Site Technology Coordinators Standards (certificated)

1. Visionary Leadership
Site Technology Coordinators inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence.
Site Technology Coordinators:

a. Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students

b. Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels

c. Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines

d. Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms

e. Prepare and deliver presentations for parents, administrators, school boards, and the public

f. Oversee the designing and publishing of website/ on-line documents that present information and include links to critical resources

g. Plan and manage program and facilities including, budgeting, accounting, inventory and license management and recording, program reporting, grant writing, and staff development

2. Teaching, Learning, & Assessments
Site Technology Coordinators assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.
Site Technology Coordinators coach teachers in and model design:

a. implementation of technology-enhanced learning experiences addressing content standards and student technology standards

b. in use of a variety of research-based, learner-centered instructional strategies and best practices to address the diverse needs and interests of all students

c. in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience

d. that emphasizes creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, meta-cognition, and self-regulation)

e. in use of differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals

f. to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards

g. effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning

3. Digital-Age Learning Environments
Site Technology Coordinators create and support effective digital-age learning environments to maximize the learning of all students.
Site Technology Coordinators:

a. Model effective classroom management and collaborative learning strategies

b. Maintain, inventory and manage a variety of digital tools and resources

c. Troubleshoot basic software, hardware, and connectivity problems common in digital learning environments

d. Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure

e. Use digital communication and collaboration tools to communicate with students, parents, peers, and the larger community

f. Plan and manage program and facilities including, budgeting, accounting, inventory and license management and recording, program reporting, grant writing, and staff development

h. Monitoring, update and evaluate progress on technology plans

4. Professional Development & Program Evaluation

Site Technology Coordinators conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning.

Site Technology Coordinators:

a. Conduct needs assessments to inform the content and delivery of technology-related professional learning programs

b. Design, develop, and implement technology-rich professional learning programs that promote digital-age best practices in teaching, learning, and assessment

c. Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning

d. Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators

e. Establish and maintain rapport with all students and staff

5. Digital Citizenship

Site Technology Coordinators model and promote digital citizenship.

Site Technology Coordinators:

a. Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers

b. Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies

c. Model and promote diversity, cultural understanding, and global awareness by using digital-age communication and collaboration tools to interact with students, peers, parents, and the larger community

d. Direct instruction on the topics of digital citizenship, digital footprint, using digital resources effectively and ethically

6. Content Knowledge and Professional Growth

Site Technology Coordinators demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning and leadership, and are continuously deepening their knowledge and expertise.

Site Technology Coordinators:

a. Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the NETS•S and NETS•T

b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice

c. Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences

d. Participate in professional organizations, knowledgeable of professional publications and resources

e. Tech Coordinator should have a bachelor's or post-baccalaureate degree level and a teaching credential and demonstrate their knowledge of and competence in the application of instructional technology in public school settings.