



Educational Technology User Support Assistant

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 User Support Assistants 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

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this class.

1. Provides individual and small group informal training to staff on the use and integration of educational software and resources.
2. Supports staff and students as they work with and use a variety of educational software products; including learning applications and web-based software; recommends educational software products as appropriate.
3. Develops simplified user guides for staff and students including step-by-step instructions for logging in, how and where to locate particular resources, and tips for effectively utilizing the educational software and resources.
4. Acts as a liaison between the department, administration, sites, and vendors to provide/obtain information, updates, answers to staff questions, and issues with the software products.
5. Tracks and maintains a variety of specialized records and information; reviews, compiles, tracks and checks data and information from a variety of sources, identifies discrepancies, and either resolves or provides proper notification.
6. Assists school site staff in the implementation of educational software, observes their utilization of software resources, and makes suggestions and recommendations for more efficient and/or effective use of the software.
7. Troubleshoots issues with hardware, software, and peripherals as requested; resolves first level problems and refers higher level problems to Information Technology Unit.

OTHER DUTIES

1. Attends a variety of meetings, conferences, seminars, and training sessions.
2. Conducts special projects as assigned.

QUALIFICATIONS

Knowledge of:

1. 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. Educational software.
4. Customer service principles and practices.
5. Standard software packages, including word processing, spreadsheet, presentation, graphics, and database programs.
6. Computer operating systems.
7. Safe work practices and procedures.
8. Infusing technology into instruction.

Ability 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.
5. Understand and follow written and oral instructions.
6. Make sound, independent judgments within established guidelines.
7. Communicate clearly and effectively, both orally and in writing.
8. Deal with sensitive and difficult situations.
9. Establish and maintain highly effective working relationships with OCDE management, staff, vendors, and others encountered in the course of work.
10. 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 high school equivalency test, some college-level work in education, human services, or a related field; and experience providing computer training and/or software training; 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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this job, the employee is regularly required to sit, walk, and stand; talk or hear, both in person and by telephone; hear to distinguish equipment operating sounds; use hands to finger, handle and feel computers and standard business equipment; and reach with hands and arms to at or above shoulder level; bend, stoop, push, pull, grasp, squat, kneel, twist, crawl, climb, and balance to access materials or equipment, and lift and or move up to 30 pounds. Travel over uneven terrain that may include gravel or dirt, carry materials on stairs; some locations may have stairs and will not have elevators.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Mental Demands

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret data, information, and documents; analyze and solve problems; use math/mathematical reasoning; perform highly detailed work under changing, intensive deadlines, on multiple concurrent tasks; work with constant interruptions, and interact with OCDE management, staff, vendors, and others 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. Employees work in classroom settings and under typical office conditions, and the noise level is usually quiet.