



## JOB DESCRIPTION

<b>Job Title</b>	Technology Coordinator - Specialized
<b>Department</b>	Special Education
<b>Reports To</b>	Director of Special Education
<b>Classification</b>	Non-Affiliated
<b>Location</b>	Administration Building
<b>Salary</b>	On Schedule
<b>Length of Contract</b>	12 Months

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees may be required to follow other job-related instructions and to perform other job-related duties as requested, subject to all applicable state and federal laws. Certain job functions described herein may be subject to possible modification in accordance with applicable state and federal laws.

## Job Summary

The Technology Coordinator – Specialized acts as a technology integration architect and project manager as directed by a Director of Special Education. This position provides leadership throughout the District for a wide range of technology related initiatives, with an emphasis on specialized and assistive technology. This position develops, leads, and facilitates District technology staff development, in-service and training, as well as manages and implements complex technology related projects which support the Districts’ goal and priorities.

## Essential Job Functions

- Support the successful pursuit of the District Strategic Plan and priorities as well as School Improvement Plans by defining, delivering, and supporting the implementation of information, instructional and assistive technologies.
- Leads the District's instructional technology systems management and integration in several of the following areas; including but not limited to:
  - Specialized and assistive technology including Augmentative or Alternative Communication (AAC) systems which includes:
    - Interpreting, integrating, and synthesizing evaluative information to make recommendations for assistive technology interventions and services for the purpose of providing access for students.
    - Researching and developing solutions from existing and emerging instructional technologies to support Tier II and Tier III interventions.
    - Assisting in and leading professional development and training which supports the integration of assistive technology and accessibility tools the Equitable Multi Level System of Supports.
    - Assessing and recommending selection, modification and implementation of assistive technology devices, products, and services.
    - Coaches staff in the implementation of assistive technologies to enhance student success in their Least Restrictive Environment (LRE).
  - Learning Management Systems (LMS)
  - Software license assignment for staff and students
  - Support the curriculum through the integration of educational technology resources

- Technology based collaboration systems like Microsoft SharePoint and Teams
- Instructional Technology Leadership Team (ITLT)
- Software review and adoption process
- Participate in committee activities and collaborate with others on system development, integration, and implementation of interfaces with other training and technology related systems.
- Innovate by partnering with staff, identifying specific needs and developing unique and sustainable solutions.
- Form interdependent teams focused on a common purpose, mutual accountability, and outstanding results.
- Develop strong interpersonal relationships with our staff so that they are willing to utilize technology and the solutions that you offer to reach beyond their comfort zone.
- Keep stakeholders informed and gather critical feedback to improve processes and relationships.
- Work collaboratively with district staff and vendors to create solutions that support the District while developing positive relationships with high quality vendors.
- Maintain professional and technical knowledge by attending educational workshops, reviewing professional publications, establishing personal networks, benchmarking state-of-the-art practices, and participating in professional societies.

#### **Ancillary Job Functions**

- Participate in budget development and management at the request of a Director of Special Education.
- Participates in grant writing activities upon request from a Director of Special Education
- Performs other related duties as assigned.

**Required Qualifications** – Required qualifications to effectively perform the job at the time of hire. An equivalent combination of education, training, and experience will be considered. Additional requirements and/or substitutions may be requested and require the approval of HR.

- Bachelor’s Degree with experience in Pre-K-12 instructional programs.
- Three years or more of experience working directly with students in special education.
- Five years or more of experience in instructional integration of technology, educational leadership, and professional development.
- Experience with Learning Management Systems, (LMS) and utilizing LMS to increase student engagement, effectiveness of assessment, and improved individualization of instruction.
- Experience with managing, configuring, and maintaining instructional technology systems and tools.

**Preferred Qualifications** – Highly desired education, training, and/or experience that may be helpful in performing the job, if applicable.

- Wisconsin certification in special education (teaching or related services).
- Master’s degree in education with a focus in special education or technology integration and leadership.
- Minimum five years Pre-K-12 teaching and/or education experience.
- Three years of experience supporting students with Augmentative and Alternative Communication needs.
- Project Management Professional (PMP) Certification or current equivalent.

- Experience with hardware, software or issue troubleshooting and resolution protocols.
- Demonstrated experience developing effective visual and graphic designs for instruction and documentation.
- Experience with project reporting metrics, word processing, spreadsheets, and flowcharting applications, and project management software.

**Knowledge, Skills, and Abilities** – May be representative, but not all-inclusive, of those commonly associated with this position.

- Ability to work independently and take initiative without direct supervision within stated procedures and policies on multiple projects, training, and professional development.
- Ability to exercise sound judgement while managing and completing multiple tasks and complicated detail work in an organized fashion in the face of changing priorities while meeting scheduled and time frames consistently.
- Ability to work cooperatively and contribute to educational and technical solutions development with team members' diverse staff and students in a problem resolution and mentor role.
- Ability to learn and use a variety of hardware and software applications.
- Ability to read and comprehend technical narrative material including manuals, handbooks, and instructional memoranda for application to daily work.
- Ability to communicate effectively orally and in writing.
- Ability to maintain a high-quality customer service orientation.
- Ability to work hours outside of school day as off-hours work will be required.
- Knowledge of classroom integration of technology into curriculum, assessment, and instruction.
- Knowledge of the Children's Internet Protection Act (CIPA) and the Family Educational Rights and Privacy Act (FERPA).
- Basic understanding of the Project Management Body of Knowledge areas as defined the by Project Management Institute.
- Demonstrates an understanding and use of differentiation in educational practices to address the achievement gaps.
- The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 4122.01 throughout his/her employment in the District.

**Work Environment** – Environmental or atmospheric conditions commonly associated with the performance of the functions of this job.

- Normal office/school environment and moderate noise levels.

**Physical Requirements** – The physical demands described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Must be able to work at desk/computer for extended periods of time.
- Must be able to have repetitive wrist/hand/finger movement to work on computer and/or related office equipment.
- The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 4122.01 throughout his/her employment in the District.