

JOB DESCRIPTION AND POLICIES AND PROCEDURES MANUAL
FOR TECHNOLOGY COORDINATORS

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EDTC 815 Administration and Supervision of Technology in Educational Settings

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Job Description - Elementary School

Position Title

- Elementary Level Technology Coordinator

Department

- Technology

Reports to

- Director of Educational Technology

Educational Leadership

- Oversee the continuing assessment of the district's elementary school's technology plan.
- The coordinator will encourage the continued development and analysis of technology by the school's faculty and students.
- Seek funding for technological ventures.
- Develop short term and long term technology staff development.
- Assist in the development of new curricula by communicating closely with department heads, teachers and administrators.
- Coordinates with district technology committee on long-term plans that meet the needs of the district vision.

Strategic Planning

- Administer needs assessments of technology yearly.
- Actively researches new technology to meet the needs of staff and students. Focuses on elementary reading, mathematics, and computer skills applications.

- Oversees the collection of data for needs assessment.

Facilities Management

- Develops and maintains technology costs for the elementary schools
- Insures an efficient system for handling the business functions of the elementary schools is in place including grades, scheduling, attendance and state required reporting.
- Insures that proper hardware, backup systems, filters and firewalls are functioning properly at all times.
- Supervises purchase, installation and maintenance of technological hardware including phone systems, computers, smart boards, printers, with special focus on other elementary school peripherals such as colored keyboards, touch screens and multisensory applications.
- Identify applications for special needs students including adaptive hardware and remedial software.
- Establish a robotics program using the Dash and Dot platform.

Group Dynamics

- Seeks to involve community members outside the school district
- Seeks to develop a collegial environment with co workers, the public and students in the workplace.

Qualifications

- Bachelor's degree in computer science, educational technology, or instructional technology is required, Master's degree preferred.
- Prior teaching experience and/or certification preferred.
- Experience with managing networked systems, Windows/DOS and Mac OS X software and operating systems and experience with online technologies.

- Expertise in a wide variety of elementary software and hardware with a focus on reading, and mathematics applications.
- Candidates must exhibit the ability to develop long-range plans for implementation of technology
- Required experience with NJ SMART, PARCC Assessment.
- Criminal history background search is required

Salary

- Salary is \$85,000-95,000, depending on teaching and position experience

Job Description - Middle School

Position Title

- Middle School Level Technology Coordinator

Department

- Technology

Reports to

- Director of Educational Technology

Educational Leadership

- Oversee the continuing assessment of the district's middle school's technology plan.
- The coordinator will encourage the continued development and analysis of technology by the school's faculty and students.
- Seek funding for technological ventures.
- Develop short term and long term technology staff development.
- Assist in the development of new curricula by communicating closely with department heads, teachers and administrators.

- Coordinates with district technology committee on long-term plans that meet the needs of the district vision.

Strategic Planning

- Administer needs assessments of technology yearly.
- Actively researches new technology to meet the needs of staff and students. Focuses on middle school topics such as technology literacy, digital citizenship and introductory collaboration and research.
- Oversee the collection of data for needs assessment.

Facilities Management

- Develops and maintains technology costs for the middle schools
- Insures an efficient system for handling the business functions of the middle schools is in place including grades, scheduling, attendance and state required reporting.
- Insures that proper hardware, backup systems, filters and firewalls are functioning properly at all times.
- Supervises purchase, installation and maintenance of technological hardware including phone systems, computers, smart boards, printers, with special focus on other middle school peripherals such as scientific sensory probes, document cameras, and multimedia.
- Identify applications for special needs students including adaptive hardware and remedial software.
- Establish a robotics program using the Lego EV3 platform.

Group Dynamics

- Seeks to involve community members outside the school district
- Seeks to develop a collegial environment with co workers, the public and students in the

workplace.

Qualifications

- Bachelor's degree in computer science, educational technology, or instructional technology is required, Master's degree preferred.
- Prior teaching experience and/or certification preferred.
- Experience with managing networked systems, Windows/DOS and Mac OS X software and operating systems and experience with online technologies.
- Expertise in a wide variety of middle school software and hardware with a focus on technology literacy and digital citizenship.
- Candidates must exhibit the ability to develop long-range plans for implementation of technology
- Required experience with NJ SMART, PARCC Assessment.
- Criminal history background search is required

Salary

- Salary is \$85,000-95,000, depending on teaching and position experience

Job Description - High School

Position Title

- Secondary Level Technology Coordinator

Department

- Technology

Reports to

- Director of Educational Technology

Educational Leadership

- Oversee the continuing assessment of the district's middle school's technology plan.
- The coordinator will encourage the continued development and analysis of technology by the school's faculty and students.
- Seek funding for technological ventures.
- Develop short term and long term technology staff development.
- Assist in the development of new curricula by communicating closely with department heads, teachers and administrators.
- Coordinates with district technology committee to long-term plans that meet the needs of the district vision.

Strategic Planning

- Administer needs assessments of technology yearly.
- Actively researches new technology to meet the needs of staff and students. Focus on secondary school topics such as research, independent and collaborative research, and career ready applications such as CAD and statistical analysis.
- Oversee the collection of data for needs assessment.

Facilities Management

- Develops and maintains technology costs for the secondary schools
- Insures an efficient system for handling the business functions of the secondary schools is in place including grades, scheduling, attendance and state required reporting.
- Insures that proper hardware, backup systems, filters and firewalls are functioning properly at all times.
- Supervises purchase, installation and maintenance of technological hardware including phone systems, computers, smart boards, printers, with special focus on other secondary

school peripherals such as scientific sensory and data collection probes, document cameras, cloud services and multimedia.

- Identify applications for special needs students including adaptive hardware and remedial software.
- Establish a robotics program using the VEXIQ platform.

Group Dynamics

- Seeks to involve community members outside the school district
- Seeks to develop a collegial environment with co workers, the public and students in the workplace.

Qualifications

- Bachelor's degree in computer science, educational technology, or instructional technology is required, Master's degree preferred.
- Prior teaching experience and/or certification preferred.
- Experience with managing networked systems, Windows/DOS and Mac OS X software and operating systems and experience with online technologies.
- Expertise in a wide variety of middle school software and hardware with a focus on research, career and college preparedness.
- Candidates must exhibit the ability to develop long-range plans for implementation of technology.
- Required experience with NJ SMART, PARCC Assessment.
- Criminal history background search is required

Salary

- Salary is \$85,000-95,000, depending on teaching and position experience

Similarities and Differences

Leadership skills and group dynamics are constant through the three levels. This is because good management and teaming abilities are transferable. Business functions are also similar between the levels due to the corresponding nature of the data.

Elementary schools use software that focus on fundamental computer operations such as typing. Reading and mathematics software is featured as students develop these skills. The elementary school technology coordinator should also know products such as colored keyboards and multi-sensory devices. Dash and Dot, a robotic platform designed especially for primary students introduces them to programming. Middle school blends both elementary and high school. The curriculum moves on to digital citizenship and technology literacy. Teachers begin to be exposed children to research skills and collaborative projects. High school focuses on independent and group research college preparation and workplace skills. Lego EV3 robotic program is used allowing students to build, design and program. Research, college preparation and career readiness is emphasized in the secondary schools. The VEXIQ robotic system is used due to its higher level of complexity.

Elementary school level technology coordinators will focus technology to personalized learning for this age group. They should be versed on applications that adapt to specific elementary skills. The coordinator should also understand how blended and online learning is used in elementary schools. Active learning strategies for middle school students should also be emphasized. The coordinator should be knowledgeable in formative assessment strategies for elementary students. The specific uses of multimedia, games and simulations in elementary schools should be in the coordinator's toolkit. Familiarity of how technology is used in STEM disciplines is essential for the elementary level coordinator.

Middle school level technology coordinators will emphasize technology to personalized learning for these students. The professional needs to understand applications that are used by middle schoolers. The coordinator should also appreciate how blended and online learning is used in middle schools. Active learning strategies for middle school students should also be emphasized. The coordinator should be well-informed in formative assessment approaches for middle students. The specific uses of multimedia, games and simulations in middle schools should be part of the coordinator's skill set. Awareness of how technology is used in STEM disciplines is vital for the middle level coordinator.

High school level technology coordinators will accentuate technology to personalized learning for older, more experienced students. The expert needs to be proficient in how applications are used in secondary education. The coordinator should also understand how blended and online learning is used in high schools. Active learning strategies for high school students should also be stressed. The coordinator should be well-read in formative assessment methods for high school students. The coordinator should have the ability to apply uses of multimedia, games and simulations in high schools. They should be responsive to how technology is used in STEM disciplines for the high school level.

Policies and Procedures Manual

In an effort to further the mission and objectives of the district as well as the school, this Policies and Procedures Manual provides the job expectations, duties and responsibilities, observation and evaluation manual for the technology coordinators in the elementary, middle, and high schools.

Duties and Responsibilities

The following duties and responsibilities are based on the framework of ISTE Standards

for Coaches. They are also related to New Jersey Core Curriculum Content Standards – Technology, and guidelines regarding technology coordinators job requirements in New Jersey and other states.

Visionary Leadership

- Demonstrate a shared leadership vision of technology integration to support the district-wide educational mission and objectives.
- Facilitate the on-going process to analyze, develop, design, implement, evaluate, and revise school's technology strategic plan in cooperation and collaboration with stakeholders.
- Promote new technology initiatives, such as the robotics program, to teachers, students, parents, and other stakeholders in the community.
- Identify and seek funding and technology resources from federal, state, local, and private sources.
- Prepare periodic and annual reports on the budgeting, distribution and utilization of technology resources in consistent with each school's technology plan.
- Prepare periodic and annual reports on the progress and evaluation of technology plan in alignment with the mission and objectives of each school as well as the district.
- Supervise the design, development, and update of schools' websites.

Teaching, Learning, and Assessment

- Assist teachers in utilizing learning analytics to gain information for differentiated instructions geared towards students' achievement levels, learning styles, and interests.
- Assist administrators with assessment and evaluation techniques to make informed decisions, and to ensure continuous improvement in teaching and learning.
- Ensure the access of e-books, electronic databases to search and synthesize information.

- Select developmentally appropriate technological hardware, apps, peripherals, and other tools for early childhood students in elementary school.
- Evaluate technological tools to assess students' information literacy skills to meet the New Jersey Core Curriculum Content Standards for Technology at elementary, middle, and high school levels.
- Assist in the deliveries and data collection for state and nation-wide high-stake assessments.

Digital Age Learning Environment

- Establish and maintain a strong and flexible technology infrastructure to ensure a technical and pedagogical support system that facilitates the use of technology in school.
- Ensure maximum performance of a technology enhanced learning environment with media-rich resources to support the academic achievements of all students and to nurture their creativity and problem-solving skills.
- Assist teachers in using digital-age tools and resources across the curriculum to meet the New Jersey Core Curriculum Content Standards for Technology.
- Implement Universal Design of Learning, including assistive technologies, to meet the diverse needs of students.
- Evaluate and select online collaboration tools to help extend learning experience to be connected with local and global learning communities.

Professional Development and Program Evaluation

- Communicate with teachers and administrators to know their instructional technology learning needs, and provide relevant, meaningful, and ongoing professional development

and trainings for them.

- Plan professional development and training early and differentiate it according to the technological knowledge and expertise of teachers, staff, and administrators.
- Evaluate and select technology tools to help teachers enhance teaching practice.
- Design, develop, implement, and evaluate programs to improve teaching and learning using technology.

Digital Citizenship

- Participate in the development of district-wide technology use policies addressing issues including acceptable use of technology, conduct and responsibilities, confidentiality, software security.
- Promote digital citizenship and ensure equitable access to technology resources by all students
- Teach digital copyright and fair use for educational purposes, and develop guidelines for ethical use of information.

Content Knowledge and Professional Growth

- Lead by example to embrace technology and become a life-time learner of emerging new technology integration in education.
- Keep abreast of new trends, development, and management of educational technology application and design in curriculum and instruction by reading professional literatures.
- Participate in professional organizations and engage in leadership and professional development.

Job Expectations

The job expectations for the technology coordinator are as follows:

- Be reliable for technical support on-site, via phone, or online for basic troubleshooting of hardware, software, network system during normal school work hours. Off-hour emergency calls are expected.
- Keep records and statistics on technology related purchase, maintenance, inventory, and replacement.
- Conduct technology related needs assessment and submit budget request.
- Attend board of education meetings to present the school's technology plan to stakeholders at school and local communities.
- Attend district technology committee meetings to contribute to the development of the technology strategic planning to achieve excellence in district's mission and goals.
- Maintain a log of workload in areas of responsibilities on a spreadsheet, including but not limited to solving technical problems; providing trainings, workshops, or technical assistance to teachers, students, administrators; and other miscellaneous tasks.
- Be familiar with federal, state, and local education laws, rules and regulations pertaining to the school district and compliance requirements relating to educational technology funding.
- Exemplify high ethical standards by adhering to the professional code of ethics for educators, including but not limited to that of the Association of American Educators, and the National Education Association, as well as the provision of School Ethics Commission as outlined in N.J.S. A.18A:12-21 et seq.

Observation and Evaluation Manual

Technology Coordinator's observation is based on New Jersey Core Curriculum Content Standards for Technology and the evaluation is based on both the ISTE standards for technology

coaches and Danielson Framework for Teaching.

Evaluation

Technology coordinator will be evaluated based on these domains:

<p>Domain 1: Knowledge and Leadership:</p> <ul style="list-style-type: none"> ● Demonstrate knowledge of current trends in technology ● Contribute to the development of the district vision for technology use. ● Plan instructional support programs and implement related policies and procedures. 	<p>Domain 2: Delivery of Service:</p> <ul style="list-style-type: none"> ● Collaborate with staff in the design of instructional units. ● Model implementation of instruction addressing district technology standards. ● Research and locate best practices and resources and communicate findings with staff. ● Model the use of assessment tools and student-centered activities to address diverse needs
<p>Domain 3: The Learning Environment</p> <ul style="list-style-type: none"> ● Create environment of respect and trust ● Establish clear policies and procedures for staff to access technical support ● Organize physical space for workshops or training and model the use of adaptive and assistive technology. ● Troubleshoot software and hardware problems in a timely manner. 	<p>Domain 4: Digital Citizenship</p> <ul style="list-style-type: none"> ● Model strategies and procedures for achieving equal access to tools and services. ● Model safe and ethical use of digital information. ● Promote diversity and cultural understanding through the use of digital age communication to collaborate with local and global peers.
<p>Domain 5: Assessment and Evaluation</p> <ul style="list-style-type: none"> ● Conduct needs assessment to inform decisions regarding technology implementation ● Evaluate the results of professional learning programs to determine effectiveness. 	<p>Domain 6: Professional Responsibilities</p> <ul style="list-style-type: none"> ● Reflect on practice to improve and strengthen ability to model and facilitate technology integration ● Prepare and submit budget and reports. ● Engage in continuous learning to

<ul style="list-style-type: none"> ● Use student achievement data and communicate results to improve instructional practice. 	<p>enhance professional knowledge and skills.</p> <ul style="list-style-type: none"> ● Coordinate work with other technology Coordinators and participate in professional communities and organizations.
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Observation Rubric

<p>For Elementary Grades, students will:</p>	<ul style="list-style-type: none"> ● Be able to use technology systems and various applications efficiently. ● Apply existing knowledge to produce new ideas. ● Interact and collaborate to create original work. ● Develop cultural understanding. <p>Indicators for lower elementary grades K-2:</p> <ul style="list-style-type: none"> ● Students will use proper technological terminology such as mouse, keyboard, printer to describe their activities. ● Students will demonstrate efficiency in using a browser and navigate the screen to participate collaboratively in interactive learning games. ● Students will create documents using applications such as word processing and spreadsheet to communicate original ideas. ● Students demonstrate navigation skills in virtual environments such as interactive applications.
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	<p>Indicators for upper elementary grades 3-5, in addition to the above:</p> <ul style="list-style-type: none"> ● Students will demonstrate efficiency in selecting and using digital resources. ● Student will enhance their use of word processing and spreadsheet application with graphics, symbols and pictures. ● Students will use graphic organizers to organize and present information. ● Students will collaborate to create a digital story based on a real event. ● Import data into a spreadsheet in order to analyze and report the data.
<p>For Middle grades, Students will:</p>	<ul style="list-style-type: none"> ● Be able to use technology systems and various applications efficiently. ● Apply existing knowledge to produce new ideas. ● Interact and collaborate to create original work. ● Develop cultural understanding <p>Indicators:</p> <ul style="list-style-type: none"> ● Students will collaborate to use digital tools (ex. video recording, podcasts and images) to demonstrate knowledge of the real world problems and other cultures and publish their production on a blog or school website. ● Students will create professional documents using software applications (ex. letters, newsletters, brochures and flyers). ● Students will graph and calculate data in a spreadsheet

	<p>and present results using functions such as sort and Autosum.</p> <ul style="list-style-type: none"> ● Students will create database query, provide an explanation of the process and report the results.
<p>For Secondary grades, students will:</p>	<ul style="list-style-type: none"> ● Be able to use technology systems and various applications efficiently. ● Apply existing knowledge to produce new ideas ● Interact and collaborate to create original work ● Develop cultural understanding. <p>Indicators:</p> <ul style="list-style-type: none"> ● Students will create portfolios using digital tools and resources. ● Students will produce and edit multi-page professional documents (ex. letters, newsletters, brochures and flyers). ● Students will collaborate virtually with learners of other cultures using social networks to discuss and solve real world problems and create a learning tool. ● Students will use mathematical and logical functions of spreadsheets to produce multiple worksheets and present the final results. ● Students will use multi table database to report and explain data.

<p>Artifacts for all levels:</p>	<ul style="list-style-type: none">● Students digital portfolios containing projects created throughout the school year that show growth in using technology.● SMS that shows inventory and distribution of all the hardware and software on the network and that allows for diagnostic tests on PCs attached to the network.● PGP that identifies gaps in performance, programs and activities to narrow these gaps and ways to measure success.● Sample Professional Development evaluation forms filled by staff members.
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