

Assignment Two

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New Jersey City University

Part One: Job Descriptions

Elementary Education Technology Coordinator Position Description (Grades K-5)

Position Title: Education Technology Coordinator Position Description

District: A small school district located in Middlesex County, New Jersey.

Location: Middlesex County Elementary School

Department: Technology and Information Services

DESCRIPTION: The job of Elementary Instructional Technology Coordinator was established for the purpose/s of planning, implementing, directing and maintaining the district's applications and use of technology within the instructional curriculum; evaluating and providing recommendations regarding complementing classroom instruction with software applications and computer technology; and assisting administrators and teachers.

QUALIFICATIONS:

- Holds a Teaching Certification and/or License
- Holds an Administrative/Supervision Certification
- Has an Accredited Masters degree in job related area
- Has 5 years classroom experience
- Has experience with instructional technology and multimedia in K-5 setting
- Has evidence of improving student achievement
- Interpersonal, problem solving, and organizational skills required to effectively facilitate coaching and staff development.
- Is a self starter, task oriented, showing initiative in areas that impact the learning goals of the school/district.
- Possesses strong verbal and written skills
- Holds Google Certified Educator

APPOINTMENT BY: Superintendent

REPORTS TO: Chief Technology Officer

JOB GOAL: The Instructional Technology Coordinator shall provide leadership and support to staff with a focus on the integration of educational technology into the learning process, consistent with the mission and vision of the district.

PERFORMANCE RESPONSIBILITIES:

- Coordinate development and implementation of instructional technology integration in K-5,
- Provide authentic learning outcomes for students that are tied to the Common Core Standards and 21st Century skills
- Evaluate teachers use of instructional technology
- Participate in formation and monitoring of the annual technology budget.

- Develop educational technology training and professional development for teachers, administrators and all staff in K-5
- Provide Parent and community workshops about digital citizenship and 21st century learning
- Create training materials to increase the use of instructional technologies
- Facilitate the assessment of the effectiveness of the district educational technology initiatives.
- Develop and update annually a long range plan for K-12 instructional computer and related technologies applications.
- Review legal compliance of technology use and update board policies as needed.
- Research and prepare grant applications for technology funding, including E-rate.
- Serve as an educational technology advisor to district committees
- Mentor teachers and administrators to increase the use of instructional technologies to enhance student achievement
- Collaborate with the District Library Coordinator to facilitate Technology Implementation
- Recommend policy and management decisions relating to district-wide implementation of educational technology
- Will be able to perform other duties as needed

DEMONSTRATED KNOWLEDGE AND ABILITIES

- Demonstrates knowledge and use of a rich array of instructional approaches, resources, and technologies in the relevant content area
- Demonstrates skills in analyzing and using data for instructional decision-making.
- Demonstrates skill, expertise, and classroom experience in all aspects of technology used in the instructional and assessment realms
- Ability to design high quality professional development for teachers/school staff.
- Ability to solve problems quickly and effectively with limited amounts of information
- Possess basic knowledge of computer, printer, and other instructional tools operations with the ability to troubleshoot and make minor repairs.
- Abilities to lift 35 pounds.
- Abilities to sit for extended periods of time.

TERMS OF EMPLOYMENT: Twelve-month employee. Salary to be recommended by Executive Director and approved by board.

EVALUATION: Performance of this job will be evaluated annually in accordance with the board's policy on evaluation.

COMPENSATION: \$80,000 - \$90,000 (based upon district salary schedule with employment, certification, and education experience ; Benefits (dental, vision, medical, retirement) / Full Time Employment

EMPLOYMENT DATE: July 1, 2017 – June 30, 2018

EQUAL OPPORTUNITY & AFFIRMATIVE ACTION: Middlesex County School District is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer committed to diversity.

Middle Education Technology Coordinator Position Description (Grades 6-8)

Position Title: Education Technology Coordinator Position Description

District: A small school district located in Middlesex County, New Jersey.

Location: Middlesex County Middle Grades 6-8

Department: Technology and Information Services

DESCRIPTION:

The Educational Technology Coordinator (ETC) will help support The Board of Education's efforts to successfully nurture the academic, social, and emotional aspects of each students. The ETC will work consistently and creatively to meet the needs of all students and families; be responsible for instructional support and guidance, and work to support and achieve the mission of the Board. The Educational Technology Coordinator (ETC) is critical position to achieve numerous short and long-term academic goals in grade 6-8.

QUALIFICATIONS:

1. Holds a Bachelor's Degree (Master's preferred) in the field of Education, Technology, or equivalent
2. Demonstrates effective skills and experience in curriculum design, technology, organization, planning, and project management
3. Has experience leading and managing adults
4. Has At least four years of teaching experience with a record of high student achievement
5. Holds Valid New Jersey Supervisor Standard Certification or Certificate of Eligibility
6. Successfully completes required criminal history check and has proof of U.S. citizenship or legal resident alien status.
7. Possess an adept ability to work effectively in teams and as an individual.
8. Has Strong verbal and written communication

APPOINTMENT BY: Superintendent

REPORTS TO: Chief Technology Officer

JOB GOAL: To implement, coordinate, and evaluate the integration of educational technology as tools and resources to support innovative and effective instruction in grades 6-8. In addition, the ETC will effective use both the New Jersey Core Curriculum Technology and ISTE Technology Standards as frameworks for technology integration and implementation the curriculum for grades 6-8

PERFORMANCE RESPONSIBILITIES:

- Design and implement technology curriculum in collaboration with teachers and instructional leaders
- Teaches demonstration lessons with teachers teachers assuming leadership of the classroom after instruction
- Develop and carry out educational technology evaluation framework and schedule
- Develop and execute technology trainings for staff use and supported technology integration into lesson plans and operations
- Support the integrate technology in the classroom by providing innovative resources, observation, and support of teachers
- Development and carrying out educational technology lesson, unit, and action plans in collaboration with teachers and instructional leaders
- Assist teachers and school leaders in developing instructional technology skills and tools
- Collaborate with various technology and operation staff to manage technology to support learning
- Serves as a member of the school's instructional leadership team and participate in regular leadership team meetings
- Perform all other duties as assigned by supervisor

DEMONSTRATED KNOWLEDGE AND ABILITIES

- Knowledge of
 - New Jersey Core Curriculum Technology and ISTE Technology Standards
 - Data driven instructional practices, curriculum design, lesson planning, unit planning, scope and sequence
 - Multimedia, telecommunications, and popular software packages used for word processing, spreadsheet and database applications.
 - Educational technology systems and (i.e. Google Apps, Khan Academy, etc..)
 - Student information systems (i.e. PowerSchool, System 3000, Haiku, etc..)
 - Best practices to support integration and use of technology tools and devices in the classroom
- Abilities to
 - Collect, analyse, and synthesize instructional data to (e.g. students achievement) and communicate progress to students, teachers, and parents
 - Develop highly effective technology instructional curriculum, in collaboration with the school's instructional leadership
 - Proactively lead by example, effectively manage adults, and seek out feedback
 - Design and carry out instructional professional development and workshops
 - Provide guidance in the selection, ordering, receiving, and installing new equipment and software
 - Lift 35 pounds.
 - Sit and stand for extended periods of time.

TERMS OF EMPLOYMENT: Twelve-month employee.

EVALUATION: Performance of this job will be evaluated annually in accordance with the Board of Education's evaluation policy.

COMPENSATION: \$80,000 - \$90,000 (based upon district salary schedule with employment, certification, and education experience); Benefits (dental, vision, medical, retirement) / Full Time Employment

EMPLOYMENT DATE: July 1, 2017 – June 30, 2018

EQUAL OPPORTUNITY & AFFIRMATIVE ACTION: Middlesex County School District is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer committed to diversity.

High School Education Technology Coordinator Position Description (Grades 9-12)

Position Title: Education Technology Coordinator Position Description

District: A small school district located in Middlesex County, New Jersey.

Location: Middlesex County High School

Department: Technology and Information Services

DESCRIPTION: The Educational Technology Coordinator (ETC) will help support The Board of Education's efforts to successfully nurture the academic, social, and emotional aspects of each student. The ETC will work consistently and creatively to meet the needs of all students and families; The ETC will be responsible for instructional support and guidance and will work to support and achieve the mission of the Board. The Educational Technology Coordinator (ETC) is a critical position to achieve numerous short and long-term academic goals in grades 9-12.

QUALIFICATIONS:

1. Holds a Bachelor's Degree from an accredited four-year college in the field of Education or Technology
2. Have 2-3 years of experience in Education or Technology
3. Holds a valid New Jersey Supervisor Standard Certification or Certificate of Eligibility
4. Possess excellent written and verbal skills
5. Ability to conduct face-to-face, and online presentations
6. Knowledge of Bloom's Taxonomy, ADDIE, instructional technologies, etc.
7. Able to work effectively in teams
8. Be a self-starter

PREFERRED QUALIFICATIONS:

1. Hold a Master's Degree from an accredited college in Instructional Design or Technology
2. Have 3-5 years of experience in education and/or technology
3. Knowledge of educational technologies best practices

APPOINTMENT BY: Superintendent

REPORTS TO: Chief Technology Officer

JOB GOAL: To analyze, design, develop, implement, and evaluate educational technology. The educational technology coordinator will effectively use both the New Jersey Core Curriculum Technology and ISTE Technology Standards as frameworks for technology integration and implementation for grades 9-12.

PERFORMANCE RESPONSIBILITIES:

- Conducts monthly staff development
- Conducts formative and summative assessments on students and faculty
- Attends and presents at technology workshops
- Assists teachers with lesson plans and course design to adopt and improve technology integration within a course
- Maintains the Help Desk for students and faculty
- Designs and implements the high school's technology plan
- Trains and supports the faculty on the features of the learning management system
- Manages the implementation of new technologies for instructional use
- Maintains the High School Technology Webpage and social media outlets
- Create a technology resource center for students and faculty
- Develop community relations with parents and guardians
- Perform other duties as needed

DEMONSTRATED KNOWLEDGE AND ABILITIES

- Knowledge of . . .
 - Current emerging technologies, instructional / educational theories, and pedagogy
 - New Jersey Core Curriculum Technology and ISTE Technology Standards
 - Multimedia, telecommunications, and popular software packages used for word processing, spreadsheet and database applications.
 - Educational technology systems and (i.e. Google Apps, Khan Academy, etc..)
 - Student information systems (i.e. PowerSchool, System 3000, Haiku, etc..)

- Best practices to support integration and use of technology tools and devices in the classroom
- District’s educational system
- Curriculum Development
- Assessment
- Ability to
 - Collect, analyze, and synthesize instructional data to (e.g. students’ achievement) and communicate progress to students, teachers, and parents
 - Develop highly effective technology instructional curriculum, in collaboration with the school’s instructional leadership
 - Proactively lead by example, effectively manage adults, and seek out feedback
 - Design and carry out instructional professional development and workshops
 - Develop a resource center
 - Research and evaluate software, courseware, etc.
 - Improve the overall quality of education obtained by high school students
 - Grow as a leader in educational technology

OTHER REQUIREMENTS:

1. Serve on committees
2. Serve as an advisor for a Technology Club
3. Attend graduation
4. Attend three sporting events in each semester
5. Serve as proctor during required testing
6. Successfully completes required criminal history check and has proof of United States citizenship or legal resident alien status.
7. Able to lift 35 pounds.
8. Able to sit and stand for extended periods of time.

TERMS OF EMPLOYMENT: Twelve-month employee. Contract will be yearly.

EVALUATION: Performance of this job will be evaluated annually in accordance with the Middlesex County Board of Education evaluation policy.

COMPENSATION: \$80,000-90,000 (based upon district salary schedule with employment and certification, and education experience) ; Benefits (dental, vision, medical, retirement) ; Full Time Employment

EMPLOYMENT: July 1, 2017 – June 30, 2018

EQUAL OPPORTUNITY & AFFIRMATIVE ACTION: Middlesex County School District is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer committed to diversity.

Part Two: Similarities and Differences

ETC - abb

For each of three educational technology coordinator positions, the educational technology coordinators will complete the following performance responsibilities: 1) assist teachers in implementing appropriate technology into the teachers' curriculum, 2) provide curriculum redesign assistance, 3) coordinate and maintain the help desk, 4) Implement formative and summative assessments to students and faculty, 5) Evaluate technology integration in teacher classrooms, and 6) research for and implement new instructional resources in classrooms.

As a K-5 educational technology coordinator, an educational technology coordinator will support teachers teach students the keyboard, Microsoft PowerPoint, and Microsoft Word. The educational technology coordinator will maintain the computer labs and computer carts. The goal of the educational technology coordinator is to prepare students to be collaborative learners.

As a 6-8 educational technology coordinator, an educational technology coordinator will assist teachers explain keyboard proficiency, use of cameras, GPS, Microsoft Word documents. The educational technology coordinator will maintain the one-to-one initiative. The goal of the educational technology coordinator is to prepare students to be independent learners and ensure effective implementation and integration of technology in the classroom.

As a 9-12 educational technology coordinator, an educational technology coordinator is responsible for higher-level technology. The educational technology coordinator maintains bring your own device (BYOD). The goal of the educational technology coordinator is to prepare students to be "job" or "college" ready.

Part Three: Procedures and Policy Manual

Formal Evaluation Process

Teacher Evaluations: The Educational Technology Coordinator will evaluate the use of technology in the classroom using the Technology Integration Rubric. The purpose of this tool is to gather information about integration of technology in the classroom.

	Teacher Evaluation of Technology Integration			
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
Students are actively engaged in using technology as a tool	· Students use technology for drill and practice and computer based training.	· Students begin to utilize technology tools to create finished products.	· Students have opportunities to select and modify technology tools to accomplish specific purposes	· Students actively select appropriate technology tools and actively apply them to the tasks at hand.
Students use technology tools to collaborate with others rather than working individually at all times.	· Students primarily work alone when using technology.	· Students have opportunities to utilize collaborative tools, such as Google Apps for Education.	· Students have opportunities to select and modify technology tools to facilitate collaborative work.	· Students utilize technology tools to facilitate collaborative learning with peers and produce finished product.
Students use technology tools to solve real-world problems meaningful to them	· The teacher directs students in the conventional use of tool-based software.	Students begin to utilize constructive tools and build upon prior knowledge and construct meaning.	Students have opportunities to select and modify technology tools to assist them in the construction of understanding.	Students utilize technology to make connections and construct share and publish knowledge to a worldwide audience.
Students use technology tools to set goals, plan activities, monitor	· Students receive directions, guidance, and	· Sometimes, students have the opportunity	· Students have many opportunities to select and	· Students always use technology tools to set goals, plan activities, monitor progress, and

<p>progress, and evaluate results rather than simply completing assignments without reflection.</p>	<p>feedback from technology, rather than using technology tools to set goals, plan activities, monitor progress, or self-evaluate.</p>	<p>to use technology to either plan, monitor, or evaluate an activity.</p>	<p>modify the use of technology tools to facilitate goal-setting, planning, monitoring, and evaluating specific activities.</p>	<p>evaluate results throughout the curriculum.</p>
<p>The teacher uses technology to deliver curriculum content to students.</p>	<p>· The teacher directs students in the choice of conventional use of tool-based software.</p>	<p>· The teacher encourages adaptation of tool-based software by allowing students to select a tool and modify its use to accomplish the task at hand.</p>	<p>· The teacher creates a learning environment that infuses the power of technology tools throughout the lesson.</p>	<p>· The teacher creates a rich learning environment in which students regularly engage in activities that with technology.</p>

Note: Adopted from the Florida Center for Instructional Technology, Technology Integration Matrix (<http://fcit.usf.edu/matrix/matrix.php>)

Observations: There will be four observations of the Technology Coordinator during the school year. All observations will take place in the school district. The formal observations will be during a complete training session or classroom lesson and shall last 45 minutes. The technology coordinator rubric is adopted from -----.

<p>Domain 1: Leadership</p>			
<p><i>Ineffective</i></p>	<p><i>Developing</i></p>	<p><i>Accomplished</i></p>	<p><i>Exemplary</i></p>
<p>· TC does not attend scheduled committee meetings</p>	<p>· TC attends district committee meetings and does</p>	<p>· TC attends and participates in committee meetings</p>	<p>· TC attends and participates in district committee meetings</p>

and makes no attempt to collaborate with administration or stakeholders.	not contribute or participate, does not communicate with administration or stakeholders.	and collaborates with administration and stakeholders in the district.	and presents pertinent information as it relates to technology and implementation.
· The TC is not familiar with current trends and emerging technology in educational technology, does not participate in professional organization or national or statewide conferences.	· The TC is current with some trends and does not research these trends. TC attends local conferences.	· TC integrates researched based practices and best practices in teaching. Joins professional organizations, attends workshops and outside professional development.	· TC has a digital presence in instructional technology and presents at national, state and local conferences and workshops. Integrates best practices in district initiatives.
· Has not sought or procured any outside funding to support districts visions and goals.	· Has sought outside funding and was unsuccessful.	· Has received outside funding in support of district's vision and technology goals,	· Has sought and attained a substantial amount of funding in support of technology goals.

Provide professional development in the use of instructi	Domain 2 Technology Integration: Curriculum & Instruction			
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
	· TC demonstrates little or no familiarity with specialty area or trends in professional development.	· TC demonstrates basic familiarity with specialty area and trends in professional development.	· TC demonstrates thorough knowledge of specialty area and trends in professional development.	· TC's knowledge of specialty area and trends in professional development is wide and deep; technology coordinator is

onal technology.				regarded as an expert by colleagues. Creates training materials as resources.
Conducts classroom observations.	· TC is not familiar with implementation of technology enhanced learning experiences.	· TC is familiar with the implementation of technology enhanced learning experiences.	· TC makes suggestions for improved implementation of technology enhanced learning experiences in the classroom.	· TC makes suggestions for differentiated instruction and provides additional resources to the classroom teacher to improve the use of technology enhanced learning experiences in the classroom.
Integrates technology standards and NJLS into instruction.	· TC is unfamiliar with NJ technology standard and New Jersey Learning Standards and makes no attempt to integrate technology into the curriculum.	· Teacher is familiar with NJ technology standards and NJLS and attempts integration.	· Aligns the technology curriculum and NJLS	· Aligns the technology curriculum and NJLS with new and innovative technologies.

	Domain 3: Duties and Responsibilities			
	<i>Ineffective</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>

<p>Maintains accurate inventory and budget for technology</p>	<ul style="list-style-type: none"> · TC does not keep inventory of equipment, or have any records 	<ul style="list-style-type: none"> · TC keeps an unorganized inventory and records are inaccurate and incomplete. 	<ul style="list-style-type: none"> · TC keeps accurate inventory and complete budget. 	<ul style="list-style-type: none"> · TC has created an efficient system for inventories of hardware and software and balances budget monthly to maintain accurate records digitally.
<p>Provide technology maintenance and technology support</p>	<ul style="list-style-type: none"> · TC is not familiar with basic technology, hardware and software and cannot troubleshoot or provide assistance. 	<ul style="list-style-type: none"> · TC is familiar with technology, hardware and software and does not effectively communicate the issue or resolution of the problem. 	<ul style="list-style-type: none"> · TC is familiar with technology, hardware and software and can effectively communicate the issue or resolution of the problem. 	<ul style="list-style-type: none"> · TC is has extensive knowledge of technology, hardware and software and can effectively resolve the problem.
<p>Effectively analyze and communicate data</p>	<ul style="list-style-type: none"> · TC is not familiar with data driven decision making process and cannot create presentations to exhibit data, 	<ul style="list-style-type: none"> · TC is familiar with data driven decision making and is unsuccessful in analyzing and communicating relevant data. 	<ul style="list-style-type: none"> · TC is familiar with data driven decision making and is successful in analyzing and presenting data. 	<ul style="list-style-type: none"> · TC has extensive knowledge of data driven decision making and creates easily creates presentations to illustrate relevant data.

Adopted from **Hawaii Adapted Framework for Teaching** Adapted from the **Charlotte Danielson A Framework for Teaching, 2nd Edition Framework: Instructional Specialists Rubric for: Technology Coordinators**

(<https://d3jc3ahdjad7x7.cloudfront.net/GJvxDH3ICj3xVI4A1H3idC2VHJ0PIfTVAP2ziPgiHc6q uyF8.pdf>)

Self Assessment-In addition the Technology Coordinator will use the self assessment rubric.

Self- Rated Feedback- Technology Integration Coordinator

Please respond to all statements by selecting one number or letter to the right of the statement.

Response choices:

1- Rarely 2- Occasionally 3- Usually 4- Consistently X – don't know/ not applicable

Statements:

- _____ 1. I communicate effectively with the other district Technology Coordinator
- _____ 2. I work with faculty and staff to provide classroom-based technology integration assistance.
- _____ 3. I lead the teachers in evaluating their integration of technology.
- _____ 4. I help the teachers overcome barriers to technology integration.
- _____ 5. I plan for and provide professional development to support technology integration based on teacher-needs.
- _____ 6. I engage in technology learning communities to stay current with emerging technologies.
- _____ 7. I help identify the communication needs of the district.
- _____ 8. I help develop and manage digital communication platforms to meet the district's communication needs.
- _____ 9. I help building communication specialists coordinate building and district data and information flow.
- _____ 10. I contribute positively to improvement of instruction.
- _____ 11. I contribute to data-informed decision making for PLCs.
- _____ 12. I maintain confidentiality.
- _____ 13. I communicate information clearly and succinctly.
- _____ 14. I maintain open, two-way communication with school faculty and administration.
- _____ 15. I add to the positive work environment in our district.
- _____ 16. I help to create a school environment conducive to increasing achievement.
- _____ 17. I provide timely support to others when needed.
- _____ 18. I provide PD that is pertinent to those involved.
- _____ 19. I help others improve their professional practice.

Adopted from MARION INDEPENDENT SCHOOL DISTRICT: TEACHER LEADER HANDBOOK Appendix B: Self- Rated Feedback- Technology Integration Coordinator (<http://www.marion-isd.org/wp-content/uploads/2016/08/Teacher-Leadership-Handbook.pdf>)

Digital Portfolio-All new hires are required to create a digital portfolio with artifacts as evidence of their performance.

- Photos and Videos
- Training Manuals
- Training Modules
- Professional Development Certificates
- Attendance sheets and minutes from district committee meetings
- Faculty and Staff survey

A summative evaluation based on the formal observations, self assessment and the digital portfolio will be compiled in the form of a narrative report as a final evaluation.

- Job Expectations & Responsibilities - **Dwayne**

Professionalism

The Educational Technology Coordinator (ETC) at all grade levels is expected to conduct him or her self in a professional manner at all times. Professionalism is defined as upholding the professional standards of learning set forth by New Jersey Administrative Code (N.J.A.C) 6A:9C-3.3 In accordance with N.J.A.C 6A:9C-3.3 the ETC will make all reasonable efforts to ensure that:

- A. Professional technology learning increases educator effectiveness and improves results for all students as guided by the NJCCC Technology standards standards: Learning communities: Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment;
- B. Develop capacity, advocate, and create support systems for professional technical learning;
- C. Requires prioritizing, monitoring, and coordinating technology resources for educator and student learning;
- D. Uses a variety of data sources and types of student, educator, and system data to plan, assess, and evaluate professional technology learning;
- E. Learning designs: Integrates theories, research, and models of technology learning to achieve its intended technology outcomes;
- F. Ethically applies research on change and sustains support for implementation of professional long and short-term technology integration and learning;
- G. Aligns technology outcomes with the school's performance goals and a mission.

Continued Education

The ETC is expect to maintain a high level of current knowledge and competency in the area of educational technology and curriculum design. To support the ETC's continued education, an individual plan for professional growth and development shall be prepared

annually in cooperation with the Principal or Chief Technology Officer and will include areas of required growth, methods of achieving that growth, a schedule for implementation, and the responsibility of key stakeholders for implementing the plan. The plan will derive from applicable evaluation criteria and focus on critical areas of professional growth.

A copy of the ETC's continued education plan will be placed in the annual evaluation and performance report. It will be the duty of the ETC to implement and execute the continued education plan as prepared.

Devise Educational Technology Goals

The ETC shall annually direct the development of school long and short-range educational technology goals and the plan of action to attain them. Educational technology objectives shall be developed with school community participation and approved by the Board of Education and be consistent with the mission, goals and objectives of the Board of Education. The school's educational technology plans shall be discussed at a public meeting before the date required by law.

Throughout the school year, the ETC shall evaluate the future technology needs of the school and recommend action plans as needed, including educational technology goals, objectives, and priorities; Evaluate the school's progress towards achieving its educational technology goals. Additionally, the ETC shall establish and maintain a written instructional educational technology plan for the school consistent with the mission of the school and its annual goals and objectives.

Manage School ERate Application

The ETC will serve a core role to carry out the school's strategic education technology plan. The ETC shall be the primary administrator of all State and Federal Programs related to educational technology. The ETC will annual coordinate and manage the school compliance in the The Universal Service Schools and Libraries Program (commonly known as e-rate) to ensure effective use of federal technology funding sources. If needed and approved by the Board, the ETC will be responsible to consult with outside consultant to maximize use of federal technology fund sources, such as e-rate. In compliance with the e-rate program, the ETC will be responsible for compiling and reporting technology data throughout the school-year. The ETC will be required to work with the District senior technology staff to conduct annual reporting in the compliance with the e-rate program.

- **Curriculum Duties**

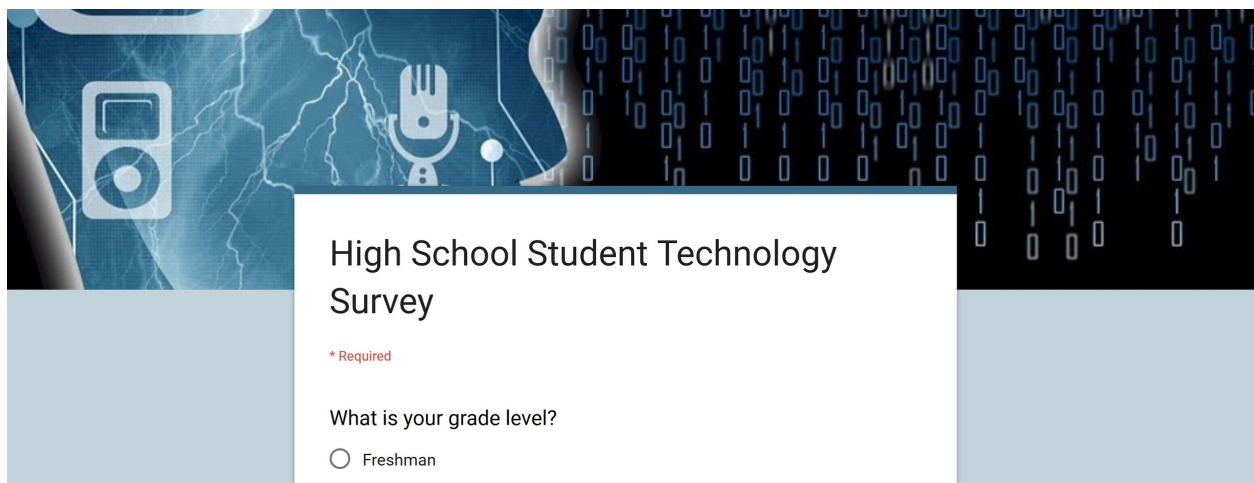
The educational technology coordinator will conduct monthly face-to-face workshops on flipped classrooms, emerging technologies such as drones, learning management system, such as the grading method, ADA compliance, etc. to faculty. Each workshop will be transformed into an online video, so teachers may revisit the workshop for future reference. A faculty online repository will be built within the learning management system to host the online workshops and videos, Microsoft PowerPoints, how-to documents, etc.. A student online repository will also be

built within the learning management system to host the how-to-videos such as how to log-into email and the learning management system, how to upload a file into an assignment, how to use Audacity, etc.. A online newsletter will be created for the faculty on the professional development calendar, emerging technologies, current studies, best practices, and innovations. To develop parent communications, an online newsletter will be created to promote the technology open houses, school's technology plan, and community relations. The educational technology coordinator will develop a resource of people who are technology leaders, curriculum specialists, and other stakeholders who can assist the technology program in technology issues, curricular concerns, educational process and technology plan. To maintain and improve the technology program, the educational technology will conduct qualitative, quantitative or mixed method research and to evaluate software, courseware, technology, etc. to decide whether the district should adopt the technology or educational theory into practice. The educational technology coordinator will become an active participant in local and regional technology and related educational conferences to stay current on the information.

Necessary forms to do the job in a professional manner

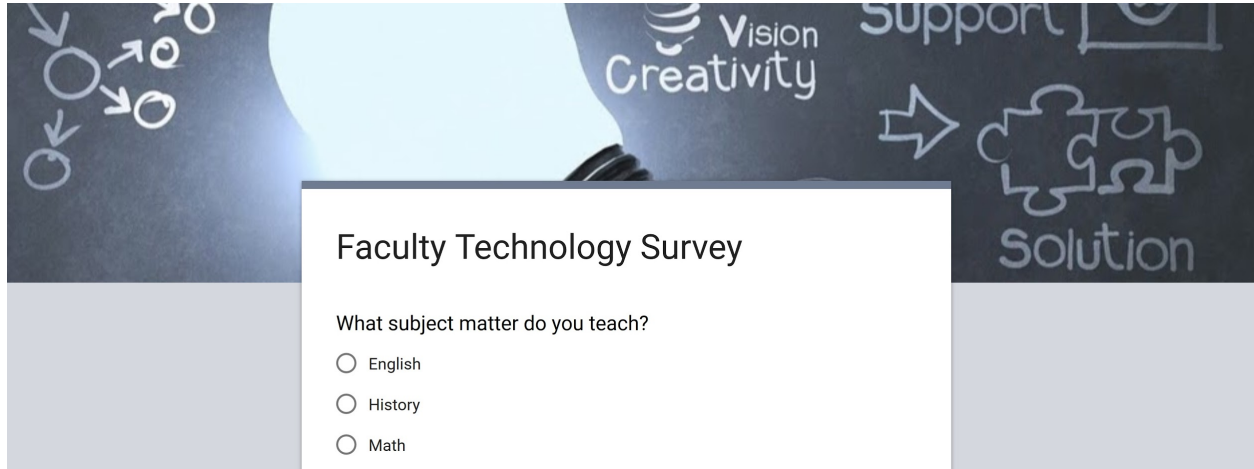
- Student Engagement Survey

The student technology surveys will be used annually to help the educational technology coordinator to plan and improve uses of technology in teaching and learning activities. The following high school technology survey is an example of one of the surveys. Click the [link](#) for survey. The educational technology coordinator will prepare students for the 21st century.



- Faculty Engagement Survey

The following faculty technology survey form will be used annually to help the educational technology coordinator to plan and improve uses of technology in teaching and learning activities. Click the [link](#) for survey.

The image shows a digital survey form titled "Faculty Technology Survey". The background features a chalkboard with white drawings and text including "Vision Creativity", "Support", and "Solution". The survey question is "What subject matter do you teach?". There are three radio button options: "English", "History", and "Math".

Faculty Technology Survey

What subject matter do you teach?

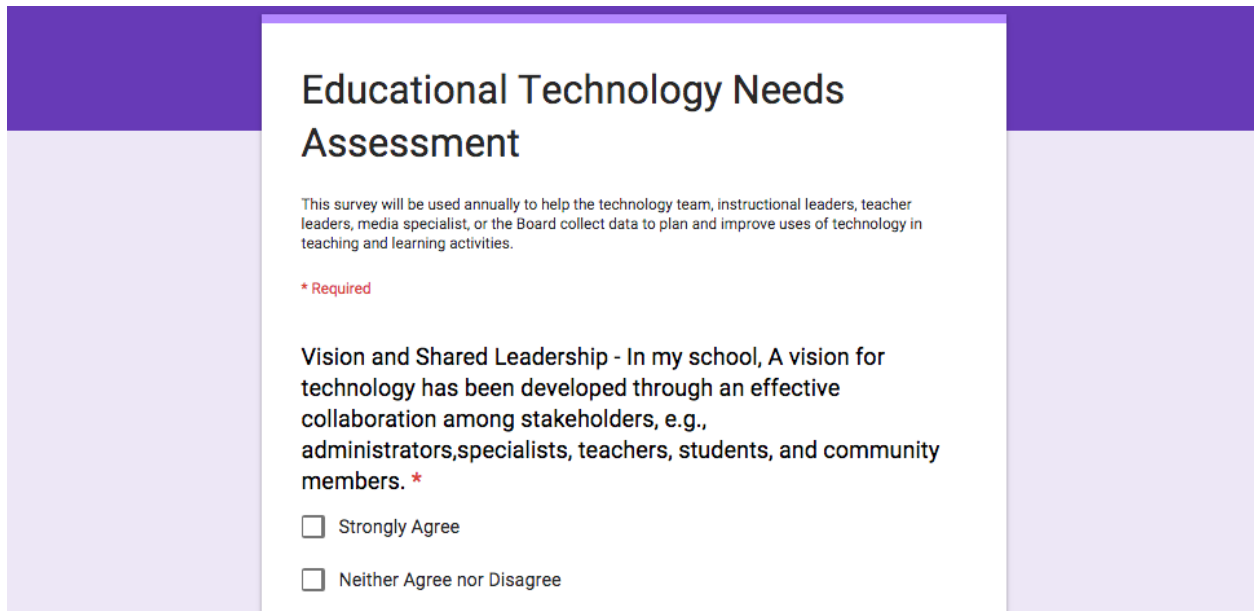
English

History

Math

- Needs Assessment

The following needs assessment form was adopted from the William and IDA Friday Institute For Educational Innovation (North Carolina State University, 2016). This needs assessment will be used annually to help the ETC, instructional leaders, teacher leaders, media specialists, or the Board collect data to plan and improve uses of technology in teaching and learning activities. Click the [link](#) for survey.

The image shows a digital survey form titled "Educational Technology Needs Assessment". The background is purple. The survey text explains its purpose and includes a required question about vision and shared leadership. There are two checkbox options: "Strongly Agree" and "Neither Agree nor Disagree".

Educational Technology Needs Assessment

This survey will be used annually to help the technology team, instructional leaders, teacher leaders, media specialist, or the Board collect data to plan and improve uses of technology in teaching and learning activities.

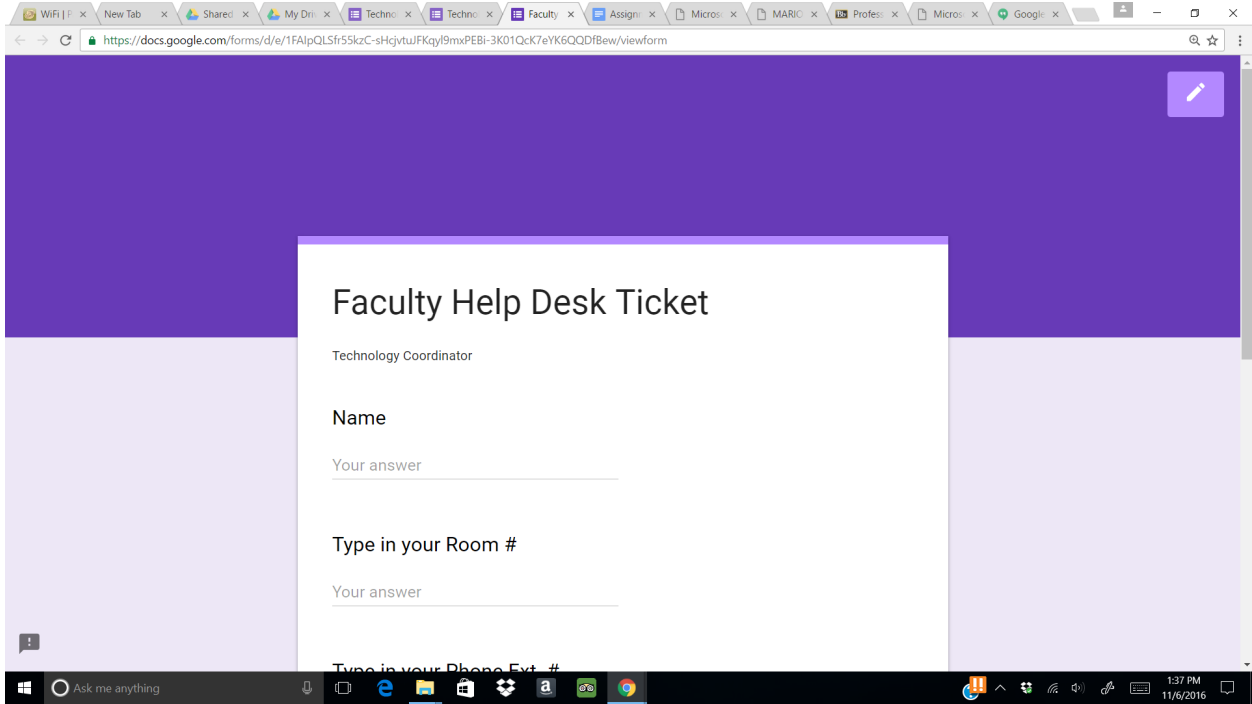
*** Required**

Vision and Shared Leadership - In my school, A vision for technology has been developed through an effective collaboration among stakeholders, e.g., administrators, specialists, teachers, students, and community members. *

Strongly Agree

Neither Agree nor Disagree

- Help Desk
- The technology coordinator will receive help desk tickets and field any questions to help faculty and staff in the building with technology issues. If necessary the technology coordinator will seek help of Network Administrator or Technician. Click the [link](#) for survey.



References

<http://fcit.usf.edu/MATRIX/index.php> AHornack, A. M. (2011). Technology Integration Matrix.

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