Assignment #2:

Hiring Three Technology Coordinators

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Introduction

The generation of technology in K-12 schools across the United States has led to an influx of digital devices in classrooms. National data shows that the number of internet-connected gadgets per student in school districts continues to rise steadily (Lesisko,2005). This surge of educational technology has heightened the need for Educational Technology Coordinators (ETCs), who assist teachers in leveraging these tools to enhance learning outcomes (Whitehead, 2013). ETCs are change agents in today's high-tech education landscape, empowering educators to capitalize on the potential of educational technology (Devolder, Vanderlinde, van Braak, & Tondeur, 2010). In addition to providing technical and pedagogical support, ETCs fulfill various other responsibilities. As we move forward, greater clarity surrounding ETCs' expected roles and duties is imperative (Whitehead, 2013).

Theoretical Background

In the 1980s, Educational Technology Coordinators (ETCs) in school districts primarily provided technical support for computer installation and deployment. As early as the 1990s, the International Society for Technology in Education (ISTE) published reports delineating the roles and responsibilities of ETCs as schools adopted more technology (Lesisko, 2005). Over time, the ETC role expanded to encompass chief technologist and leadership duties.. Frazier (2012) notes that proficient ETCs must be adept at "wearing many hats" (p. 4). Despite ETCs becoming an integral position, the United States has not established uniform requirements or roles, unlike other countries. This lack of clarity within ETC job descriptions impedes hiring effective technology leaders, even as the role is increasingly vital (Whitehead, 2013). Standardizing expectations would enable school districts to recruit candidates capable of succeeding as ETCs.

Societal and economic pressures have shaped the evolving roles of Educational Technology Coordinators (ETCs) (Devolder et al., 2010). As Frazier, (2012) explained, simply providing devices and Internet access falls short of "effectively integrating ICT [information and communications technology] into learning systems" (p. 8). Depending on a school's resources, ETCs may perform various duties including training teachers on new technologies or mandated skills, troubleshooting technical problems, granting access to technological resources, and partnering with administrators to develop curricula (Sugar & Holloman, 2009). However, ETCs draw on a complex combination of technological, pedagogical and content knowledge, as well as organizational management and leadership skills, to fulfill their multifaceted role (Frazier, 2012). The responsibilities continue to evolve as technology and education transform.

Technological Knowledge

Though Educational Technology Coordinators (ETCs) fulfill many responsibilities, research indicates their technical role often consumes the majority of their job (Devolder et al., 2010). Supplying classroom resources for teachers, creating educational resources, and managing digital tools is of high importance in a tech coordinator's job. This highlights the need for ETCs to possess technical expertise, including supporting technology equipment, evaluating and obtaining hardware, reviewing and evaluating new products, and advising administration (Whitehead, 2013). Time-consuming technical tasks like troubleshooting and answering tech questions can impede ETCs' ability to interact with teachers and administrators if allowed to monopolize their time. McGarr and McDonagh (2013) suggest deprioritizing these technical responsibilities for ETCs, instead delegating them to dedicated technical support staff (Whitehead, 2013). This would maximize ETCs' availability for instructional leadership and pedagogical support.

To promote teacher-centric technology integration, Educational Technology Coordinators (ETCs) can employ a systems-based methodology. This entails delivering on-demand technical assistance, demonstrations, and training focused on classroom relevance. Furnishing ample examples of practical classroom application facilitates more advanced, student-centered technological usage. Studies suggest a systems-based approach boosts motivation, deepens learning, and cultivates adaptable tech skills applicable to novel contexts (Wagner, 2004). By aligning support with teachers' needs, ETCs can nurture technology-enabled pedagogies that engage students and expand their competencies. This teacher-driven, context-specific training paradigm empowers educators to innovatively leverage technology for impactful learning.

Pedagogical and Content Knowledge

While proficient technical skills are crucial for Educational Technology Coordinators (ETCs), communication abilities are equally vital for regularly interfacing with administrators and instructors. Implementing more technology across curricula, collaborating with teachers, suggesting useful tech tools, and informing parents about digital resources all fall under the ETC's purview (Wagner, 2004). ETCs can model technology usage, provide guidance, and advise both teachers and administrators on proven pedagogical approaches to enhance technological education (Whitehead, 2013).

Reviews of literature confirm that instructional support and training represent fundamental ETC duties. Woo (2020) state ETCs should institute curriculum proposals incorporating educational technology methods to further student learning. Regarding instructional support and training, ETCs mostly work with classroom teachers by coaching technology integration, supplying resources, and developing school and teacher websites.

Lesisko (2005) declared that guiding and assisting teachers in classroom technology implementation and integration should be the ETC's top priority.

Previous pedagogical support from Educational Technology Coordinators (ETCs) has been criticized as deficient in substance and practicality (Woo, 2020). ETCs would offer optional professional development workshops for teachers, but lacked authority beyond encouraging technology use. However, ETCs can enrich their pedagogical capacities by creating or joining professional learning communities, pursuing self-directed professional growth, and founding school and district technology committees. ETCs can integrate professional development through modeling best practices from other teachers, whether in formal or informal sessions (Sugar & Holloman, 2009). By exemplifying meaningful technology integration, facilitating collaborative teacher communities, and guiding continuous improvement, ETCs can provide impactful pedagogical support rooted in feasible applications.

Organizational Knowledge

In addition to being responsible for technical, instructional, and pedagogical knowledge, ETCs assist in leading digital integration. Working closely with administrative staff, ETCs help write a school's vision and technology plan. Wagner (2004) noted that successful technology integration efforts resulted when the ETC was a strong leader supported by the principal, but that when support disappeared, the ETC's efficacy declined. This finding underscores the importance of the relationship between administration and the ETC, but also the relationship between the ETC and the teaching staff. ETCs are also responsible for setting a timeline, creating action plans, implementing specific technology policies, and appointing stakeholders (Sugar & Holloman, 2009). They also handle resistance that may arise amongst teachers and

administrators. By efficiently mastering organizational management, ETCs not only advance greatly in pedagogical abilities, but also leadership and guidance skills (Wagner, 2004).

<div align="center">Leadership Knowledge</div>

Educational Technology Coordinators (ETCs) are expected to demonstrate educational leadership. Key leadership qualities include establishing and executing the school's vision. As ETCs convey technological plans aligned to the school's vision, collaborative skills are vital. ETCs should spearhead technology implementation across districts, comprehending how hardware, software, cloud services, networking, policies, and procedures interrelate to actualize technology roadmaps (Sugar & Holloman, 2009).

Along with overseeing close staff like technical support, ETCs need specific technology leadership competencies to guide their schools (Whitehead, 2013). These include accepting responsibility, driving change, and modeling desired behaviors (Sugar & Holloman, 2009). By unifying stakeholders around a strategic technology vision, managing integral systems, and exemplifying strong leadership, ETCs can propel their schools forward as technology pioneers.

Alongside top-down leadership, Educational Technology Coordinators (ETCs) should leverage "opinion leader" teachers to drive change (Woo, 2020). These influential educators are recognized by peers as classroom technology integration experts and can powerfully sway teachers and students when mobilized by ETCs (Masullo, 2016).

Whitehead (2013) recommends ETCs adopt a team-based leadership approach. With proliferating devices, ETCs provide critical technical knowledge. However, clear instructional goals and visions for technology programs increase the need for ETCs to offer classroom-level support. Dexter (2011) found non-administrative teacher leaders with robust technology skills were integral to integration success (p. 181). Wagner (2005) advocates systems thinking,

simultaneously considering micro and macro perspectives. As new technologies enter districts, ETCs should ensure balanced technological ecosystems. Effective ETCs recognize the interconnected systems and build relationships across schools to enhance performance (Sugar & Holloman, 2009). In summary, ETCs should combine top-down leadership with grassroots teacher teams and influencers. This empowers ETCs to spearhead change while capitalizing on classroom experts.

Educational Technology Coordinator— North Bergen Elementary/Middle Schools:

Position Description:

The Educational Technology Coordinator at an Elementary/Middle School is responsible for integrating technology into the curriculum to enhance the learning experience of young students. This role requires a strong understanding of elementary education, digital tools, and pedagogical practices.

Overview: The Elementary/Middle Technology Coordinator will collaborate across six elementary/middle schools to empower teachers in leveraging technology for impactful instruction. Aligning with district technology vision, strategy and initiatives, the role entails delivering training, professional development, coaching and support to build teacher capabilities. In partnership with principals and instructional leaders, the Coordinator will facilitate integrating technology into curricula. They will troubleshoot technical issues and provide IT support as needed. This position is critical for actualizing the district's technology plans within classrooms and empowering teachers through hands-on, context-specific development opportunities.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

- Assesses, compares, installs, configures and maintains computer hardware and software to maximize efficiency, compatibility and achieve school objectives.
- Promotes and supports classroom use of technology to enhance student learning and instructional practices.
- Provides one-on-one and group instruction to reinforce academic skills and teach computer-related skills and software, as directed by teachers.
- Delivers classroom instruction on ethical technology use and internet safety, as directed by teachers.
- Tracks and documents student progress.
- Manages inventory of school technology equipment.
- Provides instructional support for curriculum and staff development.

- Participates in planning sessions, team meetings and training to incorporate technology into instruction.
- Trains staff on using devices and software, and assists with technical issues in classrooms.
- Leverages technology to collect, analyze and report student demographic and assessment data.
- Manages information systems for circulation of library, curriculum and other school resources.
- Creates and updates the school website.

Key responsibilities include:

- Curriculum Collaboration: Partner with teachers to integrate technology into lesson plans, ensuring it aligns with curriculum and learning objectives.

- Professional Empowerment: Deliver training and assistance to elementary school staff to build their technological capabilities and mastery.

- Resource Optimization: Oversee and sustain technology assets like tablets, computers and software licenses to guarantee accessibility and performance.

- Technical Troubleshooting: Provide technical support for teachers and students, diagnosing and resolving any technology-related problems.

- Digital Citizenship: Champion responsible and secure technology usage, emphasizing digital citizenship and online safety practices.

Requirements:
- Master's degree from accredited 4-year college/university, preferably in educational technology or a related discipline.
- New Jersey Department of Education Supervision certificate.
- Prior experience in middle schools and/or as a media specialist preferred.
- Background in technical knowledge/skills preferred.
- Demonstrated strengths in leadership, interpersonal skills, and organization.
- Proven verbal and written communication abilities.
- Familiarity with current pedagogical practices and technology assessment frameworks like TPACK/SAMR.
- Knowledge of latest educational technology trends and common classroom software.

Employment Terms: 12-month contract

Performance Evaluation: Annual evaluation meeting with Superintendent and Assistant Superintendent. Portfolio and rubric-based scoring system.

Educational Technology High School Coordinator— North Bergen High School:

Position Description:

The Educational Technology Coordinator at a High School deals with more advanced technological applications, preparing students for higher education and the modern workforce.

Overview: The Elementary Technology Coordinator will collaborate with faculty, staff, and students at North Bergen High School to empower all in leveraging technology for impactful instruction. Aligning with district technology vision, strategy and initiatives, the role entails delivering training, professional development, coaching and support to build teacher capabilities. In partnership with principals and instructional leaders, the Coordinator will facilitate integrating technology into curricula. They will troubleshoot technical issues and provide IT support as needed. This position is critical for actualizing the district's technology plans within classrooms and empowering teachers through hands-on, context-specific development opportunities.

Essential Duties and Responsibilities include:

- Instructional Integration: Work with teachers to seamlessly incorporate technology into lesson plans, aligning it with academic goals and curriculum.

- Staff Development: Conduct training and provide support to build elementary school staff's technology skills and confidence.

- Asset Management: Administer and maintain hardware, software, and digital resources to ensure availability, functionality and efficient use.

- Technical Support: Deliver IT troubleshooting for teachers and students to quickly resolve any technology issues arising.

- Digital Literacy: Promote the safe, ethical and responsible use of technology through education on digital citizenship and online safety.

Key responsibilities include:

- Curriculum Collaboration: Partner with teachers to integrate technology into lesson plans, ensuring it aligns with curriculum and learning objectives.

- Professional Empowerment: Deliver training and assistance to elementary school staff to build their technological capabilities and mastery.

- Resource Optimization: Oversee and sustain technology assets like tablets, computers and software licenses to guarantee accessibility and performance.

- Technical Troubleshooting: Provide technical support for teachers and students, diagnosing and resolving any technology-related problems.

- Digital Citizenship: Champion responsible and secure technology usage, emphasizing digital citizenship and online safety practices.

Requirements:
- Master's degree from accredited 4-year college/university, preferably in educational technology or a related discipline.
- New Jersey Department of Education Supervision certificate.
- Prior experience in middle schools and/or as a media specialist preferred.
- Background in technical knowledge/skills preferred.
- Demonstrated strengths in leadership, interpersonal skills, and organization.
- Proven verbal and written communication abilities.
- Familiarity with current pedagogical practices and technology assessment frameworks like TPACK/SAMR.
- Knowledge of latest educational technology trends and common classroom software.

Employment Terms: 12-month contract
Performance Evaluation: Annual evaluation meeting with Superintendent and Assistant Superintendent. Portfolio and rubric-based scoring system.

References

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