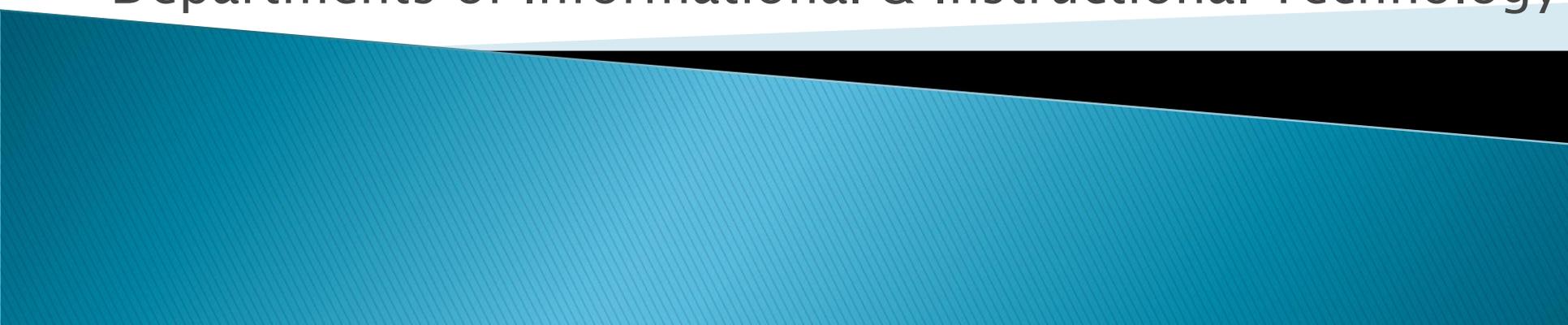


Building Tech Coordinators Roles and Responsibilities

Departments of Informational & Instructional Technology



Building Tech Coordinators



Website

IT Support

Instructional Technology Support

Building Tech Coordinator School Website

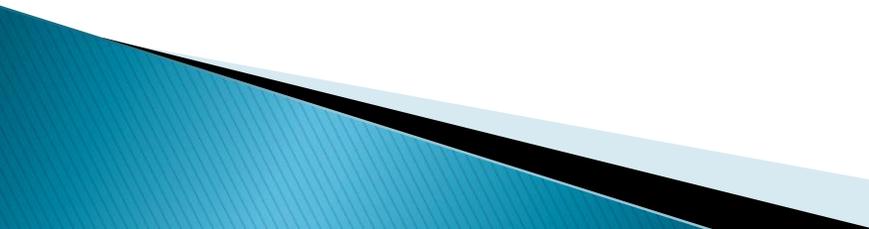
- ▶ Website Maintenance and Updates
 - Update the school's homepage
 - Pictures
 - Welcome message
 - Site Shortcuts
 - Announcements
 - Headlines and Features
 - Calendar of events
 - Organize School website channels
 - Maintain sections and pages

IT Support and Maintenance

- » IT related duties of the building tech coordinators

Roles and Responsibilities

IT Support and Maintenance

- ▶ Communicate IT procedures to staff
 - How to ticket items
 - How to complete Project Requests
 - ▶ Complete minor repairs/maintenance as assigned by IT
 - Replace ink and toner cartridges in printers
 - Printer jams
 - Maintain notebook carts
 - ▶ Set up projectors/speakers as needed for assemblies/faculty meetings/presentation
- 

Roles and Responsibilities

IT Support and Maintenance

- ▶ Use of online scheduler (School Dude) for reserving rooms and/or equipment
 - Media center
 - Computer Area
 - Notebook (Netbook) carts
 - Tech Labs (Arbor and King)
 - Projector Carts
 - Video Window
- ▶ Daily Inspection at the end of the day
 - Tech labs
 - Media Center
 - Carts
- ▶ Monthly check of notebooks/netbooks & lab desktops
- ▶ Attend regularly scheduled department meetings

Instructional Technology Support

- »» Instructional Technology
Support for faculty and staff

Roles and Responsibilities

Instructional Technology Support

- ▶ Support in Meeting NJCCCS 8.1
- ▶ Instructional Technology Integration/Infusion
 - Monthly Pre-Determined Tech Training Topics
 - Weekly “Mini Tech Workshops” (30–45 minutes)
 - Week 1 – Introduce Topic and teach skills
 - Week 2 – Example of Integration in classroom setting
 - Week 3 – Share best practices
 - Week 4 – Open Forum – reflection/ troubleshooting/ input for future trainings
 - “Tech Help” workshops (3 or 4 months– Open Topics)
 - School-based needs as approved by administration
 - Weekly “Tech Help” sessions for software specific help

Roles and Responsibilities

Instructional Technology Support

- ▶ Instructional Technology Support for faculty and staff
 - Turn–Key Training
 - Software Tech Support
 - Schoolwires
 - Performance Tracker
 - Tech Paths
 - Genesis
 - Gradebook (grades 4 – 8)
 - Office Suite
 - Word
 - Excel
 - PowerPoint
 - Publisher
 - Google Earth
 - Grade level software
 - Inspiration / Kidspiration
 - Classworks (K–3)
 - RiverDeep (K–3)
 - Online text book system administration

Meeting Technology Standards

Tech Coordinators Need to be Knowledgeable in NJCCCS 8.1

New Jersey Core Curriculum Content Standards for Technology 8.1

Mission:

Technology enables students to solve real world problems, enhance life, and extend human capability as they meet the challenges of a dynamic global society.



NJCCCS – for Grades Pre-K through 12

Vision:

- ▶ Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.



8.1 Educational Technology

Strand A: Technology Operations and Concepts

By the end of Grade 2:

▶ 8.1.2.A.4

- Create a document with text using a word processing program.

▶ 8.1.2.A.5

- Demonstrate the ability to navigate in virtual environments that are developmentally appropriate.



8.1 Educational Technology

Strand B. Creativity and Innovation

▶ 8.1.P.B.1

- Use a digital camera to take a picture

By the end of Grade 2:

▶ 8.1.2.B.1

- Illustrate and communicate original ideas and stories using digital tools and media-rich resources

8.1 Educational Technology

Strand C: Communication and Collaboration

By the end of Grade 2

▶ 8.1.2.C.1

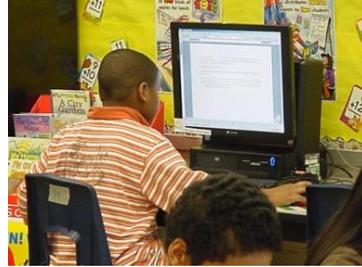
- Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.



8.1 Educational Technology

Strand A: Technology Operations and Concepts

By the end of Grade 4:



▶ 8.1.4.A.2

- Create a document with text formatting and graphics using a word processing program.

▶ 8.1.4.A.3

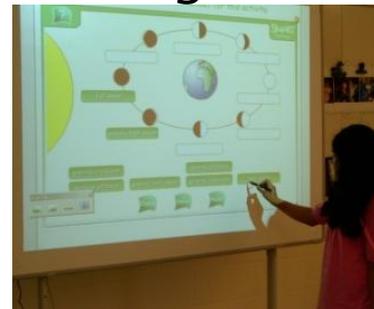
- Create and present a multimedia presentation that includes graphics.

▶ 8.1.4.A.4

- Create a simple spreadsheet, enter data, and interpret the information.

▶ 8.1.4.A.5

- Determine the benefits of a wide range of digital tools by using them to solve problems



8.1 Educational Technology

Strand B. Creativity and Innovation

By the end of Grade 4:

- ▶ 8.1.4.B.1
- ▶ Produce a media-rich digital story about a significant local event or issue based on first-person interviews.



8.1 Educational Technology

Strand C: Communication and Collaboration

By the end of Grade 4:

▶ 8.1.4.C.1

- Engage in online discussions with learners in the United States or from other countries to understand their perspectives on a global problem or issue.



8.1 Educational Technology

Strand D. Digital Citizenship

By the end of Grade 4:

▶ 8.1.4.D.1

- Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.

▶ 8.1.4.D.2

- Analyze the need for and use of copyrights.

▶ 8.1.4.D.3

- Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.



8.1 Educational Technology

Strand E: Research and Information Literacy



By the end of Grade 4:

▶ 8.1.4.E.1

Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.

▶ 8.1.4.E2

◦ Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.



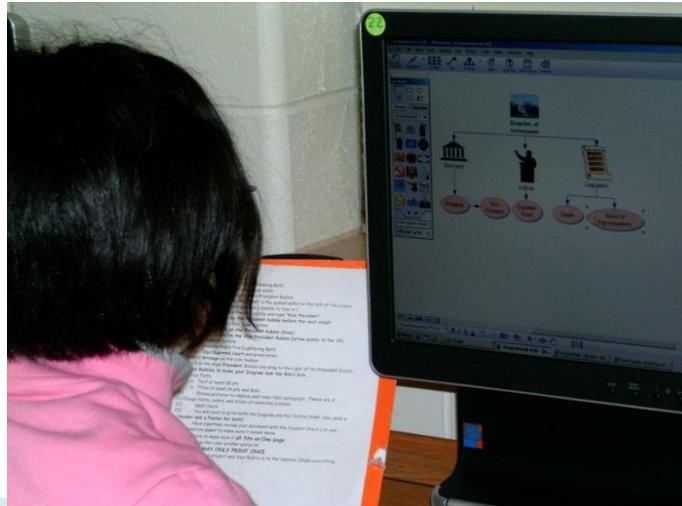
8.1 Educational Technology

Strand F: Critical Thinking, Problem Solving, Decision Making

By the end of Grade 4

▶ 8.1.4.F.1

- Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.



8.1 Educational Technology

Strand A: Technology Operations and Concepts

By the end of Grade 8:

- ▶ 8.1.8.A.1
 - Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.
- ▶ 8.1.8.A.2
 - Plan and create a simple database, define fields, input data, and produce a report using sort and query.
- ▶ 8.1.8.A.3
 - Create a multimedia presentation including sound and images.
- ▶ 8.1.8.A.4
 - Generate a spreadsheet to calculate, graph, and present information.
- ▶ 8.1.8.A.5
 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.



8.1 Educational Technology

Strand B. Creativity and Innovation

By the end of Grade 8:

- ▶ 8.1.8.B.1
 - Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also known as a shared hosted service).

8.1 Educational Technology

Strand C: Communication and Collaboration

By the end of Grade 8

▶ 8.1.8.C.1

- Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.



8.1 Educational Technology

Strand D. Digital Citizenship

By the end of Grade 8:

▶ 8.1.8.D.1

- Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

▶ 8.1.8.D.2

- Summarize the application of fair use and Creative Commons guidelines.

▶ 8.1.8.D.3

- Demonstrate how information on a controversial issue may be biased.



8.1 Educational Technology

By the end of Grade 8:

Strand E: Research and Information Literacy

▶ 8.1.8.E.1

- Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

Strand F: Critical Thinking, Problem Solving, Decision Making

8.1.8.F.1

Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

8.1 Educational Technology

Strand A: Technology Operations and Concepts

By the end of Grade 12:

- ▶ **8.1.12.A.1**
 - Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
- ▶ **8.1.12.A.2**
 - Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
- ▶ **8.1.12.A.3**
 - Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- ▶ **8.1.12.A.4**
 - Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.



8.1 Educational Technology

Strand B. Creativity and Innovation

By the end of Grade 12 :

▶ 8.1.12.B.1

- Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.



8.1 Educational Technology

Strand C: Communication and Collaboration

By the end of Grade 12:

▶ 8.1.12.C.1

- Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.



8.1 Educational Technology

Strand D. Digital Citizenship

By the end of Grade 12:

- ▶ 8.1.12.D.1
 - Evaluate policies on unauthorized electronic access (i.e., hacking) and disclosure and on dissemination of personal information.
- ▶ 8.1.12.D.2
 - Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.
- ▶ 8.1.12.D.3
 - Compare and contrast international government policies on filters for censorship.
- ▶ 8.1.12.D.4
 - Explain the impact of cyber crimes on society.



8.1 Educational Technology

Strand E: Research and Information Literacy

By the end of Grade 12:

▶ 8.1.12.E.1

- Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue.

▶ 8.1.12.E.2

- Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.



8.1 Educational Technology

Strand F: Critical Thinking, Problem Solving, Decision Making

By the end of Grade 12:

- ▶ 8.1.12.F.1
 - Select and use specialized databases for advanced research to solve real-world problems.

- ▶ 8.1.12.F.2
 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

Tech Coordinators

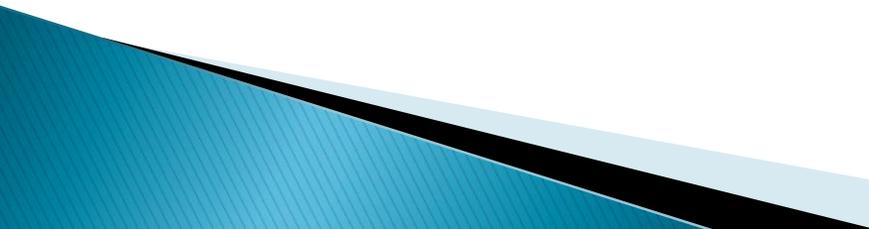
Supporting Staff/Faculty

- ▶ School Website Maintenance
- ▶ IT Support / Maintenance
- ▶ Instructional Technology/ Curriculum & Instruction
 - Meeting NJCCCS across all content areas
 - Infusing technology throughout curricula
 - Move teachers up a level on the LoTi Scale
 - LoTi (Levels of Teaching Innovation)
 - **2– Exploration**
 - 3 – Infusion
 - 4a – Integration
 - 4b – Integration (routine
 - 5 – Expansion
 - 6 – Refinement

Glossary

- ▶ **Basic technology terms for preschool:** Examples digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer.
- ▶ **Controversial issue:** For example, global warming, scarcity of water, alternative energy sources, election campaigns.
- ▶ **Current and emerging technology resources:** For example, cell phones, GPS, online communities using wikis, blogs, vlogs, and/or Nings.
- ▶ **Data-collection technology:** For example, probes, handheld devices, and geographic mapping systems.
- ▶ **Digital learning game:** For example, Alice, Lively.

Glossary (cont.)

- ▶ **Developmentally appropriate:** Students' developmental levels prescribe the learning environment and activities that are used.
 - ▶ **Digital tools for grade 2:** For example, computers, digital cameras, software..
 - ▶ **Digital tools for grades 4, 8, and 12:** For example, computers, digital cameras, probing devices, software, cell phones, GPS, online communities, VOIP, and virtual conferences.
 - ▶ **Electronic authoring tools:** Software that facilitates online book development (e.g., multimedia electronic book).
 - ▶ **Mapping tools:** For example, Google earth, Yahoo maps, and Google maps.
 - ▶ **Media-rich:** Multiple forms of digital applications in one product (e.g., graphic design, word processing, and spreadsheet).
- 

Glossary (cont.)

- ▶ **Multimedia presentation:** For example, movie, podcast, vlog.
- ▶ **Online discussion:** UNICEF, Oracle, i-Earn, blogs, wikis.
- ▶ **Online learning community:** For example, i-Earn, Ning, blogs, wikis, Second Life.
- ▶ **Operations and related applications:** For example, saving a word processing file to a network drive, printing a spreadsheet.
- ▶ **Reverse engineer:** To isolate the components of a completed system.
- ▶ **Shared hosted services:** For example, podcasts, videos, or vlogs.
- ▶ **Technologies:** Medical, agricultural, and related biotechnologies, energy and power technologies, information and communications technologies, transportation technologies, manufacturing technologies, and construction technologies.
- ▶ **Virtual environments:** For example, games, simulations, websites, blogs.
- ▶ **Web-based publication:** For example, web pages, wikis, blogs, ezines.

- ▶ **Current and emerging technology resources:**
For example, cell phones, GPS, online communities using wikis, blogs, vlogs, and/or Nings.

- ▶ **Data-collection technology:** For example, probes, handheld devices, and geographic mapping systems.

- ▶ **Digital learning game:** For example, Alice, Lively.

- ▶ **Electronic authoring tools:** Software that facilitates online book development (e.g., multimedia electronic book, Squeakland Etoys(www.squeakland.com)).

- ▶ **Media-rich:** Multiple forms of digital applications in one product (e.g., graphic design, word processing, and spreadsheet).

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