

# EASTERN CARVER COUNTY SCHOOLS

## Position Description

### SECTION I: GENERAL INFORMATION

<b>Position Title:</b> Assistive Technology Specialist	<b>Department:</b> Special Education Department
<b>Reports to:</b> Special Education Supervisor/Director	<b>FLSA Status:</b> <i>Non-Exempt</i>
<b>Band/Grade/Subgrade:</b> C-5-2	<b>Bargaining/Work Unit:</b> CEA
<b>Tier/Lane:</b>	<b>Position Last Updated:</b> 1/5/26

### SECTION II: JOB SUMMARY

The role of the Assistive Technology Specialist in Eastern Carver County Schools is to serve as a resource to the IEP (Individual Education Plan) and IFSP (Individualized Family Services Plans) teams as they provide assistive technology supports and services to student's birth to 22 years. The Assistive Technology Specialist collaborates across general education, special education, and related services to ensure students have equitable access to curriculum, instruction, assessment, and participation through assistive technology, accessibility features, and universally designed tools.

The Assistive Technology Specialist supports the IEP team in evaluating, acquiring, training, and implementing a technology solution (low to high tech). Assistive technology consideration is a part of every student's IEP. The Assistive Technology Specialist will propose district level procedures for AT evaluation, monitoring, and implementation of best practices in AT. The AT Specialist will monitor and evaluate the progress and effectiveness of strategies and tools in the district, ensuring that research-based/effective methods and tools are being provided. Staff will contact the Assistive Technologist when further expertise is needed to explore technology options that will promote progress towards the student's IEP goals. Supports include:

- Overview information about AT solutions
- Informal or formal consideration of AT for students
- Support in identifying and implementing built-in accessibility features (e.g., text-to-speech, speech-to-text, switch access, magnification, captions)
- Guidance on matching low-tech, mid-tech, and high-tech solutions
- Support for digital accessibility of instructional materials
- Support with AT trials of devices or software
- Provide ongoing coaching and support to staff and students
- Manage vendor relationships
- Support the management of software licensing and AT inventory
- Assist with the management of IOS devices and application inventory

### SECTION III: ESSENTIAL DUTIES AND RESPONSIBILITIES

<b>Duty/Responsibility No:</b>	1	<b>Statement of duty/responsibility:</b> Assessment
<b>Percent of Time:</b>	30%	

**Tasks involved in fulfilling above duty/responsibility:**

- Identify appropriate, qualified team members necessary to determine assistive technology needs and strengths.

- Determine, in collaboration with other members of the assessment team, assistive technology needs as part of a comprehensive trans-disciplinary evaluation which addresses all areas related to the disability and based on student's strengths, tasks, and expectations.
- Use appropriate data gathering procedures and strategies to conduct an assistive technology evaluation utilizing a team approach to assess the student in customary environments.
- Integrate and discuss, in collaboration with the trans-disciplinary team, all evaluation information, including formulating recommendations and preparing a report.

<b>Duty/Responsibility No:</b>	2	<b>Statement of duty/responsibility:</b> Planning
<b>Percent of Time:</b>	20%	

**Tasks involved in fulfilling above duty/responsibility:**

- Propose district level procedures for AT evaluation, monitoring, and implementation of best practices in AT.
- Monitor and evaluate the progress and effectiveness of strategies and tools in the district, ensuring that research-based/effective methods and tools are being provided.
- Support utilizing appropriate, qualified team members.
- Identify and design appropriate AT devices, services, and strategies in the plan.

<b>Duty/Responsibility No:</b>	3	<b>Statement of duty/responsibility:</b> Implementation
<b>Percent of Time:</b>	50%	

**Tasks involved in fulfilling above duty/responsibility:**

- Implement the plan using a collaborative approach.
- Evaluate, measure, and report on the effectiveness of the plan to meet the students' needs.
- Modify the plan as required to meet the students' needs.
- Identify areas that require further assessment or reevaluation on an ongoing basis.
- Provide ongoing coaching and support to staff and students to ensure effective and consistent use of assistive technology within learning environments including professional development.
- Support the Assistive Technology Team (speech language team member, special education coordinator, physical/health teacher, technology specialist) and direct the work of the Tech Associate assigned to Specialized Education Services

**SECTION IV: KNOWLEDGE, SKILLS AND ABILITIES**

- Has extensive content knowledge, with evidence of continuing pursuit of such knowledge
- Searches continually for best practices
- Knows student age groups, approaches to learning, skills, interests, and cultural heritage
- Articulates how goals establish high expectations and relate to curriculum frameworks and standards
- Understands the continuum of assistive technology supports from low to high tech
- Designs activities which are highly relevant to students and instructional goals
- Structures clear lessons/units and allows for different pathways according to student needs.
- Has assessment criteria and standards which are clear and consistent with instructional goals.
- Communicates clearly both orally and in writing
- Uses appropriate questioning technique
- Assures that all students are cognitively engaged in appropriate learning activities
- Assures feedback is consistently provided in a timely manner
- Makes appropriate adjustments to lessons to accommodate students' questions or interests.
- Demonstrates genuine caring and respect for individual students
- Fosters a culture for learning in which students participate, are curious, and take pride in their work.
- Manages instructional groups, transitions, materials, and supervise volunteers and paraprofessionals
- Establishes appropriate behavioral expectations
- Responds to misbehavior appropriately and respect the students' dignity.
- Uses physical resources skillfully, and all learning is equally accessible to all students.

- Evidence of an understanding of the school culture and environment, and a commitment to carrying out the vision, mission, and belief statements of District 112.

## SECTION V: EDUCATION / CERTIFICATION REQUIREMENTS

- MDE licensed SPED teacher- any disability/grade

## SECTION VI: EXPERIENCE REQUIREMENTS

- Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.

## SECTION VII: COMPETENCIES AND/OR VALUES COMMON TO ALL POSITIONS

- A clear and demonstrated commitment to the district mission, which is to ensure high quality, innovative, challenging education where all learners are valued and respected.
- Performing assigned responsibilities in a manner consistent with the district's established Core Values.
- Advancing the District's mission and values through careful attention to the key issues of Learning, Environment and Resources.

## SECTION VIII: PHYSICAL JOB REQUIREMENTS

**(Indicate according to essential duties/responsibilities):**

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the primary functions.

<ul style="list-style-type: none"> <li>• <b>Key: N=Never    O=Occasionally (1-33%)    F=Frequently (34-66%)    C=Consistently (67-100%)</b></li> </ul>					
Demands		Demands		Demands	
<b>Physical</b>		<b>Lifting/Carrying</b>		<b>Exposure to Environ. Conditions</b>	
Standing	F	Up to 10 pounds	C	Possible exposure to blood-borne pathogens through blood and/or body fluids	
Walking	F	Up to 25 pounds	F		
Sitting	O	Up to 50 pounds	O		O
Talking in person/on the phone	F	Up to 75 pounds	N	Toxic chemicals	O
Pushing/Pulling	O	Up to 100 pounds	N	Moving parts	O
Hearing	C	More than 100 pounds	N	Electrical shock risk	O
Feeling, grasping, finger dexterity	F	<b>Noise Levels</b>		Explosives	N
Climbing, balancing	O	Quiet (i.e. private office)	O	Fumes	O
Stooping (bend at waist)	F	Moderate noise (i.e. business office with typewriters / printers, light traffic)	C	Extreme cold (non-weather)	N
Crouching, crawling, kneeling, Squatting	O			Loud noise (i.e. many children laughing & playing, large earth moving equipment)	F
Stretching/reaching with hands & Arms	F				
Distinguishing smell	O	Very loud noise (i.e. jack hammer, front row rock concert)	N	<b>Sight</b>	
Distinguishing temperature	O				
Traveling by automobile	O			Looking at computer monitor	C
				Color vision (identify & distinguish colors)	C
				Peripheral, depth perception	C

**Note: Such alternatives to the above qualifications as the School Board may find appropriate and acceptable.**

