Technology Coordinator Job Description and Manual on Policies/Procedures

Deborah Nagler

Martha Osei-Yaw

Angelica Safanova

New Jersey City University

Author’s note: This document was created in fulfillment of requirements for EDTC 815. The Jersey City School District Technology Plan and evaluation procedures served as reference material, however the proposed positions, job descriptions and the schools referenced in this document are fictitious.

**Jersey City Department of Education**

**Building-Level Technology Coordinator (Job Description)**

Jersey City is a diverse community located in Hudson County and is the second largest school district in the state of New Jersey. The Jersey City Public School District is currently seeking candidates for employment as full-time building-level Technology Coordinators for three of its schools: one elementary, one middle school, and one high school. Two of the schools included in this group, the Frida Kahlo Bilingual Magnet Elementary School and the Steve Jobs Stem Magnet Middle School, are part of a pilot program in Flipped Learning that will require a significant increase of technology integration in the classroom and technology access for students in their homes.

**Job Goal:**

The Building-level Technology Coordinator will provide professional technology leadership, network development and support, teacher/staff training, and supervision as is necessary to facilitate a technologically-enhanced, learning environment in the school.

**Job Description:**

The Technology Coordinator will take a leadership role in the implementation of the district technology plan on the school level. This individual will work with all stakeholders in the improvement of school wide educational technology including, but not limited to: meeting with school and community leaders, setting policy and working with the finance department to assure resources for technology instructional equipment. The Technology Coordinator will create professional development consistent with the district’s technology plan and be able to articulate and disseminate technology related information through multiple means to parents, teachers, students, professional groups and at conferences. The Technology Coordinator will create procedures for the evaluation of software, hardware and Professional Development. Additionally, the Technology Coordinator will be an advocate for the improvement of Education through Technology and will work to improve the quality of education at the school level through the use of technologies and assistive technologies.

**Department:** Technology

**Reports to:** District Technology Director

**Duties and Responsibilities:**

Technology Leadership

* Collaborates with the technology committee in creation and presentation of school technology budget
* Responsible for oversight of the administrative computing at the school level including but not limited to the management of the student information systems, the processing of grades/student records and document imaging
* Trains staff in the use of administrative technologies
* Assists staff and teachers with Internet access and facilitates other types of telecommunication access as needed
* Provides technical support leading up to and during the administration of the PARCC assessment
* Facilitates data-mining in support of data-driven decision making by the administration
* Represents the school in district meetings when requested

Network Installation and Maintenance

* Collaborates with district Network Manager in supervision and maintenance of instructional networks and library automation systems
* Develops and implements network procedures for system backups on a regular basis
* Establishes and maintains network security
* Supervises contract work on school technology infrastructure
* Facilitates website maintenance

Instructional Hardware and Software Oversight

* Ensures that software in the school is properly installed, licensed, and that appropriate records are maintained
* Oversees maintenance of technology equipment including, but not limited to: desktops, laptops, tablets, printers, scanners, SMARTboards, and projectors

Curriculum and Supervision

* Collaborates with the faculty, the School Leadership Team (SLC), and the district technology office on technology-integration in the curriculum and classroom
* Works with faculty in the evaluation and selections of software, hardware, and materials to support instructional objectives
* Trains faculty and models effective use of technology in the classroom for teachers and students
* Facilitates implementation of the Common Core State Standards (CCSS) and the International Standards in Technology Education (ISTE)
* Assists teachers to utilize data to inform instructional practices
* Promotes digital citizenship and Internet safety to both students and staff

Home-School Connection

* Provides training for families in technology usage and Internet safety
* Provides parent training on the use of the new online grading system known as the Infinite Campus Parent Portal

**Specific School-Related Responsibilities:**

|  |  |  |
| --- | --- | --- |
| **Elementary School** | **Middle School** | **High School** |
| * Serves as consultant to teachers regarding the integration of computer hardware and software in the classroom * Facilitates technology use in support of English Language Learners (ELLs) and students with special needs * Collaborates with teachers, students, and parents to prepare and implement Flipped Learning in Grade 5 | * Facilitates technology use in support of STEM Education and Project-Based Learning * Collaborates with teachers on the design and integration of blended learning units in Flipped Classroom * Serves as a consultant to the librarians in their work with the Library Makerspace * Collaborates with teachers, students, and parents to prepare and implement Flipped Learning in all grades | * Facilitates technology use in courses that focus on college and career readiness in the areas of technology, engineering, technological design, and computational thinking and the designed world * Serves as a consultant to teachers and students in the research, design and implementation of technology innovation projects * Collaborates with teachers on the evaluation, selection, and implementation of software and platforms to support technology integrated classroom, such as virtual laboratories |

**Essential Skills and Qualifications:**

*Qualified applicants shall possess:*

* New Jersey Standard Teacher Certification in any discipline and valid New Jersey Supervisor’s Certification
* Advanced degree in Educational Technology or Informational Technology; Related licenses and/or certifications a plus
* A minimum of three years teaching experience in a public school
* Knowledge of technology best practices, trends and foresight to identify technological opportunities for various applications within the District
* Experience in the creation, administration, and maintenance of local area networks, technology infrastructures, and user interfaces
* Experience in Cloud-based software and desktop applications
* Experience in programming using Java, C+ or C++
* Experience in system-wide troubleshooting
* Experience in Windows Server 2008R2-Windows Server 2012R2 including DHCP, DNS, Active Directory, Hyper-V, Windows Server Update Services (WSUS), Windows Deployment Services (WDS)
* Ability to work independently, while remaining within the policies and regulations of the district
* Ability to work collaboratively with staff and students in a problem resolution, and mentor role
* Experience as a technology trainer
* Ability to take initiative on projects, training, and professional development
* Ability to multi-task, prioritize and exercise good judgment under pressure.
* Must demonstrate customer service personality
* Exemplary oral and written communication skills

**General Requirements:**

Candidate must be able to pass a criminal background check, pass a physical exam, and provide proof of citizenship or status as a legal resident alien.

Candidate must be able to sit for extended periods of time, while performing close work on a computer, and have adequate vision to support this work; move between locations within the school; lift objects weighing 50 pounds and pull objects that are greater than 50 pounds; hear and talk; and manipulate such tools and controls as are relevant to the stated job responsibilities.

**Terms of Employment:**

* 12-month position
* Full time
* Four weeks vacation
* Must be able to attend meetings after school hours and work on weekends as needed

**Salary Range:**

$52,000-$85,000 (depending on experience)

**To Apply:**

Submit a cover letter, current resume, and three references to [HRDept@JCBOE.org](mailto:HRDept@JCBOE.org). Reference Technology Coordinator in the address line.

**Policy and Procedures Manual**

**Observation and Evaluation Instrument**

**Introduction**

Thejob performance of the Technology Coordinator will be evaluated annually in accordance with the TeachNJ Act, signed by Governor Christie in 2012. The TeachNJ Act requires the implementation of the new evaluation system, as well as other statutory requirements including the following:

* Four-year timeline to tenure;
* Three observations for non-tenured staff members in these roles;
* Four rating categories: Highly Effective, Effective, Partially Effective, Ineffective;
* Individualized professional development planning;
* Corrective Action Plans for teaching staff members rated Partially Effective or Ineffective;
* Efficient and fair arbitration process for tenure revocation

Given the fact that Educational Service Professionals and other Specialists have varied job descriptions in districts across the state, finding one evaluation instrument is difficult. As a result, the New Jersey Department of Education will continue to have great latitude in the evaluation of these roles, including that of Technology Coordinator.

The standards and the components of the International Society for Technology in Education (ISTE) were used to develop the evaluation instrument in this document. In addition, the levels of performance noted in this rubric are based on Charlotte Danielson’s (2009) Framework for Teaching. The Springfield Public Schools (2014) “Framework of Professional Practice for Instructional Coaches” provided a model for the application of the Danielson Framework to the evaluation of instructional specialists.

In this instrument, highly effective is the highest rating and ineffective performance is the lowest rating. The description of practice in each category is intended to provide the individual with a structure for self-assessment and reflection on instructional practice.

**Educational Technology Coordinator Evaluation Instrument**

Performance Level: Highest to Lowest

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Highly Effective | Effective | Partially Effective | Ineffective | Not Obs |
| Visionary Leadership  *ISTE Standards for Coaches*  *1.a, 1.b, 1.c, 1.d*  *Danielson Framework*  *1.c* | Creates, monitors and evaluates the school’s instructional goals and supports the teacher and students in addressing the goals within instruction. | Promotes the school’s instructional goals and provides direction that guides interaction with the teacher and students. | Demonstrates some knowledge of the school’s instructional goals and can provide limited direction. | Knows some of  the school’s instructional goals. |  |
| Teaching, Learning and Assessment  *ISTE Standards for Coaches*  *2.a, 2.b, 2.c, 2.d, 2.e, 2.f, 2.g, 2.h*  *Danielson Framework*  *1.f* | Proactively engages with teachers in the creation of instruments to analyze the data gathered from formative assessments; Actively uses data to leverage self-assessment in order to initiate change that is evidence-based and aligned to the Framework for Teaching. | Promotes and monitors the use of formative assessments for the purpose of gathering data; Provides ongoing feedback on teacher growth that is evidence-based and aligned to the Framework for Teaching. | Demonstrates limited knowledge of how to utilize formative assessments to analyze data; Provides feedback on teacher growth based upon the Framework for Teaching. | Understands the uses of formative assessments and facilitates the analysis of teaching data. |  |
| Digital Age Learning Environments  *ISTE Standards for Coaches*  *3. a, 3.b, 3.c, 3.d, 3.e,, 3.f, 3.g*  *Danielson Framework*  *3.c* | Designs and selects resources for a variety of digital age learning environments to leverage the learning of all students. | Establishes digital age learning environments that are thought provoking, appropriate to the teacher’s needs, and enhance the teacher’s understanding of the instructional process. | Facilitates the use of learning environments already established within the school. | Demonstrates some knowledge of learning environments available in the school. |  |
| Professional Development and Program Evaluation  *ISTE Standards for Coaches*  *4.a, 4.b, 4.c*  *Danielson Framework 4.e* | Consistently initiates needs assessments, creates ongoing technology- related professional learning programs, and evaluates the impact on instructional practice and student learning. | Conducts needs assessments, develops professional learning programs and evaluates instructional practice and student learning. | Uses needs assessments. Provides professional learning programs | Understands the use of a needs assessments |  |
| Digital Citizenship  *ISTE Standards for Coaches*  *5.a, 5.b, 5.c* | Consistently designs and promotes a variety of strategies for achieving equitable access to digital tools, resources and technology- related best practices. | Contributes to and participates in the creation of strategies for achieving equitable access to digital tools, resources and technology- related best practices. | Models and/or provides strategies for achieving access to digital tools and resources. | Demonstrates understanding of strategies for achieving equitable access to digital tools and resources. |  |
| Content Knowledge  *ISTE Standards for Coaches*  *6.a, 6.b, 6.c*  *Danielson Framework 1.a* | Designs and creates opportunities for teachers to increase student engagement in learning that is connected to the larger school goals. Initiates engaging and differentiated strategies that teachers can utilize in their practice. | Facilitates and models strategies that would further the teacher’s progress to enhance student performance; demonstrates knowledge of content and related pedagogy. | Demonstrates knowledge of coaching skills and strategies, dynamics, and tools;  Uses some strategies when preparing for interactions. Demonstrates limited knowledge in content related pedagogy. | Understands a limited number of strategies; Has limited knowledge of content and of content related pedagogy. |  |
| Professional Growth  *ISTE Standards for Coaches*  *6.a, 6.b, 6.c*  *Danielson Framework*  *4.d, 4.e* | Proactively engages in opportunities that expand knowledge of the field, advocates for the use of educational technologies,  promotes a vision for 21st century learning; Engages in Communities of Practice; Attends and/or presents at professional conferences. | Actively seeks professional development opportunities and consistently engages in learning to expand knowledge and skills; Shares the learning formally through workshops or Professional Learning Communities (PLC). | Participates in professional development opportunities and shares knowledge with colleagues informally. | Participates in a limited number of professional development opportunities. |  |

**Examples of Artifacts to support ratings**

* Professional Learning Communities
* Communities of Practice
* Participation in District Technology Plan Committee
* Documentation of conference participation (Presenter)
* Documentation of conference participation (Attendee)
* Transcripts
* PD Documents
* Membership in professional associations
* Professional Growth Plan

References

AchieveNJ. (2015). Teach, lead, grow: Evaluating educational services professionals

and other specialists. Retrieved from <http://www.state.nj.us/education/AchieveNJ/intro/SpecialistsandOthersOverview.pdf>

Bergmann, J & Sams, A. (2012). Flip your classroom: Reach every student in every class every

day. Eugene, OR: International Society for Technology in Education

Charlotte Danielson's Framework for Teaching. (n.d.). Retrieved from<http://www.ciu20.org/cms/lib07/PA01916263/Centricity/Domain/13/FFT%20SmartCard.jpg>

Danielson, C. (2009). *Implementing the framework for enhancing teaching* (2nd ed.).

Alexandria, VA: ASCD.

Frazier, M. (2012). *The technology coordinator’s handbook* (2nd ed.). Eugene, OR: International

Society for Technology in Education.

ISTE Standards for Coaches. (2011). Retrieved from

<http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-C_PDF.pdf>

JCBOE. (2013). Jersey City public schools 2013-2016 technology plan. Jersey City Public

Schools Educational Technology Department. pdf. Retrieved from

[http://www.onvia.com/sites/default/files/pdf/2013\_2016\_Technology\_Plan\_Jersey\_City.](http://www.onvia.com/sites/default/files/pdf/2013_2016_Technology_Plan_Jersey_City.pdf)

[pdf](http://www.onvia.com/sites/default/files/pdf/2013_2016_Technology_Plan_Jersey_City.pdf)

JCBOE. (2015). Strategic plan: Executive summary. Retrieved from

<http://www.jcboe.org/boe2015/index.php?option=com_fileman&view=file&name=20140725JCPS.pdf&folder=pdf/admin&Itemid=1298>

JCPS. (2015). Infinite campus portal. Retrieved from

<http://www.jcboe.org/boe2015/index.php?option=com_content&view=article&id=342:jersey-city-public-schools-acceptable-usage-policy&catid=91:parents&Itemid=843>

Pinellas County Schools. (n.d.). Technology coordinator's handbook. Retrieved from

<http://www.schools.pinellas.k12.fl.us/tchandbk/tcdescp1.htm>

Rubric for evaluating North Carolina's instructional technology facilitators. Retrieved from

<http://www.orange.k12.nc.us/HR/HR_links/HR_Docs/tech_facilitator_usersguide.pdf>

Springfield Public Schools. (2014). Framework of professional practice for instructional

coaches. Retrieved from <http://www.sps186.org/downloads/table/14887>