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## **Hiring Three Technology Coordinators**

### **Tech Job Vacancies**

The Willingboro Township Public School District is seeking qualified individuals to fill the positions of Technology Director, Coordinator and Specialist at its elementary, middle and high schools. This is an urban Public School District with a mission to educate all students through high expectations and a commitment to excellence emphasizing the belief that all students will learn and become responsible, literate, critical thinkers and contributing members of society.

The three new positions have resulted from the growth in student population which has led to the opening of three new schools: The Caverly Elementary School, Pinder-Darling Middle School, and Blatnick-Gagne High School.

### **Job Goals**

The **technology director** will provide leadership, budgetary guidance and consultation; promote positive school communication and relations as well as coordinate technical assistance for teachers, students, staff and administrators at all school levels. The **technology coordinator** will plan comprehensive training programs, coordinate professional development workshops and seek out appropriate resources to solve technology problems. This individual will also enhance the quality of teaching through the incorporation of cutting-edge technologies into the curriculum while providing instructional and administrative support. The **technology media specialist** will assist the technology coordinator by learning new technologies, maintaining equipment, and distributing inventory for all schools. This individual should possess technical aptitude and have a desire to grow in technical and customer service skills and will be responsible for lab maintenance.

### **Technology Coordinator – Job Description**

#### **A. Relationship within School System**

The Technology Coordinator is assigned to a school building and is directly responsible to the district's Technology Director. The Technology Coordinator will serve as a resource for the Technology Media Specialist in their building who will assist with learning new technologies, maintaining equipment, and keeping inventory of all assets.

## **B. Major Functions**

The Technology Coordinator will work with building and district administrators to plan training programs for staff, coordinate professional development workshops, and seek appropriate resources to solve technology problems. The Technology Coordinator will also work closely with teachers to help enhance the quality of teaching through the incorporation of technologies into the curriculum.

## **C. Principle Duties and Responsibilities**

1. Assist in the purchasing and asset control of computers, computer-related hardware, and communication technology.
2. Provide technical support for computer networks, labs, classrooms, media centers and school offices.
3. Coordinates the repair, maintenance, and upgrading relative to the school's computer-related hardware.
4. Work with teachers and counselors to implement adaptive and assistive technologies for identified students.
5. Be familiar with district and school policies with respect to technology and make suggestions for revisions as needed.
6. Provide support for computer based state testing.
7. Serve on district and building committees relative to technology and instruction.
8. Keep abreast of current computer technology developments.
9. Develop and maintain a resource of "how-to" sheets for staff to reference on different programs and repairs.
10. Maintain a listing of digital resources for teachers and administrators.
11. Provide an orientation to all district programs to newly hired staff. Systems include but not limited to student management, staff attendance, special education, email, learning management, etc.
12. Develop professional development sessions based upon the needs of the building and district.
13. Conduct a needs assessment twice a year to help inform professional development offerings and opportunities to collaborate with teachers for classroom instruction.
14. Collaboratively work with teachers to integrate technology tools into their curriculum through meetings and co-teaching classes.
15. Other duties as assigned.

**The following duties and responsibilities correspond to specific grade levels:**

Elementary School	Middle School	High School
<ul style="list-style-type: none"> <li>● Assist teachers in the introduction of computers to the students. Lessons should include the parts of the computer, how to handle computers, starting a computer, shutting down a computer, and the use of the mouse and keyboards.</li> <li>● Collaborate with teachers regarding the implementation of curriculum specific software for Reading, Writing, and Mathematics.</li> <li>● Prepare and make available to classrooms digital cameras, video-recorders, headphones, and microphones to be used in the classroom.</li> <li>● Curricular lessons are to include which software/app is to be used to accomplish a given task and an introduction to digital citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>● Prepare and deliver lessons on Internet safety and digital citizenship.</li> <li>● Establish Google accounts for students and assist with instruction on how to utilize Google Apps for Education.</li> <li>● Assist teachers with utilizing Google Classroom.</li> <li>● Make available to classrooms digital communication tools so students can communicate with people locally.</li> <li>● Stimulate students with games and simulations to support a vibrant STEM curriculum.</li> <li>● Expose students to 3D printing and manufacturing for building innovation, creativity and entrepreneurial skills.</li> <li>● Personalized learning will be emphasized for digital learning skills – Technology Individualized Education Plan (IEP).</li> <li>● Use formative assessment and reflective inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>● Keep current on the latest social media sites and apps and share information with the faculty.</li> <li>● Maintain Google accounts for students and assist with Google Apps for Education.</li> <li>● Assist teachers with utilizing Google Classroom.</li> <li>● Make available to classrooms digital communication tools so students can communicate with people globally.</li> <li>● Work with teachers on developing and implementing courses through a blended learning platform.</li> <li>● Work with teachers on developing and implementing courses through a blended learning platform.</li> <li>● Teach sophisticated concepts and skills that promote project-based and differentiated learning.</li> <li>● Center the curriculum on authentic problems that parallel to those adults face in real-world settings (let students collaborate to construct meaning).</li> <li>● Students are assigned a Technology Individualized Education Plan (IEP).</li> </ul>

#### **D. Desirable Skill, Knowledge and Qualities**

1. Effective organizational skills.
2. Holds a valid state-issued teaching certification (any area), supervisor or principal certification preferred.
3. Holds a Master's Degree in Educational Technology, Instructional Design, Curriculum Development, or a related field.
4. Minimum five-years classroom experience.
5. Have the ability to work with both children and adult learners to instruct and assist with various technological programs and issues.
6. Have strong leadership skills with the ability to see a job to its completion.
7. Have the ability to maintain a budget and work closely with district personnel to communicate the needs of the school in terms of technology.
8. Ability to troubleshoot computer problems, including basic network issues, and knows when to escalate an issue to the next level to facilitate a quick repair.
9. Personal skills to work with outside vendors and consultants on different curricular programs.
10. Have the ability to setup and install various software programs on the necessary devices.
11. Ability to establish and follow a schedule to regularly inspect hardware for functionality and be able to make necessary recommendations for replacement or repair.
12. Effective problem solving, human relations and communication skills.
13. Experience in teaching and managing blended and online-learning programs.

#### **E. Length of Work Year and Compensation**

Twelve (12) month position

Starting salary: \$80,000 - \$90,000 (depended on experience)

#### **Similarities and Differences between the Different Levels**

The role of a Technology Coordinator in an elementary, middle and high school are very similar and very different. The three positions share the same general responsibility of being the liaison between the district's technology staff and the school's administration and faculty. Within the building the Technology Coordinator works on maintaining the computers and devices and ensuring everything is operational. They are also responsible for working with the administration and staff to make recommendations on what needs to be upgraded and purchased to meet the needs of the building. The other main focus of the Technology Coordinator is to be a resource for the faculty in the building. Working alongside teachers, the Technology

Coordinator can help them with the implementation of technology into their lessons, as well as, going into the classroom and co-teaching lessons that include the use of technology.

The role as a resource for faculty is also when you start to see the difference in the job for each of the school levels. As the students get bigger so do the concerns with technology. In an elementary school the Technology Coordinator will have to be familiar with teaching young students and the focus on lessons is more towards the introduction of computers and devices to the students. By the time the students reach middle school they should be familiar with technology and are ready to begin exploring all of the capabilities it offers. The main focus for this level is on Internet safety and using technology as a tool. The Technology Coordinator can begin introducing the students to Google Apps for Education and teaching students responsibility in how to save and submit work and maintaining their files and account. At the high school level the Technology Coordinator will continue working with students on Google Apps for Education, but again a primary focus will still be on Internet safety. New social media sites and apps are available on a regular basis and the Technology Coordinator needs to be aware of them, and well versed, so that information can be shared with the faculty. The Technology Coordinator should also be providing students with public service announcements with respect to these sites. The last big difference between the three positions would be the software and apps that are used on the respective level. The Technology Coordinator will need to be familiar with the programs available on their grade span so they can provide support to teachers, students, and families.

## **Policies and Procedures Manual**

This document outlines the duties & responsibilities, expectations, evaluation, observations and forms to be used by the Technology Director.

## **Duties and Responsibilities**

***Leadership and Strategic Planning:*** The Technology Director's job is a leadership position within the school's organizational structure and the Technology Coordinator and Specialist are its direct reports. Beyond facilitating the attainment of the school's technology goals, this strategic planner will shape the way the District will approach technology planning, organizing, leading and controlling.

The Technology Director is part of the school's administrative leadership (Principal, Deputy Superintendent, HR Director, Business Administrator, Board Secretary and Chief Academic Officer) and will voluntarily participate and exert both leadership advancement and strategic influence on the following committees:

### **School Senior Team Meetings**

This meeting will occur once a month and will address operational issues, scheduling, policy and curriculum matters. The Technology Director is charged with:

- Reporting on achieved goals and targets outlined in the technology plan and point out where improvements can be made;
- Ensuring that the school(s) has reliable, secure and adequate budgetary and infrastructural resources to support curricular activities and integration. Updates should be reported;
- Setting up mechanisms to assess and re-evaluate progress in both the curricular and the technical areas;
- Determining if the District is meeting students technology use needs;
- Devising methods of aggregating information literacy and technology skill attainment and reporting results to the school board and parental community (Johnson, 2012, p. 25).
- Developing common procedures in all school(s) for setting up and maintaining servers and networks, as well coordinating technology back-up procedures; and
- Providing updates on the latest research on instructional technology (see Appendix IV).

### **Educational Technology Team Meetings**

This meeting will occur bi-monthly and each school will have representation on this team. The team will comprise a teacher representative, librarian, safety and security officer, the technology coordinator/media specialist and the Vice Principal.

For this meeting the technology coordinator is charged with:

- Revising technology policies and procedures, as needed.
- Providing ongoing professional development training and support for using technology in the classroom.
- Working directly with teachers by modeling lessons and helping to identify management strategies and tools for using technology in the classroom.
- Participates in testing and implementation of new systems and hardware as needed.  
Responsible for equipment purchase and allocation.

The technology media specialist is charged with:

- Monitoring, troubleshooting, problem solving and maintaining equipment and software licensing.
- Supporting and maintaining the hardware purchased by the school system and provide (24 hours a day, 7 days a week) technical/help-desk support. Provide basic technical support for microcomputers and wireless devices, both instructionally and administratively.
- Planning and coordinating routine maintenance of labs and library hubs as outlined in the technology plan.
- Maintain assigned work order tickets by providing notes and closing resolved tickets in a timely manner.

### **Academic and Curricular Team Meetings**

This meeting occurs quarterly and the technology coordinator will partner with other committee members to approve and update courses, align them to NJ State and Common Core Standards, and determine the technology benchmarks that students will meet at the various grade levels. The technology coordinator is responsible for:

- Supporting online testing and distance learning at all school levels.
- Ensuring that technologies expand the ability of disabled and special needs students to access the same curriculum taught to non-disabled peers.
- Ensuring that school, district, state and national technology standards are adhered to.
- Plan for continuous assessment and for revision of the information and technology literacy curriculum.
- Providing assessment tools for information literacy units and written information literacy skills curriculum that includes grade-level benchmarks (K-12) in research and technology use.
- Integrated curricular use of subject-specific technologies, such as science probes, graphing calculators, accounting software, computer-assisted design programs, and other emerging technologies.
- Promoting new technologies that help to achieve curriculum goals and influence assessment policies.

### **Employment standards and technical skills**

1. Planning and prioritization of work tasks, and proven organizational skills.
2. Analytical problem solving and critical thinking abilities.
3. Leadership skills and management control.
4. Interpersonal sensitivity and customer service skills
5. Provide web-based resources, tutorials and digital literacy instruction.
6. Experience with Microsoft Office Suite (WORD, EXCEL, POWERPOINT, etc.)
7. Strong grant writing skills
8. Understand and follow protocol for the proper lines of communication
9. Clear understanding of school's mission, visions and values.
10. Ability to work independently and as part of a team.

### **Professional Development Training**

To improve teaching and learning practices, curriculum goals and materials, and assessment policies--teacher development must shift toward higher academic standards (Gordon, 2000). Without these changes, a new technology will merely be used to enact traditional practices. Technology is to be used as a catalyst for pedagogical change and professional development is the vehicle for getting there (Johnson, 2012). According to the Willingboro Technology plan, the technology coordinator will encourage teachers and staff to participate in approved professional development programs (p. 13). Therefore, the Technology Coordinator will:

- (1) Provide needs training for new teachers, staff, and administrators; and
- (2) Ongoing technology training for current school personnel as part of a robust professional development program. He/she will achieve this by offering:

- *Training for new teachers and school staff:*
  - Organize follow-up tech training sessions for new teachers, staff and administrators who missed opportunities to learn how to use or teach with new or current educational technologies;
  - Knowledge of and practice in using adaptive devices with children with special needs;
  - The technology coordinator will schedule monthly professional development training sessions that involves teaching faculty to use instructional media, Microsoft Office Suite and will assess instructional quality through scheduled observations;
  - Technology skill evaluations as a part of teacher evaluations (Johnson, 2012, p. 20);
  - By offering formal and just-in-time opportunities for developing technology skills;
  - Skills related to integrating the use of technology into classroom units for all teaching staff;
  - Technology skill assessment as a part of the hiring process;
  - Training in student information system use for reporting grades and attendance reporting;
  - Training in creating distance learning opportunities (Web-based, interactive television, or both) for teachers;
  - Basic Internet skills for all teaching staff;
  
- *Conducting ongoing training activities such as:*
  - Ongoing mentoring, troubleshooting, and professional productivity skills for teachers and staff members when they are developing technology skills;
  - Assessments to measure the status of teaching staff competencies in technology;
  - Creating a virtual learning commons area as a resource where teachers can go online to check out new web tools;
  - Organizing technology field trips for teachers to visit other schools or participate in classroom observations at their discretion, the tech coordinator can act as coach to record information about fun activities that students can do using technology (Flickinger, 2012).
  - Ensuring familiarity with policy and ethical practices concerning technology use by teaching staff;
  - Training in electronic grade book use;
  - Training in curriculum system and student data-mining program use;



- Making information available about best practices in regard to the use of technology in the classroom;
- Providing information about new and emerging technologies and their educational applications;
- Training in creating online information for parents, students, and the district (Johnson, 2012, p. 21).

### **Student Support**

The technology coordinator is a certified member of the teaching faculty and is expected to use technology to improve education quality for the schools increased student populace. The district has made a large investment based on the potential of new educational technologies, in the hope that this potential will be fulfilled through increased student learning, excellent test results and higher graduation rates in the years to come.

The technology coordinator is charged with:

- Having the elementary school learn a different technology application at each grade level.
- Updating education for the 21st century by increasing student's digital and computer literacy and citizenship skills using ISTE National Educational Technology Standards for Students (NETS-s) and for developing engaging projects (ISTE, 2012).
- Students (including those with special needs) will be instructed on how to use word processors, databases, spreadsheets, presentation programs, multimedia authoring tools, email, video production equipment, digital reference materials, electronic databases, and network search engines in a separate class taught by the tech coordinator in conjunction with the school's librarian (Johnson, 2012, p. 23).
- Furnishing classrooms with IT maps that have been developed for grades for 4, 8 and 12 (Serim, 2012).
- Developing grade appropriate lessons with (teachers) that support technology literacy and prepares students for Core Content State Standards (CCSS) and supports their success with the Partnership for Assessment Readiness for College and Careers (PARCC) and online assessment testing (Willingboro, 2013, p. 7).
- Adapting technology to support student's learning styles (Gordon, 2000).

### **Supervision of Technical Support**

The Technology Director will supervise both the Technology Coordinator and Technology Media Specialist and provide appropriate training to ensure that they put technology to effective use. He/she is also responsible for reviewing and updating the technology plan, as needed, and conducting performance evaluations for all technical staff.

### **Job Expectations**

The Technology Director is expected to find and accumulate adequate funding and administrative support to make the school's or district's technology initiatives feasible, as well as

budget successfully for the necessary resources for installation, maintenance, and training (Ritchie, 1996). Since these responsibilities will be shared the Director can delegate work responsibilities to the Technology Coordinator, who will be evaluated during his/her appropriate performance evaluation period. The Technology Director working along with the Technology Coordinator should establish and maintain:

- Adequate and reliable Internet and wireless access throughout the district, and for all buildings, classrooms, media centers, and labs
- An eight (8) hour work-day roster and a forty (40) hour work-week schedule
- Adequate leadership and management related to technology planning, budgeting and policymaking
- Written and thorough technology-use policies, IT security and disaster recovery plan
- Attend regular meetings (*Tech Director and Tech Coordinator*)
- Student information system that can be accessed by administration, and that includes attendance, grading, special education, discipline, health, and scheduling modules that shares data efficiently with other systems
- User verification through log-in requirements and activity logging
- District-wide virus protection software, Internet and spam (junk email) filtering (Frazier, 2012)
- Adequate and efficient repairs and replacement procedures, and availability of an online help-desk
- Adequate and reliable interactive video access in schools offering online and flipped lessons
- Adequate and reliable telephone access to all classrooms and offices

**The Tech Coordinator is expected to maintain:**

- System for curriculum management that allows data warehousing and data-driven decision-making
- Firewall and security for networks
- Remote computer desktop monitoring and maintenance, email, user and intranet management
- Back-up plan for all data
- Systems specific to management of finance, transportation, personnel and payroll, lunch programs, building systems, and security (Johnson, 2012, p. 15)
- Develop all technology-based professional development, training and establish technology competencies for teachers, school's administration and office staff Maintain the technology department page on the school's website and contribute to school newsletter/bulletin
- Adequate peripheral technologies (printers, scanners, projectors, cameras) for staff and student use
- Adequate workstations for staff and student use (Johnson, 2012, p. 14)

## **Observation and Evaluation**

Technology Coordinators in the Willingboro Township Public School District will be evaluated using the board approved evaluation process. This process is intended to provide a professional growth plan for each coordinator, along with enhancing leadership skills, quality teaching, and enhancing student learning technology in regards to technology education.

The rubric for evaluating Technology Coordinators is based on the International Society for Technology in Education (ISTE) Standards for Coaches, North Carolina's Instructional Technology Facilitator Evaluation System and the New Jersey Technology Standards. The rubric focuses on two standards areas: 1. Leadership, and 2. Promoting Rigorous and Relevant Technology Environments.

The purpose of the evaluation process is to:

- Measure job performance of the Technology Coordinator
- Encourage professional growth
- Enhance educational technology use within the school systems

### **Evaluation and Observation Process**

All Technology Coordinators and their evaluators will attend a training on the observation and evaluation process within the first 2 weeks of the school year. After this training, the Technology Coordinator needs to complete his/her professional growth plan.

A professional growth plan (PGP) will be created by each Technology Coordinator. Goals should relate to school and district technology goals, along with including professional goals that will better the employee. These goals can be written on the form provided (Appendix V), and will be submitted to the evaluator before the pre-observation meeting.

After the PGP is submitted, the evaluator will hold a pre-observation meeting with the Technology Coordinator. During this meeting the evaluator will go over the rubric, the professional growth plan goals, and discuss a time to complete a formal observation.

Formal observations will be completed four times (two times per semester) a year for probationary staff (3 or fewer years in the district), and two times (once per semester) for non-probationary staff (4 or more years in the district). Additional informal observations and/or walk-throughs can be completed at any time.

The evaluator will complete a post-observation meeting with the Technology Coordinator within five days of completing the components of the formal observation. Both parties will discuss the information provided on the rubric and discuss ways to continue meeting professional, school and district goals.

The final scoring rubric for the school year will be based off of all of the formal observations that have been completed. Informal observations comments can be part of the final scoring rubric, but cannot be heavily weighted.

After all formal observations have been completed, a summative evaluation meeting will take place. During this meeting, the final scoring rubric will be reviewed. All components of the rubric including supporting artifacts and comments will be completed. Both the evaluator and the Technology Coordinator will sign off on the completed evaluation for the year (Appendix VI).

### Rubric Scoring

Point values are assigned to each element of the evaluation system, and each element is weighted. Technology Coordinators will earn a professional point rating based on their accumulative element score. The final score based on the seven elements determines the overall educator effectiveness score. See the example shown below.

### Educator Effectiveness Scale

Professional Rating	Point Value Per Rating	Cumulative Score
Exemplary	5	110-89
Accomplished	4	88-67
Proficient	3	66-45
Partially Proficient	2	44-23
Developing	1	22

### Rubric Scoring Example

Weight	Exemplary	Accomplished	Proficient	Partially Proficient	Developing	Score
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### Leadership

Element A	4		4			16
Element B	3			3		9
Element C	3				2	6

<b>Element D</b>	<b>2</b>				<b>2</b>		<b>4</b>
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**Learning  
Enviro.**

<b>Element A</b>	<b>4</b>		<b>4</b>				<b>16</b>
<b>Element B</b>	<b>3</b>			<b>3</b>			<b>9</b>
<b>Element C</b>	<b>3</b>					<b>1</b>	<b>3</b>

**TOTAL 63**

The educator in this scenario receives an overall rating of Proficient.

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## APPENDICES

### TECHNOLOGY FORMS

There must be a process crafted to document the increase of educational resources or to report accidents, misuse incidents, or safety issues for immediate action and to help track potential causes. Additionally, the school should be protected from any legal or ethical consequences. The school(s) must identify what needs to be reported, to whom it is to be reported, and how to report it, and the Technology Director documents this process into a written procedure or policy.

### APPENDIX I

#### Willingboro School District SOFTWARE SELECTION FORM

Name \_\_\_\_\_

School \_\_\_\_\_

Grade or Department \_\_\_\_\_

Software Title \_\_\_\_\_

Publisher \_\_\_\_\_

Content Area \_\_\_\_\_

Topic \_\_\_\_\_

Targeted Grade Level \_\_\_\_\_

#### TYPE OF LICENSE TO BE PURCHASED (CHECK ONE)

<input type="checkbox"/>	Single Computer
<input type="checkbox"/>	Site License
<input type="checkbox"/>	Lab Pack
<input type="checkbox"/>	Network License



## TECHNICAL REQUIREMENTS

	Computer / Processor Required		Hard-Drive Space Required
	RAM Required		Additional Hardware Required
	Compatibility With Existing Software		Other Requirements

## SOFTWARE CATEGORY

	Presentation		Multimedia		Tutorial		Authoring
	Simulation		Data Processing		Reference		Word Processing
	Tutorial		Educational Game		Graphics		Drill and Practice
	Handheld Application		Adobe products		Turnitin		Other (please specify)

## SOFTWARE FEATURES (Teaching and Learning)

Claim	Strongly Agree	Agree	Disagree	N/A
The directions are clear and easy to follow.				
It's easy to start and exit the program.				
Users can easily resume where they left off in the program.				

The program functions well and is free of bugs.				
The program is enjoyable to use.				
The graphic elements are meaningful and appropriate.				
Sound can be turned on and off.				
The software contains useful management features.				
Basic tasks are easily learned and intuitive.				
Advanced features are easy to access and apply.				
Menu-driven tutorials are built into the program.				

## QUESTIONNAIRE

What specific curricular and technology standards will be addressed by this software?

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What are your instructional goals for using this software?

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Have you found reviews of this software? If so, summarize comments from the reviews:

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Have you tested the software in the classroom? If so, summarize what you did with the software, and rate its usefulness to the learning process:

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If you haven't used the software before, do you know colleagues who have? If so, indicate how they used the software and their general evaluation:

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Other comments or information:

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**PURCHASING INFORMATION**

Cost \_\_\_\_\_

Product ID Number \_\_\_\_\_

Recommended Vendor \_\_\_\_\_

Vendor Address \_\_\_\_\_

Vendor Phone Number \_\_\_\_\_

*Software Selection - Committee Comments*

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*Software Selection/Purchase - Committee Recommendation*    **(Please Circle)**    Yes  
No

***Technology Coordinator Notes***

Date of purchase \_\_\_\_\_

Software license number \_\_\_\_\_

Installation information, notes, and location(s)

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***APPENDIX II***  
***Willingboro Public School District***  
***INTERNET ACCEPTABLE USE AGREEMENT***

***Please read this document carefully before signing.***

We are very pleased to bring this access to Willingboro Public School District and believe the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication. The Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers.

Students and teachers have access to:

1. Electronic mail (e-mail) communication with other students, teachers and other people all over the world.
2. Access to the local school resources and other library catalogs, the Internet Public Library (<http://www.ipl.org/>), Library of Congress (<https://catalog.loc.gov/>) and ERIC, a large collection of relevant for educators and students.
3. Public domain software and graphics of all types for school use.
4. The Teacher Professional Development Institute (TAPPED IN) is a “virtual conference center” that provides educators with the opportunities to access and discuss exemplary reform-based models and materials; co-construct, review and publish resources; and actively seek out innovative solutions and exemplary practices in education ([www.tappedin.org](http://www.tappedin.org)).

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Willingboro Public School District has taken precautions to restrict access to controversial materials. However, on a global network it is impossible to control all materials, and an industrious user may discover controversial information. We (Willingboro Public School District) firmly believe that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the district.

Internet access is coordinated through a complex association of government agencies and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users, who must adhere to strict guidelines. These guidelines are provided herein so that you are aware of the responsibilities you are about to acquire. In general, this requires efficient, ethical, and legal utilization of the network resources. If Willingboro Public School District user violates any of these provisions, his or her account will be terminated and future access could possibly be denied.

The signature or signatures at the end of this document are legally binding and indicate that the party or parties who signed have read the terms and conditions carefully and understand their significance.

### **INTERNET—TERMS AND CONDITIONS OF USE**

Acceptable Use. The purpose of the backbone networks making up the Internet is to support research and education in and among academic institutions by providing access to unique

resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of the Willingboro Public School District. Use of another organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any national or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret.

**Privileges.** The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of this privilege. (Each student or teacher who receives an account will be part of a discussion with a Willingboro Technology staff member pertaining to the proper use of the network.) The technology/system administrators will deem what is inappropriate use and their decision is final. Also, the technology/system administrators may close an account at any time as required. The administration, faculty, and staff of Willingboro Public School District may request the technology/system administrator to deny, revoke, or suspend specific user accounts.

**Network Etiquette.** You are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
- Illegal activities are strictly forbidden.
- Do not reveal your personal address or phone number, or those of students or colleagues.
- Note that electronic mail (e-mail) is not guaranteed to be private. The school administration and technology personnel who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- All communications and information accessible via the network should be assumed to be private property.

**Warranties.** Willingboro Public School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. Willingboro Public School District will not be responsible for any damages you suffer to your personal devices. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by your own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. Willingboro Public School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

**Security.** Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify a system administrator or the Willingboro School District Technology Coordinator. Do not demonstrate the problem to other users. Do not use another individual's account without

written permission from that individual. Attempts to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or as having a history of problems with other computer systems may be denied access to the Internet.

**Vandalism.** Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any of the above-listed agencies or other networks that are connected to any of the Internet backbones. This includes, but is not limited to, the uploading or creation of computer viruses.

#### WILLINGBORO PUBLIC SCHOOL DISTRICT INTERNET USE AGREEMENT

I understand and will abide by the above Internet Acceptable Use Agreement. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and school disciplinary action, or appropriate legal action, may be taken.

User's Full Name: \_\_\_\_\_

User's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### PARENT OR GUARDIAN

As the parent or guardian of this student, I have read the Internet Acceptable Use Agreement. I understand that this access is designed for educational purposes. Willingboro Public School District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for Willingboro Public School District to restrict access to all controversial materials, and I will not hold the district responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent's or Guardian's Name: \_\_\_\_\_

Parent's or Guardian's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**APPENDIX III**  
**Willingboro Public School District**  
**ACCIDENT INVESTIGATION FORM**

Name of Injured Employee

---

Date of Accident

---

Job Title

---

Time of Accident

---

Program

---

Location of Accident

---

Name of Witness(s)

---

Description of Accident

---

---

Task Being Performed

---

Equipment, Tools, Personal Protective Equipment, Procedures Being Used:

---

Description of Injury/Illness (include accident type, injury type and body part injured):

---

Describe All Contributing Factors

---

Description of Work Area

---



Injured Employee's Account of Accident

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---

Witness's Account of Accident: (Name, title, address, phone number):

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---

What Were the Basic Causes of the Accident (usually multiple causes)?

---

Corrective measures to be implemented to prevent similar reoccurrence:

---

Was Employee Treated for Injury? If so what type of treatment?

---

Investigator's Name

---

Date of Investigation

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One copy to:

- Employee, Instructor, or Student File
- Safety Team Records
- Technology Director (Gordon, 2000).

**APPENDIX IV**  
**WILLINGBORO PUBLIC SCHOOL DISTRICT**  
**PROFESSIONAL DEVELOPMENT READING LIST**

*For Technology Personnel* (a resource(s) for each month): These are quick guides for updating your knowledge of the latest ed-tech ideas for the classroom and beyond.

- 1) Digital learning strategies: How do I assign and assess 21st century work? by Michael Fisher (book) & Equipping every learner for the 21st century by CISCO (electronic resource)
- 2) Engineering essentials for STEM instruction: How do I infuse real-world problem solving into science, technology, and math? by Pamela Truesdell
- 3) Ensuring effective instruction: How do I improve teaching using multiple measures? by Vicki Phillips and Lynn Olson
- 4) Teaching with tablets: How do I integrate tablets with effective instruction? by Nancy Frey, Doug Fisher, and Alex Gonzalez
- 5) Leading curriculum development by Jon Wiles
- 6) Research: IT budget drivers, trends and concerns in 2015/2016 (Tech Pro article) & Workload automation: The future of workload automation in the application economy (Tech Pro - Software article)
- 7) Apps for educators: Recommendations for elementary and secondary classrooms by Ashley Anderson and Janet Anderson
- 8) What connected educators do differently by Todd Whitaker and Jeffrey Zoul
- 9) Retool your school: The educator's essential guide to Google's free power apps by James Lerman and Ronique Hicks
- 10) Mobile learning: A handbook for developers, educators, and learners by Scott McQuiggan and Jamie McQuiggan
- 11) The ten-minute inservice: 40 quick training sessions that build teacher effectiveness by Todd Whitaker and Annette Breaux
- 12) Supervision and instructional leadership: A developmental approach (9th ed.) by Carl D. Glickman, Stephen P. Gordon and Jovita M. Ross-Gordon

**APPENDIX V**  
**Willingboro Public School District**  
**PROFESSIONAL GROWTH PLAN GOAL WORKSHEET**

Create your professional goals by using the SMART Goal format.

Educator:

Evaluator:

Date:

**Goals**

Write each goal in the SMART Goal format. Goals can be short, intermediate or long term.

**Specific:** The goal should identify a specific action or event.

**Measurable:** When completed, you should be able to measure the success of the goal.

**Achievable:** The goal should be attainable within your means.

**Realistic:** The goal should challenge you to grow and allow you to be successful.

**Timely:** The goal should be time-bound.

*Example: As the Tech Coordinator at ABC School, I will host two professional development workshops on creating lessons for the Flipped Classroom model. There will be one session per semester during the 20\_\_ - 20\_\_ school year.*

Goal 1:

Goal 2:

Goal 3:

**APPENDIX VI**  
**Willingboro Public School District**  
**TECHNOLOGY COORDINATOR EVALUATION RUBRIC**

**Quality Standard: The Technology Coordinator demonstrates leadership.**

Element A: Work with educators at the District and/or School level to develop and implement a shared vision for the use of technology to support 21st Century learning experiences for all students.

Developing	Partially Proficient	Proficient	Accomplished	Exemplary
<p>THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Understands the District's/School's goals in technology integration.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Promotes 21st Century technology learning by helping incorporate: Teaching various technology uses, supporting the implementation of technology in all classrooms, and working with the district/school to ensure students are enhancing their educational technology skills as they move through their k-12 schooling.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Takes on a leadership role in the implementation of 21st Century technology skills.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Continually ensures that all educators and staff members are up-to-date in regards to technology uses and knowledge in a classroom environment.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Networks with district, state, and/or national leaders in technology education.</p>

Element B: The Technology Coordinator advocates for effective technology use at the District and School level.

Developing	Partially Proficient	Proficient	Accomplished	Exemplary
<p>THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Facilitates access the learning technologies.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Works to ensure teachers are following the State Core Standards for technology education/integration.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Ensures teachers are effectively using technology to enhance content and pedagogy. <input type="checkbox"/> Provides teachers with appropriate technology resources.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Continually ensures students, teachers and staff members have equitable access to technology. <input type="checkbox"/> Provides professional development opportunities on a</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Seeks out ways to improve technology use in classrooms by students and teachers. <input type="checkbox"/> Advocates at the State and/or National level for resources to provide appropriate</p>

			regular basis for all educators.	technology integration in k-12 classrooms.
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**Element C: The Technology Coordinator maintains ethical behavior.**

<b>Developing</b>	<b>Partially Proficient</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Exemplary</b>
<p>THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Maintains ethical behavior as outlined by the District.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Models use practices in copyright, resource obtainment, intellectual property and digital citizenship.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Models and informs others of use practices in copyright, resource obtainment, intellectual property and digital citizenship.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Works at the District/School level to update local rules/regulations in regards to copyright, resource obtainment, intellectual property and digital citizenship.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Works at the State and/or National level to integrate appropriate use practices in copyright, resource obtainment, intellectual property and digital citizenship into technology standards.</p>

**Element D: The Technology Coordinator continually works to implement technology learning communities.**

<b>Developing</b>	<b>Partially Proficient</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Exemplary</b>
<p>THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Works with educators to establish learning communities within their school.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Works with educators to establish district-wide learning communities to enhance technology lessons and pedagogy.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Contributes to the planning and implementation of technology learning communities in the school and/or district.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Uses student and teacher data to improve the implementation of technology into classrooms. <input type="checkbox"/> Evaluates technology use in classroom/school and incorporates best practices into learning communities.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Incorporates business and industry into technology learning opportunities for the school/district.</p>

**Quality Standard: The Technology Coordinator helps to provide rigorous and relevant technology infused**

**learning environments.**

Element A: The Technology Coordinator coaches and models for teachers how to integrate technology into a differentiated learning environment.

<b>Developing</b>	<b>Partially Proficient</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Exemplary</b>
<p>THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Understands the importance of technology for all students.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Coordinates with teachers to implement varied learning experiences for students within lesson plans.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Advocates for and demonstrates the use of technology for all students including, but not limited to students serviced by IEPs or 504s or Gifted/Talented.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Provides professional development opportunities for teachers to learn best practices for technology integration.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Networks with district/state/national entities to enhance learning opportunities that follow Universal Design for Learning principles.</p>

Element B: The Technology Coordinator enhances his/her technology integration knowledge through professional development.

<b>Developing</b>	<b>Partially Proficient</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Exemplary</b>
<p>THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Understands the importance of staying up-to-date with current educational technology trends.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Attends educational technology related in-services, conferences, workshops, etc.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Incorporates and demonstrates knowledge learned by attending in-services, conferences, or workshops at the school and/or district level.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Enhances student and teacher learning opportunities by incorporating and demonstrating knowledge learned by attending in-services, conferences, or workshops at the school and/or district level.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Takes on leadership roles within the district or outside entities related to educational technology.</p>

Element C: The Technology Coordinator maintains the technology infrastructure within their assigned building.

Developing	Partially Proficient	Proficient	Accomplished	Exemplary
<p>THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Maintains a solid knowledge base of current technology needs within the school building.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Provides technical support for computer networks, labs, classrooms, media centers and school offices.</p> <p><input type="checkbox"/> Develop and maintain a resource of “how-to” sheets for staff to reference on different programs and repairs.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Coordinates the repair, maintenance and technology upgrades relative to the school’s computer-related hardware.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Makes purchasing recommendations for technology related items, including but not limited to: hardware, software, and networking.</p>	<p>and THE TECHNOLOGY COORDINATOR:</p> <p><input type="checkbox"/> Uses data obtained through surveys, use statistics, etc. to make effective decisions about technology infrastructure.</p>

**Supporting Artifacts:** (list items provided and attached digital copies)

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**Comments:**

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