



INFORMATION TECHNOLOGY TRAINING CONSULTANT

BASIC FUNCTION

Under general supervision, provide direct consultative support and training to students, staff, and faculty on information technology-based systems primarily in the areas of applications software, multimedia, database resources, and network support; interact with staff as an advisor and training facilitator; research new and emerging technology applications and systems to support academic or administrative departments and provide subject matter expertise on the integration or adoption of within the district in both an academic or professional context.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Provide consultative support and services to the user community, including educators and professional staff regarding the use of applications and software packages and their features; liaison and interface between faculty, staff, and information technology staff regarding the use or adoption of new applications and redirect problems to appropriate resources as necessary. “E”
- Research and identify available products and systems and participate in reviewing a wide variety of technologies, computers, software and peripheral equipment for use in the District to enhance and facilitate business, academic and/or educational objectives; provide recommendations concerning the purchase or adoption of new computer, software, applications and equipment. “E”
- Evaluate potential purchases to advise and assist faculty, staff, and students in the selection of available software, hardware and/or database systems, and sources to meet their needs. “E”
- Review and report on findings related to technology use and adoption; plan, design and deliver appropriate training strategies, programs and materials; utilize benchmark assessments and data to provide evidence of the effectiveness of training related to emerging technologies and organizational change. “E”
- Assess campus training needs and develop and coordinate plans for training delivery; develop and/or conduct formal training programs, including demonstrations, online trainings, workshops, and seminars on equipment, applications, databases, and related systems and related training material such as instructor guides, training outline; source and create training and communication materials including user guides, and technical training publications to users that maximize their ability to utilize system capabilities, features, and other resources. “E”
- Communicate topics effectively by properly understanding the needs of the audience; target training sessions to meet a variety of audience education levels, expertise, adeptness, openness and skill level in comprehending subject matter; facilitates learning communities within units and across the system, including facilitating and assessing common needs, sharing resources and ideas, and identifying effective practices.” E”
- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational business practices with awareness and understanding of their impact in a racially and culturally diverse community. “E”
- Stay current on latest trends in education and information technologies and develop and maintain professional skills through ongoing training and career development, including self-study, classroom training and industry seminars and workshops; lead, attend and participate in a variety of conferences, seminars in-service trainings and meetings. “E”

- May prepare requests for proposals, cost estimates, and justifications.
- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized "E", which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS OF THE CLASS

The Information Technology Training Consultant classification is responsible for researching and identifying new and emerging technologies, software and applications and peripherals, to support education and business initiatives and facilitating and supporting user adoption through developing and facilitating trainings, providing coaching and engaging District staff in exploring how business and operations practices can be impacted by new technologies.

The Information Technology Training Consultant is differentiated from other Information Technology classifications by the limited degree of complexity of technology systems and the coding, hardware consultation and support provided; employees require a general understanding of multiple software and instructional/media technology applications, and equipment types, but are not usually involved in design and systems analysis.

EMPLOYMENT STANDARDS

Knowledge of:

Basic record keeping preparation techniques.

Technical aspects of field of specialty.

Oral and written communication skills.

Applicable laws, codes, regulations, policies and procedures.

Effective customer service skills using tact, patience and courtesy.

Information technology systems and/or applications, including campus-wide systems and multimedia environments.

Operation, capabilities and limitation of computer equipment.

Microsoft Office Suite software applications including basic project management applications.

Effective training strategies, techniques, equipment and materials.

Principles of instructional design, adult learning theory and methodologies.

Elements of effective coaching.

Ability to:

Deliver a high-level of customer service to district stakeholders.

Maintain current knowledge of technological advances in the field.

Interpret, apply and explain rules, regulations, policies and procedures.

Provide basic technical assistance to technology system users.

Operate standard software packages.

Advocate, model, learn and implement Portland Public School's Racial Equity Initiative.

Maintain a variety of records.

Prioritize and schedule work.

Meet schedules and timelines.

Develop and deliver technical training and user documentation.

Coach and train adult learners with multiple viewpoints, understanding and comfort with subject matter.

Communicate effectively both orally and in writing.

Communicate technical concepts and procedures to a variety of technical and non-technical audiences.

Establish and maintain effective working relationships.

Create Requests for Proposals and participate in vendor selection and material procurement process.

Evaluate instructional software, courseware development, and multimedia applications.

Analyze the needs of a specific project or situation accurately to identify and adopt an effective course of action.

Elicit input/feedback to assess project needs and modification.

Education, Training and Experience:

Is typically obtained through the completion of the equivalent to graduation from high school, supplemented by college-level coursework in Information Technology, Computer Science, Education, or a closely related field and a minimum of two (2) years of experience developing and delivering technology training to adult learners is required. Experience with web based learning and instruction design software is preferred.

Experience working in a school district, municipality or other public agency in a richly diverse community is preferred.

Any other combination of education and experience that would likely provide the required knowledge and abilities may be considered.

Special Requirements:

Some positions in this classification may require the use of a personal automobile and possession of a valid Class C Oregon driver's license.

Positions in this classification may require occasional evening and weekend participation at workshops, meetings, District events and training activities.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in a standard office environment and on school campuses with frequent interruptions.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in an office setting; dexterity of hands and fingers to operate a computer keyboard and other office equipment; sitting or standing for extended periods of time; kneeling, bending at the waist, reaching overhead, above the shoulders and horizontally to retrieve and store files and supplies; lifting, pushing, pulling and carrying office equipment, supplies and materials weighing up to 25 pounds; repetitive hand movement and fine coordination to use a computer keyboard; hearing and speaking to exchange information in person or on the telephone; seeing to read, prepare and assure the accuracy of documents.

FLSA: Non-Exempt
Bargaining Unit: N/A
Salary Grade: 22

Approval Date: December 6, 2016

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.
Board of Education Policy 1.80.020-P