



Job Title: Specialist, Exceptional Student Education (FDLRS Assisive Technology)

Salary Schedule: Instructional

Pay Grade: Instructional

Job Code: 309984

JDE: S-11.83

MAJOR FUNCTION:

Facilitate and support the integration of technology and assistive technology into the classroom and home to support effective instruction and learning for students with disabilities as a function of the Florida Diagnostic and Learning Resource Systems (FDLRS) Island Coast Center serving Lee and Collier counties.

MINIMUM QUALIFICATIONS:

- Bachelor's degree in special education or a related field.
- Three (3) years of technology experience in a classroom or related learning environment.
- Valid Florida teaching certificate
- Computer proficiency, including use of web-based technologies
- Experience with assistive, adaptive and instructional technology.

PREFERRED QUALIFICATIONS:

- Master's degree in special education or a related field.
- Experience managing business/department functions and staff.

Relevant work experience or education may be substituted to satisfy minimum qualifications.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Clear and concise oral and written communication skills; analytical, mathematical, organizational, and prioritization skills; flexibility and adaptability in dealing with rapidly changing priorities and demands; interpersonal skills.
- Knowledge of current software applications and programs.
- Knowledge of current trends and research in all areas of exceptional student education, including child development, learning styles, curriculum, and instructional methodology/practices.
- Knowledge of rules, regulations, statutes, policies, special programs and procedures affecting individuals with disabilities on a federal, state and local level.
- Knowledge of design and delivery of in-service programs; ability to develop concepts and ideas.
- Ability to provide consultation and advice to teachers, parents, principals, and district staff on exceptional student education, assistive and instructional technology, rules, regulations, and laws.
- Ability to effectively use media and materials, including current software applications and programs.
- Ability to apply adult learning theories in professional development activities; ability to identify, collect, analyze and interpret data.

REPORTS TO:

Coordinator of the Florida Diagnostic and Learning Resource Systems or Designated Administrator

ESSENTIAL JOB FUNCTIONS:

- Design, coordinate, and implement training programs related to state and District initiatives and instructional technology activities as aligned to FDLRS provision of services and project deliverables.
- Assist in the identification, selection, acquisition, use, and evaluation of technology materials appropriate to instructional programs based on individual education plans for exceptional children.
- Model effective use of instructional and assistive technology in the classroom.
- Assist parents in the use of computers, software, and assistive technology.
- Model lessons in effective reading instruction, including lessons that provide differentiated instruction.
- Provide support services to Local Assistive Technology Specialists (LATS) and FDLRS Associate Center Technology Specialists.
- Implement and update the FDLRS Island Coast website for purpose of information sharing with Lee and Collier counties.
- Attend required local and state meetings, as well as conferences/institutes related to instructional and assistive/adaptive technology for the purpose of sharing collecting information gained with the districts in the service area.
- Provide consultations and feedback to teachers and other appropriate personnel relative to assistive/adaptive technology when requested.
- Manage a computer lab and assistive technology lab designed for parent, teacher, and student training and exploration.



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OTHER JOB FUNCTIONS:

- Maintain appropriate databases, including input into BEESS Project Tracking System database.
- Seek out professional development opportunities and maintain professional licensure and certifications.
- Complete, maintain and monitor all required reports for local, state and federal educational agencies in a timely manner.
- Maintain positive communication with colleagues, community members, parents, and students to promote an increase in community engagement in education.
- Demonstrate support for the project by implementing the FDLRS vision, mission, goals, and priorities.
- Promote a culture of high performance and continuous improvement by valuing learning and making a commitment to quality.

EXERTION TYPE:

- Medium work. Position requires exerting up to 50 pounds of force occasionally, and/or up to 30 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

OTHER PHYSICAL REQUIREMENTS:

The following selected physical activities are required to perform the essential functions of this position.

Physical Requirement	Description	Percent of Time
<input checked="" type="checkbox"/> Balancing	Maintaining body equilibrium to prevent falling and walking, standing or crouching on narrow, slippery, or erratically moving surfaces. This factor is important if the amount of balancing exceeds that needed for ordinary locomotion and maintenance of body equilibrium.	10%
<input checked="" type="checkbox"/> Climbing	Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs and/or hands and arms. Body agility is emphasized. This factor is important if the amount and kind of climbing required exceeds that required for ordinary locomotion.	10%
<input checked="" type="checkbox"/> Crawling	Moving about on hands and knees or hands and feet.	10%
<input checked="" type="checkbox"/> Crouching	Bending the body downward and forward by bending leg and spine.	10%
<input checked="" type="checkbox"/> Feeling	Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.	80%
<input checked="" type="checkbox"/> Finger Dexterity	Picking, pinching, typing or otherwise working, primarily with fingers rather than with the whole hand as in handling.	90%
<input checked="" type="checkbox"/> Grasping	Applying pressure to an object with the fingers and palm.	80%
<input checked="" type="checkbox"/> Hearing	Perceiving the nature of sounds at normal speaking levels with or without correction. Ability to receive detailed information through oral communication, and to make the discriminations in sound.	100%
<input checked="" type="checkbox"/> Kneeling	Bending legs at knee to come to a rest on knee or knees.	10%
<input checked="" type="checkbox"/> Lifting	Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. This factor is important if it occurs to a considerable degree and requires substantial use of upper extremities and back muscles.	40%
<input checked="" type="checkbox"/> Pulling	Using upper extremities to exert force in order to draw, haul, or tug objects in a sustained motion.	40%
<input checked="" type="checkbox"/> Pushing	Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward.	40%
<input checked="" type="checkbox"/> Reaching	Extending hand(s) and arm(s) in any direction.	40%
<input checked="" type="checkbox"/> Repetitive Motion	Substantial movements (motions) of the wrists, hands, and/or fingers.	90%



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<input checked="" type="checkbox"/> Seeing	The ability to perceive the nature of objects by the eye.	100%
<input checked="" type="checkbox"/> Sitting	Particularly for sustained periods of time.	50%
<input checked="" type="checkbox"/> Standing	Particularly for sustained periods of time.	40%
<input checked="" type="checkbox"/> Stooping	Bending body downward and forward by bending spine at the waist. This factor is important if it occurs to a considerable degree and requires full motion of the lower extremities and back muscles.	10%
<input checked="" type="checkbox"/> Talking	Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.	90%
<input checked="" type="checkbox"/> Walking	Moving about on foot to accomplish tasks, particularly for long distances or moving from one work site to another.	20%

TERMS OF EMPLOYMENT: Work year and salary as established by the Board and the TALC bargaining unit through the collective bargaining process.

DAYS PER YEAR: 216

FLSA STATUS: Exempt

BARGAINING UNIT: TALC

WORKER'S COMP. CATEGORY: 8868 – School Professionals

BOARD ADOPTION: 12-5-23

REVISED: COMPENSATION & LABOR RELATIONS WILL COMPLETE

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Every job duty in a job description need not always be specifically described, and any omission does not preclude the required performance of all duties that are job-related.