

ITINERANT ASSISTIVE TECHNOLOGY TEACHER**DEFINITION:**

Under the direction of the Director of Special Education or designee to provide assessment, consultation, and direct instruction to students with disabilities ages 3-22.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Conduct formal and informal assessments in a classroom or in the community, including assessment of verbal and non-verbal communication abilities and identify effective intervention techniques to determine student's assistive technology needs and instructional needs.
- Participate as a member of the IEP team to develop IEP goals, objectives, adaptations, accommodations, modifications and instructional plans; implement and monitor the IEP.
- Participate as a member in 504 Team meetings and evaluations.
- Participate as a member of SST Teams and interventions.
- Design, implement and collaborate with staff to determine the effectiveness of lesson plans based on each individual student's IEP Goals and Objectives; deliver direct instruction to students on use of their Assistive technology; provide consultation and instruction to staff on AT device use; and provide instruction individually or in small groups in various service delivery models in the Least Restrictive Environment for the student.
- Design and implement transition plans that encourage growth towards development of independent living skills including coordination and supervision of work experience and on-campus job training programs; plan and implement appropriate integration experiences for students.
- Collaborate, as needed, with other professionals involved in the program for the student with disabilities, such as Occupational Therapists, Physical Therapists, Speech and Language Pathologists, Psychologists, Adaptive Physical Education teachers and regular classroom teachers; collaborate with agencies providing services to participating students.
- May work cooperatively with classroom teachers who have students with disabilities in general education classes, interpreting the abilities and disabilities of these students to the entire staff, and assisting the student core curriculum instructional needs; assist other professional staff members in resolving the unique student AT concerns.
- Confer frequently with parents and professional staff members regarding the student's unique needs; conduct parent conferences, including those to be selected on the same schedule as the general education programs.
- Keep service log records, attendance records, and all other records pertinent to the special education program for the State reports and program accountability; prepare progress reports.
- Train and direct Instructional Assistants assigned to the program.
- Participate as needed by the principal, in curriculum development programs within the school or assignment and/or district level; attend school staff meetings, District meetings and in-services and professional growth activities related to special education; share in the sponsorship of student activities and participate in faculty committees such as Student Study Team (SST) when requested by the principal.
- Develop personal and professional performance goals in accord with District and State guidelines.
- Perform other related duties as assigned.

QUALIFICATIONS:

Knowledge of:

Principles, practices, trends, fiscal and legal aspects affecting all assistive technology programs. Extensive knowledge of adaptive technology, computer systems, and software operation. Basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with special needs; principles, theories, practices, methods and techniques used in curriculum development and classroom instruction; classroom procedures and appropriate student conduct; equipment operation related to special education students; principles of training and providing work direction; educational trends and research findings pertaining to individuals with special needs; applicable sections of the State Education Code and other applicable laws; basic computer skills; and student and parent rights with respect to special education programs.

Ability to:

Use appropriate principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aides, services, and technology for individuals with disabilities; manage learning environments that are safe and effective and that facilitate positive self-esteem and self-advocacy; collaborate and communicate effectively both orally and in writing; work in partnership to design, implement, and evaluate integrated services; establish and maintain cooperative working relationships develop and maintain an effective schedule in cooperation with all staff; perform specialized physical health care procedures to assist high-risk students; train and provide work direction to others; and maintain records and prepare reports.

Experience:

Minimum of three years teaching experience or provision of Designated Instructional Support services in a special education or related field preferred.

Education:

Bachelor's degree from an accredited college or university.
Completion of Assistive Technology Certificate Program from post-secondary institution or District approved course.

Physical Performance Requirements:

Frequent sitting, standing or walking much of the time with some bending, stooping, squatting and twisting. Lifting of supplies and other work related materials will vary, but generally be of less than twenty pounds.

Licenses/Credentials:

K-12: Valid California Education Specialist Credential for Mild/Moderate, Moderate/Severe, or Language, Speech and Hearing Therapy; and English Learner authorization, if applicable.

Possession of a valid California Driver's License.