

Project 2

Hiring Three Technology Coordinators

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Introduction

The Bayonne, New Jersey Public School District plans to hire three new technology coordinators to fill positions at three new schools, Broadway Elementary School, Bay Middle School, and Bayonne Bridge High School. To meet the needs of the developing community and influx of school-aged children, the schools will open in September 2019 as the building construction will be completed by June 2019. Therefore, the hiring process for new technology coordinators will start by December 2018 orchestrated by a search committee.

As a technology coordinator or educational technology coordinator (ETC), the applicant must be able to provide leadership to set direction, build strong future leaders, make the organization work, and understand the school's mission and goals. "The mission of the Bayonne Board of Education Technology Department is to enable students to solve real-world problems, foster critical thinking and innovation, and prepare for college and career as they meet the challenges of the 21st century global society." ("Bayonne School District," 2018). From the mission and the guidance of the technology coordinator, students will be able to think critically, be innovative with the new technology, and work with their peers to build a stronger school community. In addition, the school district's technology plan supports the integral role technology takes in empowering students to solve real-life problems that enable them to succeed in life. Each technology coordinator will embrace the State of New Jersey Department of Education's technology standards 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking ("New Jersey Department of Education," 2014.).

Background

Over the years, Bayonne School District has become one of the leading schools in New Jersey with its innovative growth of technology. Student population is growing in Bayonne while technology in the schools are evolving. Technology is changing at a rapid rate in the school system. Therefore, as educators, it is the goal to implement a strategy in this digital age so that students can be successful in their academic life and career. The technology coordinator will be able to help faculty, students, and administrators with how to use and implement technology in the classroom and guide children at home in a professional development workshop.

Research on technology coordinator's help understand the importance of their roles in our school system. Waring (2010) reports that technology coordinators have the ability to impact individuals through the use of technology. The study was established that the instructional technology coordinators believed:

“(a) technology should serve as a tool and should be seamlessly integrated into the curriculum; (b) the teacher should construct meaningful experiences that allow students to become engaged in the learning process...the teacher should teach basic technology skills; (c) and all students are able to learn and capable of engaging in independent problem solving and critical thinking at some level.”

Furthermore, students become more influenced by technology and engage effectively with others when technology is implemented in the classroom. However, there can be challenges with technology in the classroom. Strudler (1995) describes the barriers to integrating technology in the classroom or the curriculum as teachers not being able to have enough time to use the technology in their classroom, having difficulty participating in technology related staff

development and training, and equipment not properly working or lack of equipment. Strudler (1995) also stated teachers feel burdened with the use of technology in the classroom because the class material takes most of their time. However, the teachers desire to do more with computers and plan to use or learn new software and applications so that students can benefit with twenty-first century technology.

Job Requirements and Salary for Bayonne, New Jersey

With the current growth of technology in the school system, job requirements for technology coordinators have become an important aspect for the development of the new schools and also play an important role in successful technology integration. The technology coordinator must be able to be in a leadership position in which he/she is able to set direction, develop individuals, and make the organization work as one (Frazier, 2017, p. 338). According to Frazier (2017), to set the direction, the technology coordinator must be able to know the trends in educational and information technology. In addition, the coordinator must have effective interpersonal skills so that the work environment can be unified and strong. Furthermore, the candidate will provide professional development to all stakeholders based on their needs and uses for the available technologies.

Job Requirements and Salary

Broadway Elementary School Technology Coordinator	
Supervise	Technology department personnel
Report to	Director of Technology or School Principal
Term	Twelve-month term
Salary	\$56,000 - \$75,000

<p>Requirements and Responsibilities</p>	<p>1. <i>Operations Management & Support:</i></p> <ul style="list-style-type: none"> • Keep and develop multimedia library management systems • Coordinate ordering and purchasing of new multimedia materials • Maintain and build reasonable and appropriate daily special events schedules (e.g. for workshops, testing, school programs, meetings, other events) • Record, organize, and display student and staff performance data for various stakeholders • Generate student progress reports and report cards for teachers and parents • Maintain management data systems (Maintenance Direct)
	<p>2. <i>Technology Management & Support</i></p> <ul style="list-style-type: none"> • Develop/update technology plans and guides • Maintain accurate technology process charts and documentation • Install, manage and troubleshoot all information technology which include laptops, computers, printers, projectors, interactive whiteboards, servers • Manage user emails, web resource subscriptions, authentication accounts, etc. • Support and manage student enrollment, schedules and data

	<p>exporting</p> <ul style="list-style-type: none"> • Maintain IT asset management systems • Develop technology training for effective staff use and implementation • Coordinate with teachers to integrate technology into lesson plans
Bay Middle School Technology Coordinator	
Supervise	Technology department personnel
Report to	Director of Technology or School Principal
Term	Twelve-month term
Salary	\$63,000 - \$85,500
Requirements and Responsibilities	<p>1. <i>Data Coordination</i></p> <ul style="list-style-type: none"> • Analyze and prepare reports from local and national assessment data as it relates to individual student performance and school improvement • Develop and maintain historical student and school data files to monitor and track performance • Interpret and review assessment data with administrators and teachers; support planning of action steps • Compile data from multiple assessments to develop student, subject, grade-level, or school achievement profiles

	<ul style="list-style-type: none"> • Ensure the validity of all data presented to staff • Lead training sessions and site meetings related to assigned responsibilities
	<p>2. Technology Management & Support</p> <ul style="list-style-type: none"> • Develop/update, along with the Director of Technology, the school technology plan • Install, manage, and troubleshoot all information technology which include laptops, computers, printers, projectors, interactive whiteboards, servers • Manage user emails, website subscriptions, logins, etc. • Support student information systems (Powerschool/PowerTeacher). • Maintain and update school website • Train staff on technology use and implementation • Assist in identifying technology needs and completing a needs assessment • Complete other tasks as assigned by the School or Principal or Directory of Technology
Bayonne Bridge High School Technology Coordinator	
Supervise	Technology department personnel
Report to	Director of Technology or School Principal

Term	Twelve-month term
Salary	\$70,000 - \$94,500
Requirements and Responsibilities	<p>1. Responsibilities</p> <ul style="list-style-type: none"> ● Design, manage, and maintain the school’s technology and computer infrastructure as well as the technology budget ● Facilitate professional development programs ● Maintain hardware and software applications ● Oversee and maintain the school’s website and social media outlet ● Evaluate and manage the daily functions of the teachers, administrators, and students ● Research new and innovated technology and make recommendations for implementation ● Implement long term computer technology plan ● Provide support for “Bring Your Own Device” initiative and for every electronically administered school assessment ● Assume other duties administered by the Director of Technology
	<p>2. Technology responsibilities:</p> <ul style="list-style-type: none"> ● Accommodate and collaborate with teachers, staff,

	<p>and students</p> <ul style="list-style-type: none"> ● Help and assist with Wi-Fi log in, Smartboards, and LinkIt information ● Assist teachers and staff with Google Apps for Education and other educational technology tools ● Respond to basic questions for troubleshooting purposes ● Assist new faculty in technology usage ● Increase and improve public relations by showcasing the various learning activities through social media such as the school's Facebook and Twitter. ● Check student media release to post student photos
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Job Descriptions

The purpose of a technology coordinator's role is to facilitate all aspects and provide curriculum integration of the Bayonne School District's technology program. In addition, the coordinator will support and encourage students and faculty in technology related fields, to repair, troubleshoot, maintain and upgrade electronic devices. According to Frazier (2017), the technology coordinator's goal is to manage the performance of the district's technology services in order to assist administrative and instructional programs (p. 3304-3721). In addition, the technology coordinator will provide suitable leadership in the growth, implementation, assessment, and communication of the school and district's technology program.

Broadway Elementary School Technology Coordinator	
Reports to	School Principal and Director of Technology
Job Description	The purpose of the job is to coordinate technology and maintain effective communication with staff, teachers, and students to facilitate and develop a productive learning environment.
Essential Duties and Responsibilities	<ul style="list-style-type: none"> • Demonstrate problem solving skills, technology use, communication, organization, planning, and data management • Be able to work effectively as a team member • Provide professional development to staff to transfer best instructional methods with the infusion of technology across the curriculum
Qualifications	<ul style="list-style-type: none"> • Bachelor's Degree, preferably in the field of Educational Technology, Information Systems, or equivalent • Minimum of four years of teaching experience in elementary education • New Jersey teaching certification
Bay Middle School Technology Coordinator	
Reports to	School Principal and Director of Technology
Job Description	The middle school technology coordinator will be expected to provide support to staff and building administrators to ensure instructional and educational technologies are available and proficiently functioning. The candidate will facilitate professional development for technology integration for staff. The coordinator will also be expected to carry out

	tasks assigned by the school principal.
Essential Duties and Responsibilities	<ul style="list-style-type: none"> • Manage computer hardware and software, inventory and upgrades • Provide technical support and troubleshooting for staff, teachers, building administrators, and students • Implement 1:1 Chromebook project • Support online test administration for assessments such as Partnership for Assessment of Readiness for College and Careers (PARCC) and the Trends in International Mathematics and Science Study (TIMSS) • Stay abreast of forging instructional and educational technologies • Provide professional development to educators to ensure effective usage of technology in the learning process • Collaborate with team members to ensure effective use and functionality of instructional and educational technology • Perform tasks assigned by the School Principal
Qualifications	<ul style="list-style-type: none"> • Bachelor's Degree, preferably a Master's Degree in a technology field • Minimum of four years of teaching experience in K-8 schools • New Jersey teaching certification
Bayonne Bridge High School Technology Coordinator	
Reports to	School Principal and Director of Technology

Job Description	<p>The technology coordinator will be able to enhance the use of technology in school. The coordinator will be able to maintain a safe working environment and integrate technology into the classrooms. In addition, the purpose will be to facilitate the effective use of electronic devices in instructional programs by assisting, training, and developing professional development program.</p>
Essential Duties and Responsibilities	<ul style="list-style-type: none"> ● Provide professional development and training opportunities for the high school's instructional staff and teachers in order to enhance and support the New Jersey's Core Curriculum Content Standards ● Practices and teaches research-based teaching approaches in conjunction with educational technologies ● Coordinates with the school's administration to address the performance shortfalls in all academic areas and levels. Performance levels will be provided by collected student learning outcomes and completed teacher evaluations and professional development session observations ● Develop, design and implement new and modified professional development sessions covering provenly effective educational technologies for classroom instruction ● Coordinate with technology-related vendors to procure software and hardware to be utilized throughout the high school ● Coordinate with leadership roles and teachers in order to assess the effectiveness of procured technologies

	<ul style="list-style-type: none"> ● Continuously conduct needs analyses in order to pinpoint and address technology shortfalls or ineffectiveness ● Coordinate with the high school’s Department of Information Technology staff in order to assess the stability of the school’s infrastructure. These ongoing efforts will ensure that procured technologies and various processes of instructional staff and teachers will be supported by a sound and manageable technology structure of security, stability and reliability. ● Manage a departmental budget
Qualifications	<ul style="list-style-type: none"> ● Master’s Degree in Educational Technology, Instructional Design or a closely related field ● Previous working knowledge of educational technologies in a K-12 environment

Similarities and Differences

Some elements of technology coordinators’ responsibilities have common expectations. Candidates must possess experience in educational settings with university degrees and technical backgrounds. They must possess effective oral and written skills and liaise with building administrators, directors of technology, technology teams, and staff. The coordinators’ key function is to facilitate technology integration across the curriculum for effective instructional practices. They “must participate in visionary leadership, ensure robust facilitating conditions, and participate across organizational boundaries united in one systemic effort” (Haines, 2017). Across all grade levels, technology coordinators balance leadership, technical, organizational and

pedagogical content knowledge. In addition, they will be expected to provide professional development to educators for successful technology integration into the curriculum that support academic achievement.

However, student grade levels will determine specific software and programs that the technology coordinators manage because of the developmental stages that must be taken into consideration. At the lower level grades, students may have more individual instruction with the coordinator. Although middle school students may have personal attention, they may be working in groups as well with the necessity to perform independent activities using technology. High school students will have more autonomy and the coordinators' role will be dependent upon the school principal and teachers' requirements. As a requirement, technology coordinators will be expected to incorporate New Jersey Student Learning Standards in Technology 8.1 according to ISTE Standards for students, and this is by grade level. The competencies are categorized by the following grade level: K-2, 3-5, 6-8 and 9-12 ("New Jersey Department of Education," 2014). The competencies or strands increase in complexity with each grade. The technology coordinators will need to plan technology application depending on the grade level.

The dynamics between the coordinators and school environments will differ as well because of school populations and staff size. Their roles vary depending on school needs. Some technology coordinators can serve as administrators, while others fulfill both technology teachers and coordinators. They may also be tasked with budgeting resources depending on school requirements and limited personnel where budget constraints prevent districts from being afforded technology directors. Certifications differ as well. Coordinators at an elementary school will need K-5 teaching certifications. For middle and high school, they must have a certification in a subject, which could be the Career and Technical Education Teaching Certificate but the

potential coordinator needs an instructional certificate at middle and high school grade levels (Bayonne School District, 2018).

Policies and Procedures

Observations

The Danielson's Framework will be used in order to evaluate the job duties of each Technology Coordinator in Bayonne's School District (the Elementary, Middle and High School positions). Since the technology coordinators are not teaching positions directly dealing with students, parts of the framework will be modified in order to reflect their relationship and dealing with the teachers of the school district. A committee will be formed, by the Bayonne School district, comprised of five members and professionals in the field of technology, who are employees of the district.

Two portions of Charlotte Danielson's "Evaluation Instrument" of the "Rubrics from the Framework for Teaching" will be utilized to evaluate the technology coordinators' job performance (Danielson, 2013). The committee will observe the coordinators' professional development sessions, offered to the district's teacher population and utilize the "Planning and Preparation" and "Professional Responsibilities" to guide them through the evaluation process. Within the "Planning and Preparation" rubric, the following criteria will be evaluated: Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Setting Instructional Outcomes, Demonstrating Knowledge of Resources, Designing Coherent Instruction and Designing Student Assessments (Danielson, 2013). From the Professional Responsibilities rubric, the following criteria will be used as part of the evaluation: Reflecting on Teaching, Maintaining Accurate Records, participating in the Professional Community, Growing and Developing Professionally, and Showing Professionalism.

Evaluations

In addition to the committees' evaluation of the technology coordinators' performance, anonymous evaluation forms will be completed by participants of each offered professional development session. This information will be delivered and submitted electronically to the appropriate principal of the school where a technology coordinator is employed. The evaluations are constructed and supported by Kirkpatrick's "Training Evaluation Model" (Frazier and Herrington, 2017, p.42). Teachers will complete the evaluation form which encompasses the following areas: the level of achievement of the sessions' expected learning outcomes, the level of applicable knowledge acquired from the sessions, the level of knowledge, skills and attitudes acquired based on their participation in the sessions, and the level of satisfaction towards the professional development sessions (Frazier and Herrington, 2017, p. 42).

In addition to the anonymous evaluations, professional development attendees will complete anonymous competency exams to assess their level of competence proceeding the training sessions. Student learning outcomes will also be analyzed in each class which utilized a new technology covered in an offered professional development session facilitated by a technology coordinator. The high school's principal is tasked with interviewing the technology coordinator in order to assess his/her performance related to planning, budgeting, network operations, administrative computing, quality and availability of support services and teaching and learning practices. In addition to the interview, the technology coordinator will be required to submit evidence of his/her accomplishments each academic year.

Forms

Performance Review Form

The following form is to be completed by the Technology Coordinators' supervisors in order to evaluate the designated Technology Coordinator's job performance. The ratings in the following form will be completed, by the supervisor, during the evaluation and performance review process. Additionally, this form will be completed by the Technology Coordinator in order to evaluate his/her support staff who directly report to him/her.

For each of the criteria in the form, the supervisor will complete a Likert Scale response. The scale includes five levels: 5 – Expert, 4 – Advanced, 3 – Intermediate, 2 – Basic and 1 – Awareness. A label of “Expert” is defined as the coordinator exhibits competency in highly difficult circumstances. “Advanced” implies the coordinator exhibits competency in considerably difficult circumstances. “Intermediate” implies the coordinator exhibits competency in difficult situations but requires occasional assistance. “Basic” implies the coordinator exhibits competency in somewhat difficult circumstances and requires frequent assistance. “Awareness” implies that the candidate only exhibits competency in simple circumstances and requires a high-level of assistance (Frazier and Herrington, 2017, p. 24). This form was developed, in part, from Frazier and Herrington's (2017), *Technology Coordinator Issues Model* (p. 21).

Teaching and Learning

Utilization of Theories and Frameworks	5	4	3	2	1
Evidence:					
Design of Instruction	5	4	3	2	1
Evidence:					
Assessing Current Practices	5	4	3	2	1
Evidence:					
Enforcing Digital Safety and Citizenship	5	4	3	2	1
Evidence:					

Support for Teachers

Providing Technical Support	5	4	3	2	1
Evidence:					
Infrastructure Security	5	4	3	2	1
Evidence:					
Management and Replacement of Tools	5	4	3	2	1

Evidence:					
Pedagogical Support	5	4	3	2	1
Evidence:					

Planning and Budget Management

Budget Management	5	4	3	2	1
Evidence:					
Upgrades of Systems and Software	5	4	3	2	1
Evidence:					
Staffing of Technology Support	5	4	3	2	1
Evidence:					
Grant-Writing and Grant Initiatives	5	4	3	2	1
Evidence:					

Administrative Computing

Student Registration and Access to Tools	5	4	3	2	1
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Evidence:					
Data-Driven Decision Making	5	4	3	2	1
Evidence:					
Imaging and Document Management	5	4	3	2	1
Evidence:					
Managing student data and communication	5	4	3	2	1
Evidence:					

Teacher Evaluation Forms

The following form will be used by teachers in the Bayonne School District in order to provide feedback on designated Technology Coordinator’s job performance regarding professional development offerings and support services. The ratings in the following form will be completed, by teachers, proceeding each academic term.

For each of the criteria in the form, teachers will complete a Likert Scale response. The scale includes five levels: 5 – Expert, 4 – Advanced, 3 – Intermediate, 2 – Basic and 1 – Awareness. A label of “Expert” is defined as the coordinator exhibits competency in highly difficult circumstances. “Advanced” implies the coordinator exhibits competency in considerably difficult circumstances. “Intermediate” implies the coordinator exhibits competency in difficult situations but requires occasional assistance. “Basic” implies the coordinator exhibits

competency in somewhat difficult circumstances and requires frequent assistance. “Awareness” implies that the candidate only exhibits competency in simple circumstances and requires a high-level of assistance (Frazier and Herrington, 2017, p. 24). This form was developed, in part, from Frazier and Herrington’s (2017), *Technology Coordinator Issues Model* (p. 21).

Teaching and Learning

Utilization of Theories and Frameworks	5	4	3	2	1
Design of Instruction	5	4	3	2	1
Assessing Current Practices	5	4	3	2	1
Enforcing Digital Safety and Citizenship	5	4	3	2	1

Please provide any additional information to supplement your answers above:

Support for Teachers

Providing Technical Support	5	4	3	2	1
Infrastructure Security	5	4	3	2	1
Management and Replacement of Tools	5	4	3	2	1

Pedagogical Support	5 4 3 2 1

Please provide any additional information to supplement your answers above:

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