Hiring of Three Technology Coordinators for Hillsborough Public Schools

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HIRING OF TECHNOLOGY COORDINATOR

Introduction

The terms policy and procedure are frequently used in the professional setting to establish the expectations, outline the boundaries or create a flow of operational processes. It is beneficial to delineate the meaning of both terms, such as a policy and a procedure, in the context of the educational setting and prior to compiling them into a manual.

What is a policy? Formal in nature, policies are established by the top-level governing entity. They are immutable unless a change takes place in regulation, law or code of practice. In the institutions regulated by the board, the policies, which set broad parameters for acceptable practice, are written by the board. The executive team or the school administration then further defines the acceptable practice and transforms them into guiding principles. In short, a policy is a set of guiding principles that describe what needs to be done (COA, n.d).

What is a procedure? Detailed in nature, procedures are step-by-step or narrative descriptions of the actions required for carrying out and implementing policy. Unlike policies, procedures are prone to change and don't need to be reviewed or approved by the governing body. They describe how something needs to be done, as opposed to policies, describing what needs to be done (COA, n.d.).

Policy

In designing a policy for establishing and maintaining a position of a technology coordinator, special consideration must be given to the purpose of such position and its further alignment with the district focus on the continued integration of technology into the teaching and learning process. It is the district's vision that "the students be engaged in a stimulating,

academic environment that supports rigorous student-centered, inquiry-based learning"

(Hillsborough Township Public Schools, n.d., p.3).

It is important to note that the development of the policies is a continuous process and will require revisions or additions as the needs of the educational community and the technological landscape change.

Acquisition of Personnel

The district board of education has approved three new educational technology coordinator positions for each of the three new schools. These positions are necessary to facilitate the technology needs of students, teachers and building administrators and all stakeholders. The elementary and middle school roles will employ teacher leaders in the role of technology coordinator while the high school role will lead equally with district administrators (Frazer 2017). The technology coordinator in the high school will have responsibilities that include network administration (connectivity) for all district systems and the purchasing and vendor agreements that are required to keep systems up and running for all stakeholders. This includes managing district data, state reporting and preparedness for disaster (disaster recovery). Increasing adoption of assistive technologies is a focus as well. The technology coordinator in the high school will create a team of stakeholders tasked with the ongoing review and evaluation of technology systems as an opportunity to frequently assess -alignment with the technology plan. This also provides a means for ongoing assessment of alignment with the mission and vision of the district and to recommend and or make adjustments as needed to keep student outcomes in the forefront.

Technology tools and related hardware and software will be agreed upon by stakeholders and a standard set of software applications will be available. These applications are expected to vary slightly by school based on need. Standards adopted may include smartboards and other projection equipment, chromebooks and tablets. The high school technology coordinator will set the standard for password policy and work to maintain a single sign-on to minimize the burden on students, staff, administration and other stakeholders of the requirement to recall multiple ids and passwords among district systems.

The technology coordinators in each of the new schools are needed to assist with the technology needs of the building including access to hardware to software and adherence to defined policies and procedures to fulfill on the mission and vision and goals of the technology plan. Planning for the acquisition of resources, the installation of resources, in addition to related training and maintenance are important responsibilities. The technology coordinator will also follow all of the state guidelines and when appropriate will research, inform and advise district leaders regarding participation in state initiatives regarding technology, such as Future Ready Schools.

The technology coordinators at each new school will work closely with teachers to continue development and increased practice with methods that utilize technology to improve student learning. Technology coordinators will model technology uses in the classroom for planning, presenting and creating, to facilitate increased opportunities for students and educators to share ideas, resources and solve problems (Smith, 2017). They will also coach teachers to become increasingly effective designers of student-driven activities that cross curriculum content areas and maximize effective outcomes of learning goals.

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Technology Coordinator Hiring and Reappointment

In accordance with the general employment policy, the district will strive to attract,

secure, and hold the highest qualified personnel for all professional positions. More specifically,

a similar approach will be used for filling the positions of the three technology coordinators: for

the elementary level, the middle school level, and high school level. The selection process will

be based upon awareness to candidates who will devote themselves to the education and welfare

of the children attending the schools. The district's goal is to employ and retain personnel who

are motivated, will always strive to do their best, and are committed to providing the best

educational environment for the children (Diman Regional Vocational Technical High School,

n.d.). It is the duty of the hiring committee to see that persons considered for employment

possess qualifications and meet the requirements of the position of the technology coordinator.

Once hired, a technology coordinator must serve in the school district for five

consecutive years before acquiring a permanent position. The school and district administration

will base their decisions on the results of the evaluation procedures stated below.   At the end of

each of the first five years of employment, a technology coordinator will be notified by the

district administration of the decision on his/her reappointment. Such notification will be issued

on or before June 15th of the current academic year (Diman Regional Vocational Technical High

School, n.d.). A technology coordinator who attains the level of a permanent position will have

continued employment in the service of the school district. The district will continue

administering yearly evaluation procedures to assess professional performance of a technology

coordinator with permanence. Should the current position of a technology coordinator be

abolished by the district, a similar or equitable position will be offered by the district

administrations for the employee's consideration.

Evaluation Procedures

The school administration recognizes the importance of the effectiveness of a technology

coordinator to further the development of a professional corps of educators and to increase

student achievement. The administration adopts evaluation rubrics which will be annually

submitted to the Commissioner by May 15th for approval by June 15th of each year. The

evaluation rubric has three defined ratings: partially effective, effective, and highly effective.

(Passaic Public Schools, 2017). For all categories rated at partially effective, as measured by the

rubrics, a corrective action plan will be developed. The evaluation procedures will be based on

the categories described below.

Technology Coordinator Integration

The technology coordinator responsibilities as explained by Frazier & Hearrington (2017)

are based on leadership role and vision within a district-based technology policies format as: "(1)

development and implementation of appropriate technology policies; (2) acquisition, monitoring,

and maintenance of technology; (3) planning and conducting an effective professional

development program; and (4) providing technical support for all end users" (p.4). According to

Twomey, Shamburg, & Zieger (2006), a technology integration specialist (i.e., technology

coordinator) main role is to help teachers incorporate technologies into their classroom and

administers professional development to all teachers, new or veteran, for all grade levels.

Another role and expectation of a technology coordinator is a skillful expert in "planning,

implementation, and assessment" (Twomey, Shamburg, & Zieger, 2006, p. 15). Flexibility and

creativeness are imperative for a technology coordinator, in the servicing the diversification of staff. The challenge is to embark on a journey with faculty to develop and maintain the best technological rich practices that will embrace and educate all learners.

Focusing on the professional development program, the importance of the understanding and implementing a fair and balanced system for infusion of technology within classroom instruction will be instrumented through the Danielson Framework for Teaching and Technology framework. The technology coordinator will need to engage the faculty through the extensive understanding of all the four domains are (1) Domain 1: Planning and Preparation; (2) Domain 2: The Classroom Environment; (3) Domain 3: Instruction; and (4) Domain 4: Professional Responsibilities. The focus of learning and teaching are the center of education and needs to be a strong focus of the technology coordinator. The technology vision of the district based on the implementation and management of the four Danielson Framework domains. The technology coordinator must be able to facilitate and align the district mission accordingly in turn, directly impacts teacher instruction and student learning (Frazier & Hearrington, 2017).

As stated on the district's website, the Hillsborough Technology Plan, the technology tools used throughout the district engages in the "enhancing, informing and transforming learning…to create 21st-century learners" and resulting in the reinforcement of the Hillsborough vision of "students be engaged in a stimulating academic environment that supports rigorous student-centered, inquiry-based learning (Hillsborough Township Public Schools, n.d., p.3). The three new technology coordinators need to embrace the vision and make it their mission to facilitate the appropriate technological priorities, process, and resources throughout their assigned school.

The Technology Coordinator Issue Model (TCIM) identifies five areas the technology coordinator needs to recognize and implement within the in perspective of the vital relationship and responsibilities to the district mission and vision (Frazier & Hearrington, 2017). The five areas are (1) teaching and learning; (2) supporting teaching, learning, and computing, (3) network operations, (4) administrative computing; and (5) planning and budgeting (Frazier & Hearrington, 2017, pp. 8-9). Except for administrative computing, other four areas are linked within the Danielson Framework strands reinforcing the importance of the integration of technology in the classroom along with the technical support for teachers and students (Frazier & Hearrington, 2017).

The Hillsborough district already has in place a rubric called the Technology Integration Guide/Rubric (see Appendix A) which illustrates the various steps to enhance instruction and broken down into sub-strands. The new technology coordinators will follow this rubric for direction to integrate technology equipment and enhance professional instructional development in designated school. The Technology Integration Guide/Rubric constructed with four goals associated and interconnected: "(1) globalizing the curriculum; (2) asynchronous learning; (3) the creation, collaboration, and publication of digital content; and (4) productivity tools" (Hillsborough Township Public Schools, n.d., p.8). Aligning with the four goals are sub-strands which allow the teachers to self-assess and set forth the best practices with technology-rich classroom lessons to reach all 21st-century learners. Hillsborough school district is a one-to-one technology district. This technology infrastructure allows the technology coordinator to collect essential data to help in the determination of purpose of the future driven technologies in the classroom. Also, keeps best practices and the district's vision in hindsight including district

integration, budgeting (hardware and software), along with analyzing the additional need for professional development.

Duties and Responsibilities

Educational technology coordinators have many duties and responsibilities which vary amongst districts and schools. Depending on the grade levels of the school, the duties and responsibilities of the educational technology coordinator will have similarities and differences. Below are the essential duties and responsibilities identified by assignment at various levels:

Elementary School

The elementary school educational technology coordinator works collaboratively with teachers to provide support for a technology-integrated teaching and learning process by:

- designing, developing, and implementing educational technology initiatives that are aligned with the school's mission and vision.

- co-teaching ten educational technology lessons per week.

- integrating digital citizenship education throughout grades two to four amongst the content areas.

- providing training for iPads, Google suite, and Macbooks.

- troubleshooting

- supporting educational technology use through advisement and collaborative teacher training.

- evaluating the sustainability and effectiveness of current and future use of educational technology.

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Middle School

The middle school educational technology coordinator is responsible for providing an academically appropriate learning environment that is aligned with the mission and vision of the school by:

- providing staff with opportunities to understand computer science and computational thinking as they integrate it into their instructional delivery.

- teaching computer science classes that are focused on coding, computational thinking, and physical computing.

- providing students with opportunities to develop engineering and problem-solving skills in the makerspace.

- leading the robotics team.

- working collaboratively with teachers to develop the STEAM curriculum.

High School

The high school educational technology coordinator coordinates, implements, and evaluates the integration of educational technology as a tool to enhance instruction by:

- providing support for educational technology and integrated learning systems.

- providing training for all educational technology devices.

- collaboratively developing and implementing the technology curriculum.

- assisting teachers in planning and preparing lesson plans that integrate technology to improve teaching and learning.

- promoting new software and technology that enhance the curriculum.

- developing a technology resource center to be used by all stakeholders

- troubleshooting hardware and software of all technological equipment.

While the three educational technology coordinator positions have the same title, they also have some similarities and differences. Job position descriptions explain the full responsibilities (see Appendices B, C, & D). Some of the key similarities are that they all require the collaboration of the educational technology coordinator and staff to implement and integrate all technological initiatives and to plan and prepare daily content lessons. They are also responsible for troubleshooting all technological devices.

Some of the key differences in the position of the educational technology coordinator are in regards to their assignments. At the elementary school, the focus is placed on the basics of using technology such as teaching digital citizenship, training on specific devices, and coaching/co-teaching lessons with teachers to assure that educational technology is integrated into daily lessons to improve teaching and learning. At the middle school, the focus is placed on understanding computer science and computational thinking as they integrate it into their instructional delivery. The middle school position also focuses on developing a STEAM curriculum, leading a robotics team, and providing students with the problem-solving and engineering skills necessary while engaging in a Makerspace. A major difference in the high school position is the development of a technology resource center for all stakeholders (students, parents, staff, & community) to engage.

All positions are expected to be an integral part of technology-related staff development. All positions are expected to develop training tools for district use. The elementary and middle school positions are most similar. High school and middles school positions do not require data management as they do not have the same state reporting requirements as high school. Middle

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and elementary positions are 10-month positions vs. the high school 12-month position.

Although the elementary and middle school positions are similar, support will vary from

self-contained classes with multiple contents to supporting content per classroom teacher in

middle school.

Elementary School Technology Coordinator Evaluation Rubric

In accordance with the models, stated above, and the responsibilities, listed in the open

positions, the following rubric can be used for a procedural evaluation of an elementary school

technology coordinator.

	Partially Effective	**Effective**	**Highly Effective**
Development and implementation of appropriate technology integration tools across curriculum	Needs support in planning and implementing the effective use of instructional technology across the curriculum.	Showcases adequate skills in planning and implementing the effective use of instructional technology across the curriculum.	Exceeds expectations in planning and implementing the effective use of instructional technology across the curriculum.
Planning and conducting an effective professional development program	Needs support in designing, implementing and coordinating technology professional development and training opportunities for district staff.	Showcases adequate skills in designing, implementing and coordinating technology professional development and training opportunities for district staff.	Exceeds expectations in designing, implementing and coordinating technology professional development and training opportunities for district staff.
Providing technical support for all end users	Needs support in developing training tools (i.e., webinars, documentation,	Showcases adequate skills in developing training tools (i.e., webinars,	Exceeds expectations in developing training tools (i.e., webinars, documentation,

	blogs) to be used by staff in the district.	documentation, blogs) to be used by staff in the district.	blogs) to be used by staff in the district.
Facilitating community programming events with the focus on computer education	Needs support in representing the elementary school computer education program to the parents and other stakeholders through computer workshops and other presentations.	Showcases adequate skills in representing the elementary school computer education program to the parents and other stakeholders through computer workshops and other presentations.	Exceeds expectations in representing the elementary school computer education program to the parents and other stakeholders through computer workshops and other presentations.
Providing classroom support in the use of technology tools	Needs assistance in supporting classroom use of technology tools including laptops and smartboards.	Showcases adequate skills in supporting classroom use of technology tools including laptops and smartboards.	Exceeds expectations in supporting classroom use of technology tools including laptops and smartboards.

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Appendix A
HTPS Technology Integration Guide / Rubric

Tech Goal 1: Globalizing the Curriculum

This technology goal focuses on cultivating cultural understanding and building global connections that enrich the learning experience for teachers and students. Technology continues to break down barriers and students need to be prepared for an interconnected world. Developing awareness, empathy, and communication skills with people from different cultures is a critical skill. There are three main areas that we focus on when exploring the different ways to meet this technology goal:

●1A. Virtual Field Trips: Explore geography and culture through interactive mapping technologies and engaging with virtual worlds, objects, and artifacts.

●1B. Classroom Connections: Connect directly with students from outside of Hillsborough through videoconferencing and/or the development of collaborative projects.

●1C. Expert Interactions: Connect directly with experts from outside of Hillsborough through videoconferencing (or other collaborative technologies) to enable students to ask questions and interact live with the experts.

ADOPT ADAPT INFUSE TRANSFORM

STUDENTS

Students do not gain cultural understanding or global awareness, and do not connect with others outside of the district.

Students occasionally gain cultural awareness through digital media, but rarely or never connect with others outside of the district.

Students often gain cultural awareness through digital media and occasionally through exploration of virtual worlds and artifacts. Students occasionally connect directly to learners in other cultures or subject matter experts.

Students often gain cultural understanding and global awareness through digital media and exploration of virtual worlds and artifacts. Students occasionally connect to learners in other cultures and experts on various topics.

Students routinely gain cultural awareness and global awareness through digital media and construct knowledge of places, cultures and issues by exploration of virtual worlds/artifacts. Students also routinely collaborate with learners of different cultures and connect with experts on various topics.

TEACHERS

The teacher makes little or no effort to globalize the curriculum.

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Appendix A (cont.)
HTPS Technology Integration Guide / Rubric

The teacher attempts to seek virtual connections, but is unable to establish a direct connection with others in locations outside of the district.

The teacher often seeks and periodically makes connections with colleagues and experts outside of Hillsborough for special projects/activities.

The teacher develops and models cultural understanding and global awareness by actively seeking and often making connections with colleagues and experts outside of Hillsborough for special projects/activities.

The teacher participates in global learning communities and explores creative applications of technology while modeling cultural understanding and global awareness. The teacher actively and routinely seeks out partnerships with colleagues and experts outside of Hillsborough.

Tech Goal 2: Asynchronous Learning

This technology goal focuses on extending learning activities and opportunities outside of the classroom. Technology has provided access to a wealth of information and resources along with access to peers and colleagues, making anytime, anywhere learning a real opportunity for today's learners. There are three main areas that we focus on when exploring the different ways to meet this technology goal:

●2A. Content Libraries: Engage students by providing routine, ongoing access to relevant course content through online resources and repositories.

●2B. Curated Resources: Customize student learning activities through creating, curating, blending and sharing of online content from multiple sources.

●2C. Participatory Spaces: Facilitate classroom communities by providing opportunities for students to communicate ideas, ask questions, engage in discussions, build knowledge, and reflect upon their learning.

ADOPT ADAPT INFUSE TRANSFORM

STUDENTS

Students are not given opportunities to learn asynchronously.

Students occasionally access course content and information through online resources.

Students often access course content and information through online resources, and occasionally participate with peers in a digital space to share information, and ask and answer questions.

Students routinely access course content, information, and learning activities through online resources. Students also often actively participate with peers and the teacher in a digital space to share information, ask and answer questions, and build knowledge.

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Appendix A (cont.)
HTPS Technology Integration Guide / Rubric

Students routinely access personalized course content, information, and learning activities through online resources. Students also routinely participate with peers and the teacher in a digital space to share information, initiate discussions, ask and answer questions, build knowledge, and reflect upon their own learning.

TEACHERS

The teacher makes little or no effort to provide opportunities for asynchronous learning.

The teacher occasionally encourages students to access online resources to supplement instruction and occasionally communicates relevant information, ideas, and course content using digital tools and multimedia.

The teacher often encourages students to access online resources to supplement instruction and present new content, and often communicates information, ideas, content effectively to students using digital tools and multimedia.

The teacher routinely encourages students to access online resources and learning activities in a virtual space, often allowing for the teacher and students to communicate information, ideas, and content using digital tools and multimedia.

The teacher expects students to access online resources and learning activities in a virtual space, routinely allowing for the teacher and students to communicate information, ideas, and content, and enabling the students to monitor their own learning.

Appendix A (cont.)
HTPS Technology Integration Guide / Rubric

Tech Goal 3: Creation, Collaboration, and Publication of Digital Content

This technology goal focuses on students becoming active producers of digital content, rather than passive consumers. Technology has provided the opportunity for students to express themselves with a wide variety of digital tools and media formats, to collaborate and interact with peers throughout the entire creative process, and to reach a wide audience. There are four main digital content areas that we focus on when exploring the different ways to meet this technology goal:

●3A. Diagrams: Construct visual representations of information such as flowcharts, graphic organizers, schematics, and mind maps.

●3B. Graphic Design: Design digital products such as graphics, web sites, brochures, or posters through a combination of text, space, illustration, image, and color.

●3C. Multimedia: Create original multimedia such as videos, podcasts, and animations.

●3D. Dynamic Presentations: Build interactive, media and content-rich presentations to inform, persuade, and engage your audience.

ADOPT ADAPT INFUSE TRANSFORM

STUDENTS

Students rarely use digital tools in the classroom to create original works, and rarely collaborate with peers.

Students occasionally or often use digital tools to create original works, and occasionally collaborate with peers for the purposes of peer review and/or group work.

Students often use digital tools to create original works, and often collaborate with peers for the purposes of peer review and/or group work. Students occasionally publish their work to their classmates, others throughout the school, or online to be viewed by a limited audience.

Students routinely use digital tools and apply existing knowledge generate new ideas, products, processes, and original works. Students often collaborate with peers and often publish their work online to be viewed by a wide, authentic audience.

Students routinely use digital tools and apply existing knowledge to generate new ideas, products, processes, and original works. Students routinely collaborate with peers both inside and outside of the classroom, and often publish their work online to be viewed by a wide, authentic audience that provides additional feedback and opportunities to revise the work and reflect upon the learning.

Appendix A (cont.)
HTPS Technology Integration Guide / Rubric

TEACHERS

 The teacher rarely allows students to use digital tools to create original work or collaborate with

peers. The teacher rarely provides any audience for student work.

The teacher occasionally allows students to use digital tools to create original works and to collaborate with peers. The teacher rarely provides an authentic audience for student work outside of the classroom.

The teacher occasionally promotes creative thinking and expression with digital tools, and occasionally facilitates collaboration among students. The teacher occasionally provides an authentic audience within the school community for student work.

The teacher often promotes and sometimes models creative thinking and expression with digital tools, and often facilitates collaborative knowledge construction among students and colleagues. The teacher also often provides an authentic audience within the school community for student work, occasionally reaching a wider audience outside of the district.

The teacher routinely promotes and models creative thinking/expression with digital tools and collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual learning environments. The teacher also often provides a wide and authentic audience for student work (with appropriate efforts made with regards to safety and privacy).

Tech Goal 4: Increasing Productivity and Efficiency

Developing strong technology skills with productivity tools and district-provided resources is a critical, major part of the skill set that educators must possess. We have offered (and will continue to offer) significant technology training and professional development targeting this area. The main areas we focus on include:

●4A. Google Apps: Master the core productivity suite (Gmail, Calendar, Google Drive) that all teachers must be familiar with in order to remain productive, connected, and organized.

●4B. Classroom Organization/Management: Organize and share assignments, distribute digital resources, collect student work, maintain accurate student records, and monitor student activity/behavior.

●4C. Data Collection and Instant Feedback: Collect student data and analyze results to measure student understanding, improve learning, and increase the effectiveness of your own teaching.

●4D. Professional Learning Networks: Connect to other educators and communities to explore creative applications of technology, evaluate and reflect on current research and professional

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practice to improve student learning.

ADOPT ADAPT INFUSE TRANSFORM

Appendix A (cont.)
HTPS Technology Integration Guide / Rubric

TEACHERS

The teacher makes little or no effort to learn about the digital resources provided by the district, rarely using productivity tools (such as Google Apps), classroom organization and management tools (such as Hapara Teacher Dashboard), or online subscriptions and textbooks. The teacher uses Genesis to meet the minimum requirements for attendance/grading. The teacher makes little or no effort to utilize additional online resources.

The teacher demonstrates little knowledge of the digital resources provided by the district, including productivity tools (such as Google Apps), classroom organization and management tools (such as Hapara Teacher Dashboard), Genesis, and online subscriptions and textbooks. The teacher occasionally utilizes additional online resources to stay current on the latest research in the field. The teacher rarely utilizes additional online resources to promote professional growth.

The teacher demonstrates some knowledge of the digital resources provided by the district, including productivity tools (such as Google Apps), classroom organization and management tools (such as Hapara Teacher Dashboard), Genesis, and online subscriptions and textbooks. The teacher occasionally utilizes additional online resources to stay current on the latest research in the field.

The teacher demonstrates a high level of skill and knowledge of the digital resources provided by the district, including productivity tools (such as Google Apps), classroom organization and management tools (such as Hapara Teacher Dashboard), Genesis, and online subscriptions and textbooks. The teacher often facilitates the productive use of technology by students and occasionally utilizes additional online resources to stay current on the latest research in the field.

The teacher seamlessly uses the digital resources provided by the district, including productivity tools (such as Google Apps), classroom organization and management tools (such as Hapara Teacher Dashboard), Genesis, and integrates the use of online subscriptions and textbooks. The teacher has also established clear rules and expectations for productive technology use in the classroom, and utilizes online resources, including professional social networking sites, to stay current on the latest research and best practices in the field.

Appendix B
Job Description

Title: Educational Technology Coordinator   Salary: $71,000
Location: High School

Primary Responsibilities:
- Plans and implements the effective use of instructional technology across the curriculum in coordination with the supervisor of technology and other professional staff.
- Maintains an inventory of the district's educational computer equipment and tracks equipment maintenance activities.
- Assists in the development and coordination of the budget related to educational technology.
- Maintains a catalog of available instructional software and works with the media specialist to provide access to appropriate software for teacher and student use.
- Creates, implements, and coordinates technology professional development and training opportunities for district staff.
- Develops training tools (i.e., webinars, documentation, blogs) to be used by staff in the district.
- Represents the district's computer education program to the public through computer workshops and other presentations.

Skills:
- Knowledge of PC and MAC hardware and software.
- Broad experience troubleshooting networks.
- In-depth knowledge of current versions of MS Office (Word, Excel, Powerpoint, Access)
- Organizational, time and change management.
- Experience with data management.
- Strong interpersonal and communication skills.
-

Qualifications:
  Education:
  - Bachelor's Degree in Computer Science or related field
  - Master's Degree in related field preferred
  Experience:
  - Demonstrated expertise in using technology to support instruction.
  - Formal training (courses, workshops, conferences) in the use and implementation of technology in a school setting

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- Successful experience training others and serving as a resource in the use of technology.
- Demonstrated experience with data management

Work Schedule: 12 months

Reports to: Director of Technology

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Appendix C
Job Description

Title: Educational Technology Coordinator   Salary: $66,000
Location: Middle School

Primary Responsibilities:
- Plans and implements the effective use of instructional technology across the curriculum in coordination with the supervisor of technology and other professional staff.
- Creates, implements, and coordinates technology professional development and training opportunities for district staff.
- Develops training tools (i.e., webinars, documentation, blogs) to be used by staff in the district.
- Represents the middle school computer education program to the parents and other stakeholders through computer workshops and other presentations
- Supports classroom use of technology tools including laptops and smartboards.

Skills:
- Knowledge of PC and MAC hardware and software.
- Broad experience troubleshooting networks.
- In-depth knowledge of current versions of MS Office (Word, Excel, Powerpoint, Access)
- Strong interpersonal and communication skills.

Qualifications:
    Education:
    - Bachelor's Degree in Computer Science or related field
    - Master's Degree in related field preferred
    Experience:
    - Demonstrated expertise in using technology to support instruction.
    - Formal training (courses, workshops, conferences) in the use and implementation of technology in a school setting
    - Successful experience training others and serving as a resource in the use of technology.
Work Schedule: 10 months
Reports to: Director of Technology

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Appendix D
Job Description

Title: Educational Technology Coordinator   Salary: $66,000
Location: Elementary School

Primary Responsibilities:
- Plans and implements the effective use of instructional technology across the curriculum in coordination with the supervisor of technology and other professional staff.
- Creates, implements, and coordinates technology professional development and training opportunities for district staff.
- Develops training tools (i.e., webinars, documentation, blogs) to be used by staff in the district.
- Represents the elementary school computer education program to the parents and other stakeholders through computer workshops and other presentations
- Supports classroom use of technology tools including laptops and smartboards.

Skills:
- Knowledge of PC and MAC hardware and software.
- Broad experience troubleshooting networks.
- In-depth knowledge of current versions of MS Office (Word, Excel, Powerpoint, Access)
- Strong interpersonal and communication skills.

Qualifications:
    Education:
    - Bachelor's Degree in Computer Science or related field
    - Master's Degree in related field preferred
    Experience:
    - Demonstrated expertise in using technology to support instruction.
    - Formal training (courses, workshops, conferences) in the use and implementation of technology in a school setting
    - Successful experience training others and serving as a resource in the use of technology.
Work Schedule: 10 months
Reports to: Director of Technology