

Shamburg Valley School District Technology Coordinators

Sheila Connelly, James Murduca, Wendy Thompson

New Jersey City University

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Early research (Moursand, 1992) on the growing need for the role of technology coordinator in schools, focused on the impact of computers on the changing landscape of educational systems (p.6). The jobs of curricular integration of technology along with delivering appropriate training and professional development to building stakeholders were identified as essential to the role of technology coordinator. Building on the ground work laid by Moursand, Cypert (2004) used the approach of a qualitative case study, to define the role of the local school technology coordinator. Using surveys and observations to gather the perceptions of building administrators and a high school technology coordinator. Cypert, found the role was specific to the needs of the school and defined by the building administrator. The results of the study pointed to the difference between the listed job description for the role of technology coordinator and the actual job expectations and responsibilities carried out in the role.

Demonstrating a growing need for a skilled and competent person to fill the position, that required more than a part-time teacher who was good with computers. Frazier and Bailey (2004), reported similar findings, identifying the need for technology coordinators to “assist with the implementation of both instructional technology in classrooms and administrative technology in school offices.” (p.1) Updating his recommendations Frazier (2012), points to the importance of “accurately describing the expectations, qualifications, and responsibilities of the position.” (Sample Job description, para.3).

### **Help Wanted**

The Shamburg Valley School District, a large suburban public school district located in central New Jersey is currently searching for individuals to fill three positions of Elementary, Middle and High School Technology Coordinator, available Fall 2017. The ideal candidates must be highly motivated, detail-oriented, and dynamic managers. They must have demonstrated prior success and competencies

in curriculum, curriculum development, instructional technology, and leadership. Candidates should be willing to work diligently to solve challenges and empower educators to improve student outcomes by creating a learning environment where students are actively engaged in their learning. The district places a strong emphasis on candidates' ability to work together to build strong relationships with administrators, curriculum directors and educators. The Elementary Technology Coordinator will serve the needs of a K-5 school with a population of five hundred students. The Middle School Technology Coordinator will serve the needs of a 6-8 Middle School with a population of three hundred students and the High School Technology Coordinator will serve the needs of a grades 9-12 population of four hundred students. The job descriptions below were based upon the document prepared by The Freire School (2016) along with recommendations from Frazier (2012, Essential Duties and Responsibilities Table.).

### **Elementary Technology Coordinator Job Description**

**Position Objective:** The Elementary Technology Coordinator will provide instruction, training, and resources to students and staff in authentic use of technology in support of the district's technology plan.

**Qualifications:**

- BA in Education related field with a Master's degree or Certificate in Educational/Instructional Technology preferred
- Three or more years Elementary teaching experience incorporating technology
- Standard New Jersey Elementary K-6 Instructional Certificate
- Legal resident of the United States
- Must successfully pass State and Federal fingerprinting
- Must be able to lift, push, pull or carry 30 pounds

**Reports to:** Director of Assessment and Technology

**Coordinates With:** Building Principal, Network Manager, District Staff

**Salary:** As per teacher's contract with additional Technology Coordinator Stipend

**Length of Contract:** 189 days

**Job Functions and Responsibilities:**

1. Design, develop & teach a digital media curriculum for students in grades 2 - 5 in the technology lab or in classrooms using the building's Chromebook mobile carts in accordance with the New Jersey Student Learning Standards for Technology.
  2. Establish & implement media lab/ Chromebook appropriate use expectations.
  3. Develop and manage school mobile device cart policy and procedures to support student technology access in the school.
  4. Prepare information required by outside agencies and vendors related to building purchases and use of instructional technologies, software and instructional and informational media site licenses.
  5. Assist in the creation and maintenance of user access to administrative and instructional systems, including Shamburg Valley Elementary School staff, students, and parents.
  6. Provide technical support and training to administrative and instructional systems end-users with tasks relative to academic, instructional software and building management.
  7. Maintain contact with software and database vendors for problem solving and "help desk" activities.
  8. Assist in scheduling and administering computer-based PARCC, ACCESS2.0, NJASK and DLM assessments to building students.
  9. Assist in the development and implementation of the school's technology plan.
  10. Assist with periodic software and hardware upgrades.
  11. Perform other duties as assigned by the administration.
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### **Middle School Technology Coordinator Job Description**

**Position Objective:** The Middle School Technology Coordinator will provide technological leadership and assistance for a wide range of issues, troubleshoot and maintain Chromebooks and lead, facilitate and provide technology staff development as needed in support of the district's technology plan.

#### **Qualifications:**

- BA in Education related field with a Master's degree or Certificate in Educational/Instructional Technology preferred
- Five or more years teaching experience incorporating technology
- Experience with G-Suite for Education and appropriate apps, extensions and add-ons, educational software selection, hardware and peripherals, and a solid background in troubleshooting with instructional hardware and software.
- Standard New Jersey Supervisor Certificate
- Google Certified Educator
- Legal resident of the United States
- Must successfully pass State and Federal fingerprinting
- Must be able to lift, push, pull or carry 30 pounds

**Reports to:** Director of Assessment and Technology

**Coordinates With:** Building Principal, Network Manager, District Staff

**Salary:** As per contract

**Length of Contract:** 12 months

**Job Functions and Responsibilities:**

1. Provide professional development, assistance and support for the school's 1:1 implementation of Chromebooks.
  2. Provide setup, preventative maintenance and repair of school Chromebook devices.
  3. Continually develop skills in the use of educational technology, especially G-Suite for Education, and model for building students and staff.
  4. Observe teachers as directed by the Director of Assessment and Technology in accord with AchieveNJ.
  5. Serve as a member of the School Improvement Panel (SciP).
  6. Provide onsite technical assistance on the instructional/administrative use of computers to students, teachers, staff and administrators as needed.
  7. Prepare information required by outside agencies and vendors related to building purchases and use of instructional technologies, software and instructional and informational media site licenses.
  8. Assist in the creation and maintenance of user access to administrative and instructional systems, including Shamburg Valley Middle School staff, students, and parents.
  9. Provide technical support and training to administrative and instructional systems end-users with tasks relative to academic, instructional software and building management.
  10. Maintain contact with software and database vendors for problem solving and "help desk" activities.
  11. Design and maintain customized reports and electronic files in response to school's needs—e.g. fulfillment of federal, state, and county reporting.
  12. Maintain operational control of the school's academic and instructional databases including Genesis Student Information System and NJ SMART.
  13. Assist in preparing data, scheduling and administering computer-based PARCC, ACCESS2.0, NJASK and DLM assessments to building students.
  14. Assist in the development and implementation of the school's technology plan.
  15. Assist with periodic software and hardware upgrades.
  16. Develop and prioritize building level technology budgets.
  17. Maintain an inventory of technology equipment and materials for the building.
  18. Pursue funding sources such as national or state grants, foundations, business partners or community endeavors when possible.
  19. Perform other duties as assigned by the administration.
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## High School Technology Coordinator Job Description

**Position Objective:** The High School Technology Coordinator will provide technological leadership and assistance for a wide range of issues, troubleshoot and maintain building hardware, troubleshoot student devices and lead, facilitate and provide technology staff development as needed in support of the district's technology plan.

### Qualifications:

- BA in Education related field with a Master's degree or Certificate in Educational/Instructional Technology preferred
- Five or more years teaching experience incorporating technology
- Experience with educational software selection, hardware and peripherals, and a solid background in troubleshooting with instructional hardware and software.
- Standard New Jersey Supervisor Certificate
- Google Certified Educator

**Reports to:** Director of Assessment and Technology

**Coordinates With:** Building Principal, Subject Area Supervisors, Network Manager, District Staff

**Salary:** As per contract

**Length of Contract:** 12 months

### Job Functions and Responsibilities:

1. Provide professional development, assistance and support for the school's BYOD program
2. Provide setup, preventative maintenance and repair of school hardware.
3. Continually develop skills in the use of educational technology, especially G-Suite for Education, and model for building students and staff.
4. Observe teachers as directed by the Director of Assessment and Technology in accord with AchieveNJ.
5. Serve as a member of the School Improvement Panel (ScIP).
6. Provide onsite technical assistance on the instructional/administrative use of computers to students, teachers, staff and administrators as needed.
7. Prepare information required by outside agencies and vendors related to building purchases and use of instructional technologies, software and instructional and informational media site licenses.
8. Assist in the creation and maintenance of user access to administrative and instructional systems, including Shamburg Valley High School staff, students, and parents.
9. Provide technical support and training to administrative and instructional systems end-users with tasks relative to academic, instructional software and building management.
10. Maintain contact with software and database vendors for problem solving and "help desk" activities.
11. Support and maintain Technology Department equipment including 3D printers and robots.

12. Assist the Guidance Department in preparing data, scheduling and administering computer-based PARCC, ACCESS2.0, AP, and DLM assessments to building students.
13. Assist in the development and implementation of the school's technology plan.
14. Assist with periodic software and hardware upgrades.
15. Develop and prioritize building level technology budgets.
16. Maintain an inventory of technology equipment and materials for the building.
17. Pursue funding sources such as national or state grants, foundations, business partners or community endeavors when possible.
18. Perform other duties as assigned by the administration.

### **Job Description Comparison**

The primary responsibility of the Elementary Technology Coordinator is to teach students in grades 2-5 and provide technology support to teachers at the elementary school. The Middle School Technology Coordinator supports the schools 1:1 Chromebook program and is a subject-matter expert on G-Suite for Education. The High School Technology Coordinator supports the school's BYOD program. The High School Technology Coordinator also supports and maintains the hardware used by the Technology Department such as 3D printers and robots. Both the Middle School Technology Coordinator and the High School Technology Coordinator observe teachers as directed by district administration and serve on the appropriate school's School Improvement Panel (SCiP).

**Policies and Procedures Manual**

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**Teacher Evaluations**

Teacher evaluations will be conducted as directed by the Director of Assessment and Technology in accord with AchieveNJ . The Shamburg Valley School District has adopted The Danielson Framework Model. Information about the Danielson Framework Model can be found at:

<https://www.danielsongroup.org/framework>.

Teacher observations will be recorded in the Genesis Employee Portal. Pre-Observation meetings are required for all announced observations. All observations of non-tenured teachers require a face to face post-observation meeting. Tenured teachers are required to have at least one face to face post-observation conference during the school year. The written observation report will be shared with the employee through the Genesis employee portal prior to a post-observation conference.

Observers are required to conduct two co-observations in order to maintain consistency between all district observers.

**Charlotte Danielson’s FRAMEWORK FOR TEACHING**

<p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b>                  • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p><b>1b Demonstrating Knowledge of Students</b>                  • Child development • Learning process • Special needs                  • Student skills, knowledge, and proficiency                  • Interests and cultural heritage</p> <p><b>1c Setting Instructional Outcomes</b>                  • Value, sequence, and alignment • Clarity • Balance                  • Suitability for diverse learners</p> <p><b>1d Demonstrating Knowledge of Resources</b>                  • For classroom • To extend content knowledge • For students</p> <p><b>1e Designing Coherent Instruction</b>                  • Learning activities • Instructional materials and resources                  • Instructional groups • Lesson and unit structure</p> <p><b>1f Designing Student Assessments</b>                  • Congruence with outcomes • Criteria and standards                  • Formative assessments • Use for planning</p>	<p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b>                  • Teacher interaction with students • Student interaction with students</p> <p><b>2b Establishing a Culture for Learning</b>                  • Importance of content • Expectations for learning and behavior                  • Student pride in work</p> <p><b>2c Managing Classroom Procedures</b>                  • Instructional groups • Transitions                  • Materials and supplies • Non-instructional duties                  • Supervision of volunteers and paraprofessionals</p> <p><b>2d Managing Student Behavior</b>                  • Expectations • Monitoring behavior • Response to misbehavior</p> <p><b>2e Organizing Physical Space</b>                  • Safety and accessibility • Arrangement of furniture and resources</p>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a Reflecting on Teaching</b>                  • Accuracy • Use in future teaching</p> <p><b>4b Maintaining Accurate Records</b>                  • Student completion of assignments                  • Student progress in learning • Non-instructional records</p> <p><b>4c Communicating with Families</b>                  • About instructional program • About individual students                  • Engagement of families in instructional program</p> <p><b>4d Participating in a Professional Community</b>                  • Relationships with colleagues • Participation in school projects                  • Involvement in culture of professional inquiry • Service to school</p> <p><b>4e Growing and Developing Professionally</b>                  • Enhancement of content knowledge and pedagogical skill                  • Service to the profession</p> <p><b>4f Showing Professionalism</b>                  • Integrity/ethical conduct • Service to students • Advocacy                  • Decision-making • Compliance with school/district regulations</p>	<p><b>DOMAIN 3: Instruction</b></p> <p><b>3a Communicating With Students</b>                  • Expectations for learning • Directions and procedures                  • Explanations of content • Use of oral and written language</p> <p><b>3b Using Questioning and Discussion Techniques</b>                  • Quality of questions • Discussion techniques • Student participation</p> <p><b>3c Engaging Students in Learning</b>                  • Activities and assignments • Student groups                  • Instructional materials and resources • Structure and pacing</p> <p><b>3d Using Assessment in Instruction</b>                  • Assessment criteria • Monitoring of student learning                  • Feedback to students • Student self-assessment and monitoring</p> <p><b>3e Demonstrating Flexibility and Responsiveness</b>                  • Lesson adjustment • Response to students • Persistence</p>

**Technology Coordinator Evaluation**

Technology Coordinators will be evaluated using multiple criteria. One evaluative instrument will be the adaptation of the Danielson Framework for Teaching, the Framework for Evaluation of Technology Coordinators. More information will be found in the evaluation rubric which is still under development.

**Framework for Evaluation of Technology Coordinators**

<p><b>DOMAIN 1: Leadership</b></p> <p><b>1a: Demonstrates knowledge of instructional technology</b>                  ♦ Best practices ♦ Current tools</p> <p><b>1b: Demonstrates vision of technology</b>                  ♦ Shared vision ♦ technology plan</p> <p><b>1c: Implements strategies for initiating and sustaining technology innovations</b>                  ♦ Strategic plan ♦ Works with stakeholders</p> <p><b>1d: Demonstrates knowledge of resources</b>                  ♦ Grants ♦ Social media ♦ Open educational resources</p> <p><b>1e: Demonstrates digital citizenship</b>                  ♦ Equitable access ♦ Model legal and ethical practices</p>	<p><b>DOMAIN 2: Digital Age Learning Culture</b></p> <p><b>2a: Creating an environment of respect and rapport</b>                  ♦ Promotes collaboration ♦ Interaction with teachers, administrators, students and community</p> <p><b>2b: Establishing a culture for Learning</b>                  ♦ Expectations for learning and behavior</p> <p><b>2c: Infrastructure</b>                  ♦ Safety and accessibility ♦ Supports teaching &amp; learning                  ♦ Timely maintenance ♦ Proactive</p> <p><b>2d: Apply technology to increase productivity</b>                  ♦ Automate processes ♦ Model advanced features</p>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a: Maintaining Accurate Records</b>                  ♦ Technology Inventory ♦ Updated Technology Plan</p> <p><b>4b: Communicating with the Families &amp; Community</b>                  ♦ Responsive and timely ♦ District website ♦ Social Media</p> <p><b>4c: Participating in a Professional Community</b>                  ♦ Relationships with colleagues ♦ Service to district</p> <p><b>4d: Growing and Developing Professionally</b>                  ♦ Service to the profession                  ♦ Enhancement of professional knowledge</p> <p><b>4e: Showing Professionalism</b>                  ♦ Integrity/Ethical conduct ♦ Advocacy ♦ Decision-making                  ♦ Compliance with school/district/state regulations</p>	<p><b>DOMAIN 3: Professional Development and Program Evaluation</b></p> <p><b>3a: Communicating with Teachers and Staff</b>                  ♦ Expectations for learning ♦ Explanations of content</p> <p><b>3b: Design appropriate professional development to support diverse needs of staff</b>                  ♦ Activities ♦ Instructional Resources                  ♦ Structure and pacing</p> <p><b>3c: Evaluating and Accessing</b>                  ♦ Using data to inform decision making                  ♦ Soliciting feedback for improvement</p> <p><b>3d: Demonstrating Flexibility and Responsiveness</b>                  ♦ Persistence ♦ Response to situations and personnel</p>

Forms

# Workshop Evaluation Form

## Workshop Evaluation

Please submit feedback regarding the workshop you just completed.

\* Required

Workshop Title \*

Your answer

Workshop Date \*

Date

mm/dd/yyyy

Presenter \*

Your answer

Please rate the following:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The workshop was interactive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workshop was organized and well planned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presenter was effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workshop provided sufficient practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will be able to use what I learned in this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What aspects of this workshop were most useful or valuable?

Your answer

How would you improve this workshop?

Your answer

Would you recommend this workshop to a co-worker? \*

Yes

No

Other : \_\_\_\_\_

Do you have any suggestions for future workshops?

Your answer

**SUBMIT**

Never submit passwords through Google Forms.

## PD Request Form

### PD Request

The IT department is available to support and guide the implementation of instructional technology to enhance integration in all aspects of the district curriculum. To facilitate these activities, please complete the PD request form below to schedule your personal session.

**\* Required**

**Name \***

Your answer

---

**Email \***

Your answer

---

**I'm requesting a 1-1 session on**

**I'm requesting a small group session on**

**I'm requesting a webinar session on**

My current skill level on this topic is \*

- newbie
- crawling
- first steps
- up and running
- Other: \_\_\_\_\_

My availability for a PD session is \*

1 point

- Early morning
- Web session
- After School
- Midday
- Other: \_\_\_\_\_

Please describe your current class/ office system to allow the trainer to best prepare to meet your needs. \*

Your answer

---

# IT Request Form

## IT Request Contact Information

IT Request Form

**\* Required**

### IT Department Computer/ Software request for assistance

Please provide a description to help the technician prepare to best meet your needs

**Name \***

Your answer

**Email \***

Your answer

**Department/ Room Number \***

Your answer

**Describe your IT issue**

Your answer

**Department timeline: A technician will respond within three business days.**

Your answer

### Middle School Student Chromebook Trouble Report Form

This form should be used when a student Chromebook is defective, damaged, or needs repair. This form should be completed by the student and handed in with the Chromebook to the office. The Middle School Technology Coordinator will try to take care of the problem as quickly as possible. In the meantime, students should use the backup Chromebook in their classroom.

**Today's Date:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Day/Date the problem started:** \_\_\_\_\_

**Problem with Chromebook:**     **Defective**                       **Damaged**

Cracked Screen             Dark Screen                       Trackpad                       Keyboard

Exposure to Liquid                       Chrome Operating System Issue

Outer Case Damage                       Won't Turn On                       Won't Charge

Other – Please Explain \_\_\_\_\_

\_\_\_\_\_

**Additional Information:** \_\_\_\_\_

\_\_\_\_\_

**Office Use Only:** Serial Number \_\_\_\_\_ Date \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Pre-Observation Conference Form

**Teacher:** \_\_\_\_\_

**Classroom:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Observer:** \_\_\_\_\_

### Notes from the Pre-Observation Conference

**Instructional Outcome:**

**Standards**

**Strategies for formative assessment:**

**Activities Planned:**

## **Post-Observation Conference Form**

➤ **Questions Regarding the Observation:**

➤ **Areas of Strength:**

➤ **Areas for Focus:**

➤ **Next Steps:**

➤ **Resources Available:**

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