



DEER VALLEY

Unified School District

JOB DESCRIPTION

JOB TITLE: Assistive Technology Consultant

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| Position Type: Certified/Exempt | Department: Student Support Services |
| Salary Schedule: Other Professional Staff | Location: District Office/Schools |
| Reports to: Manager of Student Support Services | |
| Term of Employment: 9 months | Shift: Day |
| Approved by: Human Resources | Date: June 8, 2017 |

POSITION SUMMARY:

To provide support to staff and students in the area of assistive technology.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

ESSENTIAL FUNCTIONS:

- Serves as a resource to schools.
- Trains students with disabilities in assistive technologies.
- Attends specific meetings as requested.
- Conducts observations in order to aid in the development of providing assistive technology in order to access curriculum at the school environment.
- Demonstrates knowledge of special education, laws, processes and policies.
- Conducts and or refers students for assistive technology evaluations.
- Coordinates and dialogues with Student Support Services regarding assistive technology as it applies to materials and textbook adoptions.
- Familiarity and consultation regarding augmentative communication devices.
- Creates and maintains district inventory of materials and check out procedures.
- Gathers data for the district regarding assistive technology use and needs.
- Monitors and adjusts assistive technology during trial periods to select the appropriate technology.

- Provides professional development to staff in buildings regarding assistive technology tools and how to implement.
- Prepares and maintains records and reports as required for compliance with various state, federal, and administrative regulations.
- Works with teachers on an individual and group basis to provide staff development in the use of technology as a learning tool.
- Organizes in-services, scheduling and preparing for various groups.
- Designs and conducts district professional development classes.

MARGINAL DUTIES:

- Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
- Completes other job related duties as assigned by the supervisor.
- Provides substitute coverage as assigned by the supervisor on an as needed basis.

SUPERVISORY RESPONSIBILITIES:

- Supervises students.
- Supervises any assigned parent volunteers or chaperones.

OTHER SKILLS/ABILITIES/KNOWLEDGE/WORK STYLE:

- Demonstrates strong organizational and interpersonal skills.
- Demonstrates successful teamwork and collaboration skills.
- Demonstrates strong communication skills, writing competency, effective listening, and presentation skills.
- Demonstrates the ability to establish and maintain effective working relationships with staff, supervisors, parents, students, and external organizations, representing diverse populations.
- Demonstrates a professional demeanor with strong ethical standards and the ability to adapt to change.
- Proves the ability to work in a fast-paced, demanding environment, on multiple projects simultaneously, both as a team member and individually.
- Is active in school leadership/committees.
- Has various grade level/therapeutic experience.
- Is skilled at working with others in a professional learning environment, including mentoring and coaching teachers and modeling effective practices.
- Is a self-starter with strong organization and demonstrates the ability to meet deadlines.
- Is willing to accept constructive feedback and reflect on professional practice and implement change when necessary.
- Demonstrates the ability and desire to provide outstanding customer service.
- Demonstrates the ability to effectively use technology as a tool for planning and implementing instructional strategies.
- Demonstrates the ability to work effectively under time constraints.

- Must be organized with the ability to multitask.
- Must be detailed-oriented, highly organized and self-motivated.
- Must have excellent memory and ability to function well under stress.
- Must be able to work independently with minimal supervision and/or assistance.
- Must demonstrate an extremely high regard for confidential and sensitive information.
- Must demonstrate flexibility, common sense, and good judgment.
- Must have ability to keep abreast of information pertinent to the job.
- Must maintain a well-groomed appearance.

CERTIFICATES, LICENSES AND REGISTRATONS REQUIRED:

- Must have authorization to work in the United States as defined by the Immigration Reform Act of 1986.
- Must meet all Arizona Department of Education certification requirements.
- Must attain SEI endorsement as required by Arizona Department of Education.
- Must have a Master's Degree or BA+.
- Must possess Special Education Teaching Certificate and/or Physical Therapy Licensure and/or Occupational Therapy Licensure and/or Speech Language Pathology Certification/Licensure.

EDUCATION AND/OR EXPERIENCE:

- Five years successful experience working with special education students.
- Excellent written and oral communications and presentation skills.

LANGUAGE SKILLS:

- Demonstrates the ability to read and interpret IEP's, educational law, professional journals, federal and state laws.
- Demonstrates the ability to write routine reports or business correspondence, procedure manuals and email.
- Demonstrates the ability to speak effectively before groups of customers or employees of the organization.

MATHEMATICAL SKILLS:

- Demonstrates the ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume.
- Is able to apply concepts of basic algebra and geometry.

REASONING ABILITY:

- Demonstrates the ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Is able to read and interpret a variety of instructions and data furnished in written, oral, diagram, or schedule form.
- Utilizes student testing and related data to identify student strengths and weaknesses.

PHYSICAL DEMANDS:

- Regularly required to stand, reach with hands and arms, talk or hear and taste or smell.
- Frequently required to use hands to finger, handle, or feel objects, tools, or controls.
- Must be able to walk, and occasionally climb or balance; stoop, kneel, crouch or crawl.
- Must regularly lift and/or move up to 50 lbs.
- Must have close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

ENVIRONMENTAL CONDITIONS:

- The noise level in the work environment is usually moderate.
- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

COMMENTS:

This job description is intended to be representative of the work performed by employees in this position and is not all-inclusive. The omission of a specific duty or responsibility will not preclude it from the position if the work is similar, related, or a logical extension of position responsibilities as defined by the supervisor.

This is a temporary management guide tool, subject to change.