Must demonstrate attendance sufficient to complete the duties of the position as required.

Education, Training, and Experience:

A typical way of obtaining the knowledge, skills, and abilities outlined above is graduation from high school or a high school equivalency test; some college-level work in education, human services, or a related field and experience providing computer or software training; or a 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 perform deskwork for extended periods; read written and electronic materials; communicate clearly with those contacted through the course of work (typically in person, on the phone, and via email); and access and operate all required equipment for job duties. The position may include occasional need to traverse uneven surfaces. May move items weighing up to 25 pounds. Employees in this classification must be able to travel countywide to a variety of sites within a reasonable time frame.

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 administrative problems; use mathematical reasoning; make observations; learn and apply new information or skills; perform detailed work; work on multiple, concurrent tasks often with frequent interruptions; work under 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. Employees work in classroom settings and under typical office conditions, and the noise level is usually quiet.