**Assignment 2 – Hiring Three Technology Coordinator**

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**Hiring Three Technology Coordinators**

**Job Descriptions for the Educational Technology Coordinator—Elementary School**

 Education technology coordinators are responsible for palling, coordinating, and guiding activities and programs. The programs are always associated with instructions, assessment, curriculum development, staff development, and instruction software that enhance efficient and effective instructional technologies (Strudler, Falba & Hearrington, 2001). The education technology coordinator changes how instructors and learners gather, access, explore, present, and convey information in elementary school. These individuals can also harmonize instructions and information in classrooms, making it possible for learners with special needs to differentiate instructions. Educational coordinators build capacity for teachers to use and integrate computer technology in earning efficiently. Provide training to staff members to enhance their understanding of technological strategies and programs in learning (Strudler, Falba & Hearrington, 2001). Review and maintain the appropriate and recommended course contents and guide selection and use of instructional materials as required by district and state district standards. Democratize instructional content through interpreting data and offer assistance in using instructional technology in the classroom to enhance learning and engagement. More importantly, these individuals facilitate the implementation of novel education technology hardware and software and other services by creating project plans, managing databases, maintaining communication software requirements, and training staff and teachers on using and applying technologies in teaching and learning. Education technology coordinators should behave experience in Web page Design, FrontPage, IIS, and HTML designing to effectively integrate instructions and public websites for educational materials.

 **Job description for the Educational Technology Coordinator—Middle School**

 In middle school, the education technology coordinator is the director of technology who offers leadership and technical assistance in various aspects such as democratizing and maintaining the instructional computer systems and software across the district staff. Besides, they coordinate and facilitate technological development and planning in school and offer in-service and training staff on technical education instructions as required. Similarly, these individuals configure, maintain, and manage the existing version of OS file servers and directory services, carry out instructional technology programming to support the development of novel educational technology initiatives. In addition, these individuals administer network users, train users in a wide range of applications, develop visual and graphic designs, install, manage, and support numerous software application packages. These individuals also maintain network systems and workstations configuration, writing infrastructure, and TCP/IP protocols. Training instructors and students to efficiently use Microsoft tools like Excel, Word, Access, and PowerPoint for better and productive educational outcomes.

**Educational Technology Coordinator—High School**

 The education technology coordinator maintains and manages server performance, disaster recovery, and resiliency at the high school level. They record current infrastructure performance and assist in developing and executing security policies and procedures. Technology coordinators ensure the implementation of software systems, applications, and integration of system developments (Murphy, Allred & Brescia, 2018). They also act as support technicians for school satellites in developing network clusters and assist network managers, engineers, and supervisors in maintaining instructional networks and library automation system systems. Assist in maintaining and supervising the access to administrative networks, students record systems, financial systems, and other educational technology systems when they come online (Krause, O’Neil & Jones, 2020). These individuals assist in designing, creating, building, managing, and maintaining web pages and their access for all users in the education system. They also monitor and identify possible software errors, malfunction, or incompatible systems that may derail operations of schools and learning activities (Murphy, Allred & Brescia, 2018). High school education technology coordinators are responsible for developing, updating, and managing the public educational contents websites and ensuring that the contents meet the required standards in grammar, coding, style, and uniformity, thus maintaining the public's security, authenticity, and appropriateness web contents.

Similarly, they coordinate the preparation, listing, and monitoring of new educational site content projects, revisions, additions, perform backups, troubleshooting, restoring, and configuration problems that would lead to better client network connectivity (Murphy, Allred & Brescia, 2018). More importantly, they train the staff on various computer hardware and application software and assess, recommend, and acquire new educational technologies in high school education programs. Education technology coordinators at the high school level assist teachers with internet access and facilitate other communication tools through network devices and parent communication systems.

**similarities in education technology coordinator jobs in various educational levels**

 At all levels, educational technology coordinators work closely with the principals, teachers, departmental heads, and other stakeholders to assist in implementing technological plans (Huang, Spector & Yang, 2019). They develop technological resource centers used by schools' technological leaders, teachers, and students. They design, implement, maintain, evaluate, and manage school-level technological-oriented in-service plans. Assist schools in assessing and acquiring, and maintaining educator technology hardware and software. Maintains a solid inventory of the existing computer hardware and software that belongs to individual schools in the district (Huang, Spector & Yang, 2019). Assist in researching and evaluating the correct procedures for assessing software, hardware, and courseware which will assist in sharing the instructions throughout the district. These individuals also advise on the proper ways of disseminating technology-related information across the districts through electronic mails, presentations, news bulletins, and building district-level staff meetings (Huang, Spector & Yang, 2019). Work closely with schools to speak to parents and other professional groups and publicize district technology plans and progress (Krause, O’Neil & Jones, 2020). Encourages schools to create technology open houses for parents and students and teachers to demonstrate various ways of applying technologies in the classroom. Education technology coordinators continuously remain competent technical advisors to schools, keep appraising the changes in available technologies, and give directions for future technological advancement in education (Huang, Spector & Yang, 2019). More importantly, these individuals work tirelessly to improve the overall education quality received by learners within the district. They act as educational change agents that develop curriculum standards and encourage appropriate application and use of appropriate technologies. They also work with education coordinators to create lesson plans that involve using technologies and software to develop content and concepts particular materials.

**Differences in education technology coordinators jobs in various educational levels**

Significant differences exist in how different education technology coordinators display their leadership skills in developing, managing, and implementing the school or district plan for technology instructions using computers, software, and periodic evaluation and update of instructions (Bos et al., 2019). The coordinators from different levels understand the budgeting and spending process to secure adequate technological resources for instructional computing. Educational coordinators have different ways of building capacities of individual staff members to effectively and efficiently use and integration planning and implementation. Various coordination’s require different qualifications (Stronge & Tucker, 2020). Some districts accept that educational technology coordinators need a bachelor’s degree. Still, some districts prefer master’s degrees in the teaching profession, technology, and any other education or technology-related field (O'Neil & Krause, 2019). An education technology coordinator must have a complete understanding of designing and implementing lesson plans and instructions. Some districts also prefer education technology coordinators with advanced interpersonal skills, independence and training adults using new technologies and experiments using instructional software (Bos et al., 2019). The significant differences exist in qualification requirements, the level at which the individuals operate, and the environments within which one operates.

**Policies and Procedures Manual for Educational Technology Coordinator**

**Charlotte Danielson’s framework for teaching**

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| **DOMAIN 1: Planning and preparation**  | DOMAIN 2: The classroom environment |
| * Demonstration of knowledge in managing, configuring, and using a variety of software in teaching.
* Demonstrate higher aptitude in current contents and prerequisite knowledge (O'Neil & Krause, 2019).
* Demonstrate knowledge and skills in using technological tools in teaching learners.
* Exhibit outstanding knowledge of children's development, learning process, learners' skills, abilities and proficiencies, children's interests, cultures, and learners with special needs.
* Capable of setting learners instructional outcomes through demonstrating value, clarity, alignment, sequence, balance, and knowledge of diverse learners.
* Integrating various activities to design readable instructions that are in line with education technology requirements. The teacher needs to organize learning activities, use instructional groups, integrate instructional material and resources, and design lesson and unit structure.
* Exhibit outstanding knowledge in the use of technological resources in the classroom and extend learners' content knowledge (Krause, O’Neil & Jones, 2020).
* Capable of designing students' assessments through excellent criteria and standards, formative assessments, and planning congruent with expected learner’s outcomes.
* Demonstrate knowledge leadership and skills in any instructional components of the CPS strategic plans.
* Demonstrate the ability to assist the district and schools in initiating and implementing virtual learning using technology to meet the instructional goals and objectives.
 | * Capable of creating a conducive environment that attracts respect and rapport through excellent teacher-student interactions and student-student association.
* Capable of managing learners' behaviors through understanding their expectations, monitoring their behaviors, and responding to their misbehaviors.
* Adequately organizing the physical learners place fully furnished with technological tools, resources, and furniture that facilitate the learning process and enhance accessibility and safety.
* Managing classroom procedures using software that facilitate proper understanding of instructions through instructional groups, transitions, and supervision.
* Developing a culture for learning using educational technology and software to democratize instructions, particularly for learners with special needs.
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| **DOMAIN 4: Professional responsibilities**  | **DOMAIN 3: Instructions**  |
| * maintenance of accurate records such as learner’s progress in learning, completion of assignments, and non-instructional records (O'Neil & Krause, 2019).
* communicating with families concerning their students’ progress, instructional programs, and engaging with parents in instructional programs.
* Participation in professional relationships with colleagues, participating in school projects, and being involved in professional culture inquiry and service to the school.
* Aspire to grow and develop professionally by enrolling in continuous programs that improve content knowledge and pedagogical skills (Krause, O’Neil & Jones, 2020).
* Reflect on their teaching criteria and use of technology in the future.
* Display a high level of professionalism by conducting themselves ethically, offering outstanding services to the learners, making sound decisions, and complying adequately with school and district regulations.
* Better understanding and integration of technologies seeking novel and enhanced techniques can positively influence the learning environment.
* Directing, coordinating, implementing, and evaluating school online instructional programs in line with state and federal laws.
* Serve as a school and district connection to various schools and the state department of education, including other agencies concerning technology integration in education.
 | * Proper communicating techniques with students. Teachers must demonstrate good use of oral and written languages, have learner expectations at heart, offer directions and procedures, and correctly explain content.
* Good use of discussions and questioning techniques, discussion techniques, quality questions, and full learner’s participation.
* Adequately engaging students in learning activities through forming smaller groups, assigning activity assignments, and providing learning materials and resources.
* Adequately using assessment instructions to evaluate criteria, monitor students’ progress, obtain feedback from learners, and use learners’ self-assessment and monitoring.
* Exhibiting a high level of flexibility and responsiveness through lesson adjustment, persistence, and responding well to learners' needs (O'Neil & Krause, 2019).
* Recommend objectives and goals in virtual learning and technology integration areas to help develop policies and procedures.
* Respond adequately to learners' concerns, requests, and questions.
* Support the development and execution of relevant, viable, and rigorous curriculum in schools and districts.
* Use several data sources such as student performance data to impact change in online programs, integrate technology in the classroom, and influence stakeholders concerning the needed changes in education technology.
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**References**

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