

EDTC 815

Dr. C. Shamburg

Technology Coordinator Project #2

Submitted by:

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As per Frazier, (2012), the technology coordinator's responsibilities include the following: communicating the organization's vision for technology, designing and conducting effective professional development programs and other training sessions for various audiences, developing appropriate and effective policies and establishing plans for both the short and long term, working with teachers and students to model the effective use of technology in learning, guiding purchasing decisions, assisting teachers with the effective integration of technology into the classroom, planning for and working with a variety of network structures and services, fulfilling the data and reporting needs of administrators, and coordinating end user technical support.

Technology Coordinator Job Description

The Technology Coordinator is responsible for planning, overseeing and supporting the implementation and use of educational technology in a school setting. The Technology Coordinator works as a support and mentor to the classroom teachers and provides the resources needed to allow for technology as a tool to enhance learning. The Technology Coordinator's responsibilities also include 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. Finally, the Technology Coordinator aims to assist in moving the school culture towards a more integrated use of technology in all aspects of instruction

Elementary Level Technology Coordinator:

The Elementary Technology Coordinator responsibilities include:

*The integration of technology into all subject areas as well as knowledge of the best practices in appropriate educational technology in the P-5 educational setting. Extensive knowledge of the integration and implementation of the NJLS, CCS: ELA and Mathematics as well the Next Generation Science Standards to create a technology enhanced delivery of curriculum.

*Supporting the elementary literacy program which includes: Online access to all resources for teachers and students, both in school and at home; the use of use classroom sets of iPads in kindergarten through second grade classes and classroom sets of Chrome Books in third through fifth grade classes to access leveled text for guided and independent reading; a multitude of web-based resources, available electronically to teachers the development of high quality research skills.

*Supporting the elementary mathematics program through the incorporation of online access to additional resources as appropriate for alignment to the Common Core Standards in Mathematics

*Facilitating the Elementary level Science, Technology, Engineering, and Mathematics (STEM) initiative that incorporates: Educational Technology Specialists at the elementary level; Family Engineering Nights at the elementary schools

*Supporting the integration of CICERO Kids into the new K-5 Social Studies curriculum.

*Supporting the implementation of project-based learning (K-5) curricula which aligns to the CCS/NJLS and NGSS.

*PARCC assessment technology preparation, professional development and implementation grades 3-5

*Expertise and experience implementing the use of appropriate technology to facilitate “flipping the classroom” instruction.

*Creating and implementing district professional development and building-based PLC’s which will promote the use of appropriate technology tools (i.e. Lib Guides in our K-5 classrooms to develop high quality digital/technology-based research skills, formative assessment tools, Google classroom).

*Integration of the My Learning Plan software aimed to approve, inform, and keep a record of professional development district-wide in grades P-5.

*Integration of 1:1 District Initiative: iPads in Grades K-2 and Chrome Books in Grades 3-5

*Creating and administering the elementary level acceptable use policy.

*Supporting the computer lab at each elementary school and their webpages

*Facilitating district initiatives developed for elementary school technology specialists

*Implementing, evaluating, analyzing and revising the district’s technology plan specific to the P-5 educational setting.

*Preparing the budget for the elementary school’s technology resources

*Writing and coordinating technology grants

*Integrate the appropriate use and maintenance of the classroom Smart Boards.

Middle School Technology coordinator:

The Middle School District Technology Coordinator responsibilities include:

*the integration of technology into all subject areas as well as knowledge of the best practices in appropriate educational technology in the educational setting grades 6-8 inclusive. Extensive knowledge of the integration and implementation of the NJLS, CCS: ELA and Mathematics as well the Next Generation Science Standards to create a technology enhanced delivery of curriculum.

*Implementing and integrating the middle school literacy and social studies curricula, which incorporate a multitude of web-based resources, available electronically to teachers.

*Supporting the use of individual network folders for students and teachers in grades 6-8
Supervise the incorporation assistive technology for students with special needs, such as HP Smart Touch computers and Board maker software

*Supporting the 1:1 Chromebook initiative in all subject areas in grades 6-8 ongoing. The Chrome Books also will provide synergy with the district use of Google Docs as every district student is assigned an account.

The trend will be to a one-to-one environment as our budget permits as this will provide

*Facilitating the Digital citizenship initiative aimed to teach students the responsible use of the internet and digital media and devices.

*Revising the Acceptable use policy for Students in grades 6-8 to allow students to register their home devices for use in the classroom for educational purposes.

*Facilitating departmental and building-based professional development which will be designed and implemented through the publishers of newly adopted eBooks and online resources (i.e., in World Languages, middle school mathematics via the digits program, etc.).

*Integrating the My Learning Plan software aimed to approve, inform, and keep a record of professional development district-wide in grades 6-8.

*Supporting the implementation of project-based learning (6-8) curricula which aligns to the CCS/NJLS and NGSS

*PARCC assessment technology preparation, professional development and implementation grades 6-8.

*Supporting the Middle School's four computer labs and webpages

- * Facilitating district initiatives developed for Middle school technology specialists
- *Implementing, evaluating, analyzing and revising the district's technology plan specific to goals aimed at the Middle school
- *Preparing the budget for the Middle School's technology resources
- *Writing and coordinating technology grants
- *Facilitating the district initiative to add video projectors and Smart Board technology in the secondary schools to bring the classroom environment on a par with the Elementary schools.

Secondary Technology Coordinator: Grades 9-12 Inclusive

The Secondary Technology Coordinator's responsibilities include:

- *The integration of technology into all subject areas as well as knowledge of the best practices in appropriate educational technology in the secondary educational setting grades 9-12 inclusive. Extensive knowledge of the integration and implementation of the NJLS, CCS: ELA and Mathematics as well the Next Generation Science Standards to create a technology enhanced delivery of curriculum.
- *Supporting the high school literacy and social studies curricula, which incorporate a multitude of web-based resources, available electronically to teachers.
- *Supporting the Social Studies incorporation of e-books into the Humanities courses through the implementation of CICERO's fifth generation of The Online History Textbook.
- * Supporting the 1:1 Chromebook initiative in all subject areas in grades 9-12 ongoing. The Chrome Books also will provide synergy with the district use of Google Docs as every district student is assigned an account.
The trend will be to a one-to-one environment as our budget permits as this will provide
- *Integrating the use of iPads in all Algebra I classes through the implementation of the Fuse Algebra I program that utilizes iPads to enhance instruction. In addition, the Fuse Geometry iPad program is being piloted during 2016-2017 for possible district-wide adoption effective September 2017.
- *Supporting the Mathematics incorporation and integration of iPad carts in each High School used to assist with instruction and to access an interactive textbook
- *Facilitating the STEM pathway initiative for high school students

- *Creating and implementing the pilot of a blended learning course
- * Supporting the High School's eight computer labs and webpages
- * Supporting teachers in the use of technology through professional development opportunities and Professional Learning Communities.
- *Integrating the My Learning Plan software aimed to approve, inform, and keep a record of professional development district-wide in grades 9-12
- *Integrating the Digital citizenship initiative aimed to teach students the responsible use of the internet, digital media and devices.
- *Creating and administering the Acceptable use policy for Students in grades 9-12 to reflect the district BYOT initiative.
- *Supporting the implementation of project-based learning (9-12) curricula which aligns to the CCS/NJLS and NGSS
- *PARCC assessment technology preparation, professional development and implementation grades 9-11.
- * Facilitating district initiatives developed for the high school technology specialists
- *Implementing, evaluating, analyzing and revising the district's technology plan specific to goals aimed at the secondary level of education grades 9-12 inclusive
- *Preparing the budget for the High School's technology resources
- *Writing and coordinating technology grants
- *Facilitating the district initiative to add video projectors and Smart Board technology in the secondary schools to bring the classroom environment on a par with the Elementary schools.

The technology coordinator at all levels is responsible for the Standards based integration of technology into the curriculum, professional development, the district wide 1:1 Chromebook initiative, the use of iPads and Smartboards, the evaluation, analysis and revision of the district technology plan at their appropriate educational level, and the support of technology specialists. In addition, the technology coordinator at each level of education will manage the technology budget including technology-related grants, support maintenance of district web sites, web-based resources, and content filters, review and/or recommend technology purchases, supporting the

computer labs as well as monitoring the acceptable use policies and digital citizenship initiatives district-wide.

The differences between the three technology coordinator’s job descriptions are addressed through the following chart:

Integration of Technology enhanced Curriculum in the P-12 Educational Setting

Aligned with and adapted from the Common Core Standards for Literacy and Mathematics, (2012), the New Jersey Learning Standards, (2014), as well as the Next Generation Science Standards, (2015).

| Elementary School Coordinator | Middle School Technology Coordinator | High School Technology Coordinator |
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| <p>As per the CCS: ELA/Math and NGSS: P-5 students will be able to demonstrate the ability to proficiently: *Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. *Create engaging audio recordings of stories or poems that demonstrate fluid reading at a comprehensible pace. * Add visual displays when appropriate to emphasize or enhance certain facts or details include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes *Draw on information from</p> | <p>As per the CCS: ELA/Math and NGSS: Students in grades 6-8 should be able to demonstrate the ability to proficiently: *Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. *Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film) *Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the</p> | <p>As per the CCS: ELA/Math and NGSS: Students in grades 9-12 should be able to demonstrate the ability to proficiently: *Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. *Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. *Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information</p> |

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| <p>multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>As per the New Jersey Learning Standards: P-5 students should be able to demonstrate the ability to proficiently:</p> <p>Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</p> <p>8.1.5.A.5 Create and use a database to answer basic questions.</p> <p>8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data</p> <p>Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.</p> <p>Advocate and practice safe, legal, and responsible use of</p> | <p>subject (e.g., how the delivery of a speech affects the impact of the word</p> <p>*Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>*Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>*Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others</p> <p>*Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation</p> <p>*Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest</p> <p>As per the New Jersey Learning Standards</p> | <p>flexibly and dynamically including new arguments or information.</p> <p>*Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>*Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>*Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p> <p>As per the New Jersey Learning Standards</p> |
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| <p>information and technology. 8.1.5.D.1 Understand the need for and use of copyrights 8.1.5.D.2 Analyze the resource citations in online materials for proper use .Demonstrate personal responsibility for lifelong learning. 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. Exhibit leadership for digital citizenship. 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks Apply digital tools to collect, organize, and analyze data that support a scientific finding.</p> | <p>students in grades 6-8 should be able to demonstrate the ability to proficiently: Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. Demonstrate knowledge of a real world problem using digital tools. Select and use applications effectively and productively. 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory. 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results 8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results Advocate and practice safe,</p> | <p>students in grades 9-12 should be able to demonstrate the ability to proficiently: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. Select and use applications effectively and productively. 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. 8.1.12.A.5 Create a report from a relational database consisting</p> |
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| | <p>legal, and responsible use of information and technology. 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. Demonstrate personal responsibility for lifelong learning. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.3 Demonstrate an understanding of fair use of intellectual property. Exhibit leadership for digital citizenship. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse. Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an</p> | <p>of at least two tables and describe the process, and explain the report results Commons to an original work. 8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) 8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally. Exhibit leadership for digital citizenship. 8.1.12.D.4 Research and understand the positive and negative impact of one’s digital footprint. 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. 8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to</p> |
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| | <p>informed decision.</p> | <p>peers. Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> |
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Salary: The salary for technology coordinator ranges between \$51,000-\$102,280, based upon the number of service years.

Policies and Procedures

The following policies and procedures outline the responsibilities and expectations of technology coordinators.

Evaluations

The Technology Coordinator will complete a Professional Growth Plan. The Professional Growth Plan must contain a minimum of three SMART goals relating to school technology goals, district technology goals, and professional goals. The Professional Growth Plan must be submitted to the building administrator for review and approval no later than thirty days after the employee assumes the role of technology coordinator. The Professional Growth Plan will be reviewed by the technology coordinator and building administrator every May.

The evaluation process will follow the guidelines of Achieve NJ (2016). Non-tenured technology coordinators will receive a minimum of three observations of at least twenty minutes in length, with at least one observation having a preconference. Tenured technology coordinators will receive a minimum of two observations of at least twenty minutes in length, with at least one observation having a preconference. Face-to-face post conferences are required for all non-

tenured technology coordinator observations and one face-to-face post conference is required for tenured technology coordinators.

The following rubric is for Technology Coordinators and has been adapted from the Charlotte Danielson Framework for Teaching (2007).

| Component | Ineffective | Partially Effective | Effective | Highly Effective |
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| 1a: Demonstrating knowledge of current trends in technology | Demonstrates little or no familiarity with technology. | Demonstrates basic familiarity with technology and trends. | Demonstrates knowledge of technology and trends. | Demonstrates thorough knowledge of technology and trends; is regarded as an expert by colleagues. |
| Critical attributes | <ul style="list-style-type: none"> • Not able to share specific knowledge of technology or practices | <ul style="list-style-type: none"> • Able to share some knowledge of technology or practices | <ul style="list-style-type: none"> • Able to share detailed knowledge of technology or practices | <ul style="list-style-type: none"> • Asked to participate in state collaboration efforts • State or national recognition |
| Possible Evidence: <ul style="list-style-type: none"> • Participation in conferences, Professional Development, Professional Learning Networks, etc. • Agendas, minutes, sign-in sheets, Professional development certificates • Shares opportunities for Professional Development | | | | |
| 1b: Demonstrating knowledge of school's technology program | Demonstrates little or no knowledge of the school's technology program. | Demonstrates basic knowledge of the school's technology program. | Demonstrates thorough knowledge of the school's technology program. | Demonstrates thorough knowledge of the school's technology program and works to shape its future |

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| | | | | direction. |
| Critical attributes | <ul style="list-style-type: none"> • Does not use data for program planning | <ul style="list-style-type: none"> • Uses limited sources of data for program planning | <ul style="list-style-type: none"> • Uses various forms of data from multiple sources for program planning | <ul style="list-style-type: none"> • Proactively uses various forms of data from multiple sources in anticipation of program needs |
| Possible Evidence: <ul style="list-style-type: none"> • School’s Technology Plan • Participation in school technology planning efforts • Surveys to staff to determine if technology needs are being met | | | | |
| 1c: Demonstrating knowledge of resources beyond the school building | Demonstrates little or no knowledge of resources available in the school or district. | Demonstrates basic knowledge of resources available in the school or district. | Aware of resources available in the school or district and in the larger professional community. | Actively seeks new resources from a wide range of sources. |
| Critical attributes | <ul style="list-style-type: none"> • Unaware of available resources • Staff are unable to rely on technology coordinator for resource support | <ul style="list-style-type: none"> • Minimally aware of available resources • Technology coordinator is able to provide some assistance to staff | <ul style="list-style-type: none"> • Has expanded awareness of available resources • Able to provide assistance to most staff | <ul style="list-style-type: none"> • Continuously seeks ways to expand knowledge • Uses data and other sources to proactively identify future resource need |
| Possible Evidence: <ul style="list-style-type: none"> • Survey on design and content of in-service • Log of shared innovative technology • Participation in Professional Development on teaching technology • Log of shared online resources | | | | |

| Component | Ineffective | Partially Effective | Effective | Highly Effective |
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| 2a: Creating an environment of respect | Staff does not request assistance | Relationships are cordial, with interactions being initiated by technology coordinator | Relationships are respectful, with some interactions initiated by staff | Relationships are highly respectful, with many interactions initiated by staff |
| Critical attributes | <ul style="list-style-type: none"> • Disrespectful towards staff • No attempts are made to make connections with staff | <ul style="list-style-type: none"> • Occasional disrespect towards staff • Some attempts are made to make connections with staff | <ul style="list-style-type: none"> • Interactions are uniformly respectful • Staff may be willing to share their suggestions | <ul style="list-style-type: none"> • Demonstrates knowledge and caring about staff • Staff offers ideas and suggestions |
| Possible Evidence: | | | | |
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| Component | Ineffective | Partially Effective | Effective | Highly Effective |
| 2b: Establishing a culture for ongoing improvement | Conveys the sense that instructional improvement is externally mandated. | Staff accepts the support of the technology coordinator. | Promotes a culture in which staff seeks assistance. | Promotes a culture in which staff initiate projects. |
| Critical attributes | <ul style="list-style-type: none"> • Conveys there is little purpose for the work | <ul style="list-style-type: none"> • Staff exhibits a limited commitment to | <ul style="list-style-type: none"> • Staff appears comfortable in seeking | <ul style="list-style-type: none"> • Staff take initiative in improving their performance |

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| | | <p>complete the task on their own</p> <ul style="list-style-type: none"> Technology coordinator concern is to complete the task at hand | <p>assistance</p> <ul style="list-style-type: none"> Promotes a culture in which requests for support are invited | <p>through request for in-service</p> <ul style="list-style-type: none"> Staff indicate through surveys a desire to improve their performance |
| <p>Possible Evidence:</p> <ul style="list-style-type: none"> Documentation for request for support Documentation of requests for in-service | | | | |
| Component | Ineffective | Partially Effective | Effective | Highly Effective |
| <p>2c: Establishing clear procedures for teachers to gain access to instructional support</p> | <p>Staff is unsure of how to request assistance.</p> | <p>Some procedures are clear while others are not.</p> | <p>Clear procedures are established on requesting access for support.</p> | <p>Clear procedures are established on requesting access for support and have been developed with administration and staff.</p> |
| <p>Critical attributes</p> | <ul style="list-style-type: none"> No information is available to request assistance Technology coordinator does not respond to request for assistance | <ul style="list-style-type: none"> Incomplete information is given about available assistance Technology coordinator responds inconsistently to requests for support | <ul style="list-style-type: none"> Technology coordinator gives information about available assistance Technology coordinator consistently responds to requests for support | <ul style="list-style-type: none"> Technology coordinator established and communicated the process and procedures for all available support Stakeholders contribute regularly to improve the process of requesting |

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| | | | | support |
| Possible Evidence: <ul style="list-style-type: none"> • Memos/emails indicating in-service offerings/support • Schedule shows opportunities for support • Documented collaboration in planning for support | | | | |

| Component | Ineffective | Partially Effective | Effective | Highly Effective |
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| 3a: Collaborating with staff in the design of technology enhanced lessons | Does not collaborate with staff | Collaborates with staff when asked to do so | Initiates collaboration with staff | Initiates collaboration with staff, locating additional resources |
| Critical attributes | <ul style="list-style-type: none"> • Intentionally avoids collaboration • Intentionally avoids assisting staff in designing technology enhanced lessons | <ul style="list-style-type: none"> • Collaborates when invited • Assists staff in designing technology enhanced lessons when invited | <ul style="list-style-type: none"> • Seeks out collaborative opportunities with staff • Volunteers to assist with technology enhanced lessons | <ul style="list-style-type: none"> • Promotes collaboration between colleagues • Provides multiple resources to assist in collaboration |

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| Possible Evidence: <ul style="list-style-type: none"> • Lessons demonstrating collaboration with staff • Initiated collaborative opportunities to engage staff in designing technology enhanced units • Implemented strategies to foster collaboration | | | | |
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| Component | Ineffective | Partially Effective | Effective | Highly Effective |
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| <p>3b: Engaging staff in learning new technology skills</p> | <p>Staff declines Professional Development opportunities.</p> | <p>Efforts to engage staff in Professional Development are partially successful, with some staff participating.</p> | <p>Most staff are engaged in in learning the skills of the Professional Development</p> | <p>All staff are engaged in Professional Development opportunities and suggests new ones</p> |
| <p>Critical attributes</p> | <ul style="list-style-type: none"> • Staff turns down Professional Development | <ul style="list-style-type: none"> • Some staff are intellectually engaged in the Professional Development • Engagement is largely passive • The pacing of the Professional Development is uneven | <ul style="list-style-type: none"> • Most staff are intellectually engaged in the Professional Development • Materials and resources require engagement • The pacing of the Professional Development is appropriate | <ul style="list-style-type: none"> • All staff are intellectually engaged in the Professional Development • Staff takes the initiative to improve the Professional Development • Staff has the opportunity for reflection on the Professional Development |
| <p>Possible Evidence:</p> <ul style="list-style-type: none"> • Implementation of strategies to address needs of staff • Reflection sheets provided include staff suggestions for “next steps” • Sign-in sheets of Professional Development | | | | |
| <p>Component</p> | <p>Ineffective</p> | <p>Partially Effective</p> | <p>Effective</p> | <p>Highly Effective</p> |
| <p>3c: Sharing expertise with staff</p> | <p>Professional Development sessions are low quality and not appropriate to staffs’ needs.</p> | <p>The quality of Professional Development is mixed.</p> | <p>The quality of Professional Development is high.</p> | <p>The quality of Professional Development is high and appropriate to the staff being served</p> |

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| <p>Critical attributes</p> | <ul style="list-style-type: none"> • Activities are low-level • Technology coordinator makes content errors • Activities are not relevant | <ul style="list-style-type: none"> • Activities are low-mid level • Technology coordinator states basic knowledge of content • Activities are relevant to some staff | <ul style="list-style-type: none"> • Activities require higher-order thinking • Technology coordinator can identify important concepts of the content • Activities are suitable to most staff | <ul style="list-style-type: none"> • Activities require higher-order thinking • Technology coordinator cites inter and intra disciplinary content relationships • Activities are suitable and differentiated to reach all staff |
| <p>Possible Evidence:</p> <ul style="list-style-type: none"> • Staff surveys to determine staff needs • Pre and post Professional Development surveys to determine satisfaction with Professional Development | | | | |

Job Expectations

The technology coordinator is expected to:

- Hold a Bachelor’s or Master’s Degree in Education or Educational Technology with the supporting state certification in the appropriate content areas.
- Monitor budget expenditures.
- Possess advanced computing skills.
- Possess knowledge of networking technologies.
- Create training materials.
- Possess technical writing skills.
- Possess experience with database management.

Duties and Responsibilities

- Create a school culture that integrate computer skills with content area curriculum
- Support teachers’ use of classroom technology (projectors, laptops, etc.)

- Support teachers in developing classroom projects that integrate technology
- Maintain the network, hardware, and other IT
- Advise the administration on IT and educational technology

Forms

1. Acceptable Use Policy- Grades K-5

The Jersey City Public Schools supports the rights of students and staff to have reasonable access, in school, to various information formats and believes it is incumbent upon students and staff to use this educational advantage in an appropriate and responsible manner.

1. I will only use the Internet when there is an adult in the room with me.
2. I will not give out any information about myself, my family, or my friends on the Internet.
3. I will not speak to strangers on the Internet without my teacher's permission.
4. I will tell my teachers and parents if anyone on the Internet asks personal questions about me.
5. I will use only appropriate language when using the Internet.
6. I will tell my teacher if I see anything on the Internet that makes me uncomfortable.
7. I will not copy anything from the Internet and claim it is my work.

I have read and understand the above rules. I understand that if I break any of these rules, I may lose the privilege of using the Internet and may have other consequences.

This user agreement will be renewed each academic year.

For Parents/Guardians

I have read the Jersey City Public Schools District Contract for computer use with my child. I understand that access is for educational purposes I accept responsibility for my child's computer use.

_____ I give permission for my child's name to appear on the student, school, and/or district web pages should one be developed. I understand the school district will not publish my home address or phone number.

_____ I give permission for my child's photo to appear on the student, school, and/or district web pages should one be developed.

Student's Name: _____

Parent Signature: _____

2. Acceptable Use Policy- Grades 6-8

The Jersey City Public Schools supports the rights of students and staff to have reasonable access, in school, to various information formats and believes it is incumbent upon students and staff to use this educational advantage in an appropriate and responsible manner.

Acceptable Use Policy Agreement

1. I accept that using computers and accessing the Internet is an educational advantage afforded me by the Jersey City Public School District and that inappropriate use of computers may result in my loss of their utilization and other possible disciplinary action.
2. I accept that the primary use of computer resources and the Internet is to support research and education.
3. I will follow all copyright regulations and will not copy programs or pirate software. I will not take hardware, software or computer supplies provided by the school district.
4. I will not invade the privacy of others or access the network or files of any business, person, or agency with intent to steal, subvert, destroy, or view information that is not appropriate.
5. I understand that electronic mail (e-mail) is not guaranteed to be private. People who operate the system have access to all mail and that all Internet activity can be monitored.
6. I will not access information that is considered dangerous or potentially damaging, such as instructions on the preparation of illegal or dangerous mechanisms or activities.
7. I will not conduct business transactions, commercial activities or political lobbying.
8. I understand that for my safety I will not give out my full name, home address or telephone number, or school information to strangers that I meet online. I agree not to meet with any stranger that I have met online. I will not publish personal information about other users or pretend to be someone else when sending or receiving information.
9. I will be polite and use appropriate language. I will not swear, use vulgarities, harass others, use ethnic or racial slurs, access inappropriate websites, engage in hacking or vandalism, or transmit or view obscene or offensive material.

10. I understand that I am prohibited from downloading or installing any personal software with inappropriate material on school technology.
11. I will not degrade or disrupt school or Internet network services or equipment, as such activity is considered a crime under state and federal law; this includes but is not limited to tampering with computer hardware and software, vandalizing data, invoking computer viruses or attempting to gain access to restricted or unauthorized network services.
12. I will promptly disclose to my teacher or other school employee any message or information that I receive that is inappropriate or makes me feel uncomfortable.
13. I understand that Principals, or their designees, will be responsible for disseminating and enforcing policies and enforcing procedures in the buildings under their control and will ensure that all users complete and sign an agreement to abide by the policies and procedures. All such agreements are to be maintained at the building level.
14. I understand and agree with the school district contract for computer use in the schools and that the Jersey City Public School District will cooperate fully with local, state or federal officials in any investigation concerning or relating to misuse of the district's system or network.
15. I understand that should I break this contract my access to computers will be revoked and disciplinary actions taken.

This user agreement will be renewed each academic year.

For Parents/Guardians

I have read the Jersey City Public Schools District Contract for computer use with my child. I understand that access is for educational purposes I accept responsibility for my child's computer use.

_____ I give permission for my child's name to appear on the student, school, and/or district web pages should one be developed. I understand the school district will not publish my home address or phone number.

_____ I give permission for my child's photo to appear on the student, school, and/or district web pages should one be developed.

Student's Name: _____

Student's Signature: _____

Parent's Name: _____

Parent's Signature: _____

3. Acceptable Use Policy- High School

The Jersey City Public Schools supports the rights of students and staff to have reasonable access, in school, to various information formats and believes it is incumbent upon students and staff to use this educational advantage in an appropriate and responsible manner.

Acceptable Use Policy Agreement

1. I accept that using computers and accessing the Internet is an educational advantage afforded me by the Jersey City Public School District and that inappropriate use of computers may result in my loss of their utilization and other possible disciplinary action.
2. I accept that the primary use of computer resources and the Internet is to support research and education.
3. I will follow all copyright regulations and will not copy or pirate software. I will not take hardware, software or computer supplies provided by the school district.
4. I will not invade the privacy of others or access the network or files of any business, person, or agency with intent to steal, subvert, destroy, or view information that is not appropriate.
5. I understand that e-mail is not guaranteed to be private. People who operate the system have access to all mail and that all Internet activity can be monitored.
6. I will not access information that is considered dangerous or potentially damaging, such as instructions on the preparation of illegal or dangerous mechanisms/activities.
7. I will not conduct business transactions, commercial activities or political lobbying on school technology.
8. I will not give out school information to strangers online. I will not pretend to be someone else when sending/receiving information.
9. I will be polite and use appropriate language. I will not swear, use vulgarities, harass others, use ethnic or racial slurs, access inappropriate websites, engage in hacking or vandalism, or transmit or view obscene or offensive material on school technology.
10. I understand that I am prohibited from downloading or installing any personal software with inappropriate material on school technology.

11. I will not degrade or disrupt school or Internet network services or equipment, as such activity is considered a crime under state and federal law; this includes but is not limited to tampering with computer hardware/software, vandalizing data, invoking computer viruses or attempting to access to restricted or unauthorized network services.
12. I will act maturely in Social Media relationships with fellow students, teachers, and anyone apart of our educational environment. Considering these actions and their consequences on the school, academic groups, and myself will be the highest priority.
13. I understand that Principals, or their designees, will be responsible for disseminating and enforcing policies and enforcing procedures in the buildings under their control and will ensure that all users complete and sign an agreement to abide by the policies and procedures. All such agreements are to be maintained at the building level.
14. I understand and agree with the school district contract for computer use in the schools and that the Jersey City School District will cooperate fully with local, state or federal officials in any investigation concerning or relating to misuse of the district’s system or network.
15. I understand that should I break this contract my access to computers will be revoked and disciplinary actions taken.

This user agreement will be renewed each academic year.

For Parents/Guardians

I have read the Jersey City Public Schools District Contract for computer use with my child. I understand that access is for educational purposes I accept responsibility for my child’s computer use.

_____ I give permission for my child’s name to appear on the student, school, and/or district web pages should one be developed. I understand the school district will not publish my home address or phone number.

_____ I give permission for my child’s photo to appear on the student, school, and/or district web pages should one be developed.

Student’s Name: _____

Student’s Signature: _____

Parent's Name: _____

Parent's Signature: _____

4. Acceptable Use Policy- Staff

The Jersey City Public Schools supports the rights of students and staff to have reasonable access, in school, to various information formats and believes it is incumbent upon students and staff to use this educational advantage in an appropriate and responsible manner.

Acceptable Use Policy Agreement

1. I accept that using computers and accessing the Internet is an educational advantage afforded me by the Jersey City Public School District and that inappropriate use of computers may result in my loss of their utilization and other possible disciplinary action.
2. I accept that the primary use of computer resources and the Internet is to support research and education.
3. I will follow all copyright regulations and will not copy programs or pirate software.
4. I will not take hardware, software or computer supplies provided by the school district.
5. I will not invade the privacy of others or access the network or files of any business, person, or agency with intent to steal, subvert, destroy, or view information which is not appropriate.
6. I understand that electronic mail (e-mail) is not guaranteed to be private. People who operate the system have access to all mail and that all Internet can be monitored.
7. I will not access information which is considered dangerous or potentially damaging, such as instructions on the preparation of illegal or dangerous mechanisms or activities.
8. I will not conduct business transactions, commercial activities or political lobbying.
9. I understand that for my safety I will not give out my full name, home address or telephone number, or school information to strangers that I meet on-line.
10. I agree not to meet with any stranger that I have met online.
11. I will not publish personal information about other users or pretend to be someone else when sending or receiving information.
12. I will be polite and use appropriate language.
13. I will not swear, use vulgarities, harass or bully others, use ethnic or racial slurs, access inappropriate websites, engage in hacking or vandalism, or transmit or view obscene or offensive material.

- 14. I understand that I am prohibited from downloading or installing any personal software with inappropriate material on school technology.
- 15. I will not degrade or disrupt school or Internet network services or equipment, as such activity is considered a crime under state and federal law; this includes but is not limited to tampering with computer hardware and software, vandalizing data, invoking computer viruses or attempting to gain access to restricted or unauthorized network services.
- 16. I understand that Principals, or their designees, will be responsible for disseminating and enforcing policies and enforcing procedures in the buildings under their control and will ensure that all users complete and sign an agreement to abide by the policies and procedures. All such agreements are to be maintained at the building level.

I understand and agree with the school district contract for computer use in the schools and that the Jersey City Public School District will cooperate fully with local, state or federal officials in any investigation concerning or relating to misuse of the district’s system or network. I understand that should I break this contract my access to computers will be revoked and disciplinary actions taken. This user agreement will be renewed each academic year.

Staff Name (Print) _____

School _____ Department _____

Staff Signature _____ Date _____

Adapted from Medford Public Schools Acceptable Use Policy,
<http://www.medfordpublicschools.org/>

5. Technology Repair form

Request by: _____ **Date:** _____

Request Location and Room #: _____

| | | |
|--------------------------------------------|----------------------------------------|--------------------------------------|
| Elementary School <input type="checkbox"/> | Middle School <input type="checkbox"/> | High School <input type="checkbox"/> |
| Room #: | Room #: | Room #: |
| Check One | | |

Check all that reflects your request:

| | | | |
|-----------------------------------|----------------------------------|----------------------------------|--------------------------------|
| Computer <input type="checkbox"/> | Monitor <input type="checkbox"/> | Printer <input type="checkbox"/> | Mouse <input type="checkbox"/> |
| Other: | | | |
| Check all that apply | | | |

Description of Problem: _____

Model Number: _____ **Serial Number:** _____

Date completed: _____

Technology Technician Signature: _____

Requester Signature: _____

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