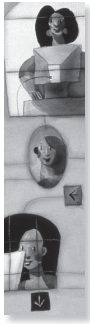


Contents

Preface to the Second Edition.....	viii
Introduction	
A Position Without a Protocol.....	1
Wearing Many Hats.....	4
Organization of This Handbook.....	7
A Guide and a Reference.....	10
Chapter 1	
District Organization.....	11
Essential Questions.....	11
Basic Responsibilities.....	12
Essential Skills and Qualifications.....	14
<i>Sample Job Description</i>	18
The Technology Coordinator Issues Model.....	20
Real-Life Technology Coordinators.....	22
Answers to Essential Questions.....	25
Resources.....	26
Chapter 2	
Teaching and Learning.....	29
Essential Questions.....	29
Selecting Instructional Software.....	30
<i>Software Selection Form</i>	36
<i>Tech Leader Profile 1: Instructional Technology Specialist</i>	40
Integrating Technology into the Curriculum.....	40
Digital Citizenship and Internet Safety.....	43
Conducting Research on the Effective Use of Technology.....	45
Interactive Distance and Online Learning.....	47
Web 2.0 and Cloud Computing.....	49
Planning and Implementing a Professional Development Program.....	52
<i>Tech Leader Profile 2: Instructional Technology Coordinator</i>	55
Incorporating Web-Based Resources and Instruction.....	56
Answers to Essential Questions.....	57
Resources.....	59

Chapter 3	
End-User Support	63
Essential Questions	63
User Services	64
Help Desk Support for Hardware and Software	66
<i>Tech Leader Profile 3: Director of Technology</i>	68
Repair Tickets	69
1-to-1 Laptop Initiatives	71
Equipment Purchasing, Allocation, and Inventory	72
<i>Request for Bid Form</i>	74
<i>Tech Leader Profile 4: Executive Director of Technology</i>	79
Ergonomics and Furniture Selection	80
Security Issues	82
Answers to Essential Questions	85
Resources	87
Chapter 4	
Network Operations	91
Essential Questions	91
Network Infrastructure	94
<i>Tech Leader Profile 5: Director of Technology</i>	98
Wireless Network (WiFi) and Voice over IP (VoIP) Technologies	99
User-Account Management	101
CIPA Requirements and Legal Issues	104
<i>Tech Leader Profile 6: Teacher for Instructional Technology</i>	105
Email System Management	106
Email Archiving	109
Backup Procedures and Disaster Recovery	110
Remote Management	112
Intranet Management and Website Development	113
Answers to Essential Questions	115
Resources	117
Chapter 5	
Administrative Computing	121
Essential Questions	121
<i>Tech Leader Profile 7: Director of Curriculum and Technology</i> ..	123
Processing Grades and Student Records	124

Student Information Systems	125
Data-Driven Decision Making	128
<i>Tech Leader Profile 8: Instructional Technology Specialist</i>	129
Human Resources	130
Business Operations	133
Document Imaging and Management	134
Answers to Essential Questions	138
Resources	139
Chapter 6	
Planning and Budgeting	141
Essential Questions	141
Technology Planning	143
<i>Tech Leader Profile 9: Head of Educational Technology</i>	145
Budgeting	148
Evaluation	151
Software Licensing and Installation	153
Equipment Maintenance and Upgrades	155
Equipment Recycling and Disposal	156
Meeting IT Staffing Needs	157
Grants	158
<i>Tech Leader Profile 10: Director of Technology</i>	162
E-Rate Applications	163
Answers to Essential Questions	166
Resources	168
Appendix A	
Sample Job Descriptions	171
Appendix B	
Mini-Grant Application	193
Appendix C	
National Educational Technology	
Standards for Administrators (NETS•A)	197
Glossary	201
Bibliography	211



chapter 1

district organization

Essential Questions

1. What are the major responsibilities the technology coordinator will be expected to assume?
2. What skills and abilities will be needed to succeed in the position?
3. What day-to-day operational tasks will the technology coordinator most likely face?
4. What qualifications and job requirements are typically expected of technology coordinators?
5. What type of leadership role will the technology coordinator play in the school or district?

Basic Responsibilities

The technology coordinator plays a vital role in the leadership of a school or district. This individual must be prepared to assist in directing and supporting all aspects of technology use, from instructional and technical support to *network* operations, *administrative computing*, and budgeting and planning.

The demands of this position require that technology coordinators have a variety of skills and talents in order to be successful in their many duties (Jewell, 1999). Technology coordinators may, and probably will, serve as technicians, trainers, curriculum consultants, curriculum designers, planners, and policy makers (Marcovitz, 1998). They need to have a clear understanding of how a school's or district's technology resources are being used by teachers and students, office workers, administrators, and network technicians. While the technology coordinator cannot be expected to have specific expertise in all of these areas, a general understanding of each is essential for success in this position.

Moursund (1992) defined four broad skill sets for successful technology coordinators:

- A broad general education and dedication to lifelong learning
- Knowledge of and support for the educational system
- Good skills in interpersonal relationships
- Adequate technical knowledge

It is important to note that three of these four areas are not technology-related at all, and yet they are still necessary to be successful in the position. The technology coordinator will work with a wide variety of people and must be committed to serving a diverse community of technology users with many different priorities.

The ideal person to serve as a technology coordinator may be a hybrid of educator and technician (Bushweller, 1996). Such a person has the computer skills necessary to satisfy the technical requirements of the

position and experience as an educator, which is invaluable for understanding and serving technology users in a school setting.

Technology coordinators must be familiar with the many types of equipment and the variety of *software* programs used by teachers and students in the classroom (Durost, 1994). Typical classroom programs include general software tools such as word processors, *spreadsheets*, *database* programs, *web browsers*, and *email clients*, as well as specialized tools such as online encyclopedias, library catalog programs, and grade book programs.

Experience as a teacher in a classroom setting is often useful in understanding the demands of working with students. This experience, along with knowledge of the adult learning process, can be very helpful in conducting *professional development* and training activities for teachers and other staff members, which is one of the primary responsibilities for most technology coordinators.

Technology users frequently need assistance in a variety of different areas, from hardware support to assistance with software or online resources. These users will expect the technology coordinator to be knowledgeable in every area and will look to them for any needed support. The support of classroom computers will often require *troubleshooting* both hardware and software problems. Although direct responsibility for maintenance and repair of equipment may fall to someone else, the tech coordinator will often be found assisting in the resolution of technical problems by diagnosing and solving difficulties with equipment (Jewell, 1999).

Technology coordinators must also have at least a basic understanding of the organization and operation of a school's or district's computer network. Management and maintenance of *servers* and network equipment are highly technical in nature and require specialized training. In most large school districts today these tasks are performed by certified network administrators. However, the technology coordinator should still be prepared to address basic issues and problems related to network connectivity and server capacity in order to support users, plan for appropriate *infrastructure*, and manage budgets.

School and district administrators and office staff rely on technology to manage student information and business operations. The technology coordinator must therefore possess a good understanding of the *information management* and *data processing* needs of the organization. In a large school district, these systems may be quite complex and involve specialized programming and data processing skills that are regularly handled by other members of the technology staff. The technology coordinator, however, must understand these systems well enough to know how to optimize the school's or district's existing technology infrastructure in order to meet the needs of these particular users.

The technology coordinator's major responsibilities, then, all revolve around a single objective: to ensure that a school's or district's technology resources are being used as effectively as possible by all members of the organization—teachers, students, administrators, and staff. It is important for technology coordinators to keep this goal in mind when dealing with the widely variant, day-to-day pressures of the job.

Important decisions regarding technology should always be based on careful research and planning, and final design choices should be both manageable and feasible. Without proper information, poor decisions and costly mistakes can be made. A major role of the technology coordinator is to gather and maintain the essential information required for good decision making. The technology coordinator must be able to determine and articulate how technology will be used organization-wide, and then use this information to make effective decisions and communicate them to administrators, teachers, and other district staff (Jewell, 1999).

Essential Skills and Qualifications

Certain skills are necessary in order to be successful as a technology coordinator. One of the most important is a good understanding of the role of the teacher in the educational process, preferably from actual classroom experience as a teacher. The technology coordinator benefits from being able to see things from a teacher's perspective. This

perspective helps the technology coordinator to effectively support and advocate for technology integration in the classroom.

Although not all schools have chosen an experienced educator as their technology coordinator, those who have selected noneducators have sometimes found limitations in what they can do (Bushweller, 1996). This position does require certain technical skills, and as **educational technology** becomes ever more complex, a technical background will become increasingly valuable. However, technology coordinators typically spend more time teaching people how to use technology than they do working with the hardware and software itself. For example, technology coordinators are often responsible for designing and implementing technology professional development instruction for teachers and staff members. Because the technology coordinator must constantly evaluate the comfort level of teachers and design the instruction appropriately, they must have good interpersonal and communication skills. Coordinators must find multiple ways to promote technology competency and help teachers take the required risks necessary to effectively implement technology in their classrooms (Hoffman, 1996), and those who understand what teachers go through on a day-to-day basis will likely be far more successful at it.

Teaching experience is also useful for technology coordinators because it helps them conceptualize how technology can be effectively integrated into a classroom setting to enhance learning. A coordinator who is able to demonstrate a practical understanding of classroom dynamics and basic pedagogy has a much greater chance of convincing teachers that technology integration is both desirable and doable.

Other essential qualifications for technology coordinators include strong skills in leadership, organization, and communication. Because a great deal of their work involves gathering, synthesizing, and disseminating a wealth of information about technology, coordinators must be both highly analytic and personable. On any given day, they will need to work with a wide variety of people at many different skill levels, both inside and outside the organization—students, teachers, administrators, kitchen staff, board of education members, community representatives, vendors, and so forth. Technology coordinators need solid writing skills to compose effective and persuasive reports,

web pages, support emails, policies, and handouts. Strong telephone and speaking skills are vital, too. Knowledge of and experience with community relations can be very useful, because coordinators often help schools promote technology through events such as “technology night” and through presentations to the board of education and other community groups. Working with diverse groups and communicating effectively in a variety of ways are a major part of the day-to-day work of a technology coordinator.

Although it is important to recognize the nontechnical skills that technology coordinators must bring to their work, it is undeniable that technical qualifications are important as well. In addition to proficiency in diagnosing and solving problems with hardware and software, coordinators should be knowledgeable about trends and new developments in the field of educational technology. Although the technology coordinator may not be directly responsible for solving all technical problems, familiarity with a school's or district's technology resources and the ability to diagnose and solve general problems as they arise are essential.

Finally, technology coordinators need to possess planning, budgeting, and information management skills. **Technology plans** must be developed, implemented, and updated on a regular basis. Budgets for the purchase and maintenance of technology resources must be matched to the needs of the school or district, and then carefully managed. Inventories of district equipment and materials must be gathered, stored, and updated on a regular basis.

Needless to say, the ideal technology coordinator would have qualifications that range from network management to teacher education to public relations. No individual is likely to possess all these skills when beginning in the position; rather, these skills are developed over time. Perhaps a technology coordinator's most useful skill is a lifelong dedication to learning. The technology coordinator is constantly faced with learning new things, adapting to new situations, and researching techniques and equipment on the leading edge. The ability to learn and adapt to myriad situations serves the technology coordinator well.