

Matthew Farber
EDTC 631
Assignment 2

JOB DESCRIPTION—Elementary School

POSITION TITLE:	Coordinator of Educational Technology— Elementary School
DEPARTMENT:	Technology
REPORTS TO:	Superintendent
JOB GOAL:	The elementary school educational technology coordinator’s role begins by carrying out the goals and objectives described in the school district’s technology plan. The coordinator must model leadership by working with the elementary school’s staff in efficiently using instructional technology in all areas of curriculum. The hardware and software utilized to meet these goals must be appropriate to the elementary school level.
ESSENTIAL DUTIES AND RESPONSIBILITIES:	<ul style="list-style-type: none">• Works on district technology committee to develop long-term educational technology plans based on elementary school needs• Deliver face-to-face professional development on tools that benefit K-4 instruction• Lead professional development podcasts and webinars on K-4 educational technology, to be housed on the school’s website• Assess needs when making volume purchases of software and mobile applications• Managing iPad applications based on teacher requests• Executing ticket system managed by SchoolDude

	<ul style="list-style-type: none"> • Provide 30-minutes per day before school and after school hours for face-to-face office visits from elementary staff • Provides reports to Building Principal and the Director of Curriculum • Writes technology grants based on staff need • Monitors Internet-filtering system, as well as to check teacher requests to “unblock” specific sites • Leads with an open mind and a willingness to always learn, demonstrated by attending a wide variety of professional development trainings
<p>QUALIFICATIONS:</p>	<ul style="list-style-type: none"> • Required Bachelor’s degree in computer science, educational technology, instructional technology; Preferred Master’s degree in above coursework; Preferred prior teaching experience and/or certification • Experience with managing networked systems • Knowledgeable about Windows/DOS and Mac OS X software and operating systems and experience with online technologies • Expertise in a wide variety of software and hardware used in K-4 teaching, including Kidspiration, BrainPOP, Jr., and similar applications • Proficient in Google Apps for Education (GAFE), SchoolWorld website management, and the Microsoft Office suite

	<ul style="list-style-type: none">• Demonstrated ability to develop long-range plans for technology application in the schools and conduct related budget analysis• Required experience with NJ SMART, deploying summative assessments (PARCC Assessment, STAR Renaissance), Student Information Software, and other cloud-based services• Criminal history background search is required
TERMS OF EMPLOYMENT:	<ul style="list-style-type: none">• Salary is \$85,000-95,000, depending on teaching and position experience (“Data Universe: NJ Public Schools,” 2013)• 12-month employment• The position is evaluated annually based on the Educational Technology Coordinator Policies and Procedures Manual

JOB DESCRIPTION—Middle School

POSITION TITLE:	Coordinator of Educational Technology— Middle School
DEPARTMENT:	Technology
REPORTS TO:	Superintendent
JOB GOAL:	The middle school educational technology coordinator's role begins by carrying out the goals and objectives described in the school district's technology plan. The coordinator must model leadership by working with the middle school's staff in efficiently using instructional technology in all areas of curriculum. The hardware and software utilized to meet these goals must be appropriate to the middle school level.
ESSENTIAL DUTIES AND RESPONSIBILITIES:	<ul style="list-style-type: none"> • Works on district technology committee to develop long-term educational technology plans based on elementary school needs • Deliver face-to-face professional development on tools that benefit grade 5-8 instruction • Lead professional development podcasts and webinars on grade 5-8 educational technology, to be housed on the school's website • Assess needs when making volume purchases of software and mobile applications • Managing iPad applications based on teacher requests • Executing ticket system managed by SchoolDude

	<ul style="list-style-type: none"> • Provide 30-minutes per day before school and after school hours for face-to-face office visits from elementary staff • Provides reports to Building Principal and the Director of Curriculum • Writes technology grants based on staff need • Monitors Internet-filtering system, as well as to check teacher requests to “unblock” specific sites • Leads with an open mind and a willingness to always learn, demonstrated by attending a wide variety of professional development trainings
<p>QUALIFICATIONS:</p>	<ul style="list-style-type: none"> • Required Bachelor’s degree in computer science, educational technology, instructional technology; Preferred Master’s degree in above coursework; Preferred prior teaching experience and/or certification • Experience with managing networked systems • Knowledgeable about Windows/DOS and Mac OS X software and operating systems and experience with online technologies • Expertise in a wide variety of software and hardware used in grade 5-8 teaching, including game-based instruction (e.g., <i>MinecraftEdu</i>), BrainPOP and similar applications • Proficient in Google Apps for Education (GAPE), SchoolWorld website management, and Microsoft Office

	<ul style="list-style-type: none">• Demonstrated ability to develop long-range plans for technology application in the schools and conduct related budget analysis• Required experience with NJ SMART, deploying summative assessments (PARCC Assessment, STAR Renaissance), Student Information Software, and other cloud-based services• Criminal history background search is required
TERMS OF EMPLOYMENT:	<ul style="list-style-type: none">• Salary is \$85,000-95,000, depending on teaching and position experience (“Data Universe: NJ Public Schools,” 2013)• 12-month employment• The position is evaluated annually based on the Educational Technology Coordinator Policies and Procedures Manual

JOB DESCRIPTION—High School

POSITION TITLE:	Coordinator of Educational Technology—High School
DEPARTMENT:	Technology
REPORTS TO:	Superintendent
JOB GOAL:	The high school educational technology coordinator's role begins by carrying out the goals and objectives described in the school district's technology plan. The coordinator must model leadership by working with the high school's staff in efficiently using instructional technology in all areas of curriculum. The hardware and software utilized to meet these goals must be appropriate to the high school level.
ESSENTIAL DUTIES AND RESPONSIBILITIES:	<ul style="list-style-type: none"> • Works on district technology committee to develop long-term educational technology plans based on elementary school needs • Deliver face-to-face professional development on tools that benefit grade 9-12 instruction • Lead professional development podcasts and webinars on grade 9-12 educational technology, to be housed on the school's website • Assess needs when making volume purchases of software and mobile applications • Managing iPad applications based on teacher requests • Executing ticket system managed by SchoolDude

	<ul style="list-style-type: none"> • Provide 30-minutes per day before school and after school hours for face-to-face office visits from elementary staff • Provides reports to Building Principal and the Director of Curriculum • Writes technology grants based on staff need • Monitors Internet-filtering system, as well as to check teacher requests to “unblock” specific sites • Leads with an open mind and a willingness to always learn, demonstrated by attending a wide variety of professional development trainings
<p>QUALIFICATIONS:</p>	<ul style="list-style-type: none"> • Required Bachelor’s degree in computer science, educational technology, instructional technology; Preferred Master’s degree in above coursework; Preferred prior teaching experience and/or certification • Experience with managing networked systems • Knowledgeable about Windows/DOS and Mac OS X software and operating systems and experience with online technologies • Expertise in a wide variety of software and hardware used in grade 9-12 teaching, including wikis, blogs, and similar applications • Proficient in Google Apps for Education (GAFE), SchoolWorld website management, and the Microsoft Office suite

	<ul style="list-style-type: none">• Demonstrated ability to develop long-range plans for technology application in the schools and conduct related budget analysis• Required experience with NJ SMART, deploying summative assessments (PARCC Assessment, STAR Renaissance), Student Information Software, and other cloud-based services• Criminal history background search is required
TERMS OF EMPLOYMENT:	<ul style="list-style-type: none">• Salary is \$85,000-95,000, depending on teaching and position experience (“Data Universe: NJ Public Schools,” 2013)• The position is evaluated annually based on the Educational Technology Coordinator Policies and Procedures Manual

EDUCATIONAL TECHNOLOGY COORDINATOR POLICIES AND PROCEDURES MANUAL

JOB EXPECTATIONS: The school educational technology coordinator's role begins by carrying out the goals and objectives described in the school district's technology plan. The coordinator must model leadership by working with the school's staff in efficiently using instructional technology in all areas of curriculum. The hardware and software utilized to meet these goals must be appropriate to the particular school's level (elementary, middle, or high).

EVALUATIONS: Based on the Danielson's Framework for Teaching to assess New Jersey Educational Technology Standards, the ISTE Standards for Coaches, as well as the New Jersey Core Content Curriculum Content Standards, as of the October 1, 2014 update. Job performance and adherence to these standards will be reviewed annually based on the rubric in this document. Evaluations must also adhere to New Jersey state laws, as well as board of education policies. The position's effectiveness is based on a modification of AchieveNJ's *Evaluating Educational Services Staff* rubric, in which skills and knowledge are thoroughly demonstrated (2014). The technology coordinator must also complete a self-assessment rubric.

OBSERVATIONS: As pursuant with AchieveNJ, non-tenured and tenured staff positions will be observed a minimum of three times per year (*Teacher Evaluation and Support*, 2014).

NECESSARY FORMS: Completion of self-assessment, based on rubric below. An administrator will also perform formal observations, based on the rubric below.

Technology Coordinator Proficiency Rubric

Category	Unsatisfactory	Basic	Proficient	Distinguished	Documentation/ Evaluation Instrument
Funding	<p>Does not:</p> <ul style="list-style-type: none"> • Apply for E-Rate funds for grade-appropriate initiatives, and may miss deadlines • Research attaining outside grant funding • Assist in the development of the educational technology budget <p>The following are not met:</p> <p><i>1. Elementary School:</i></p> <ul style="list-style-type: none"> • Work with PTA on mini-grants, as well as community crowdfunding 	<p>Inconsistently:</p> <ul style="list-style-type: none"> • Apply for E-Rate funds for grade-appropriate initiatives, and may miss deadlines • Research attaining outside grant funding • Assist in the development of the educational technology budget <p>The following are inconsistently met:</p> <p><i>1. Elementary School:</i></p> <ul style="list-style-type: none"> • Work with PTA on mini-grants, as well as community crowdfunding 	<p>Often:</p> <ul style="list-style-type: none"> • Apply for E-Rate funds for grade-appropriate initiatives, and may miss deadlines • Research attaining outside grant funding • Assist in the development of the educational technology budget <p>The following are consistently met:</p> <p><i>1. Elementary School:</i></p> <ul style="list-style-type: none"> • Work with PTA on mini-grants, as well as community crowdfunding 	<p>Always:</p> <ul style="list-style-type: none"> • Apply for E-Rate funds for grade-appropriate initiatives, and may miss deadlines • Research attaining outside grant funding • Assist in the development of the educational technology budget <p>The following are exceeded:</p> <p><i>1. Elementary School:</i></p> <ul style="list-style-type: none"> • Work with PTA on mini-grants, as well as community crowdfunding 	<ul style="list-style-type: none"> • E-Rate paperwork • Grant applications and forms • Email records

	<p>(e.g., DonorsChoose)</p> <p>2. <i>Middle School:</i></p> <ul style="list-style-type: none"> • Work with PTA and Foundation on mini-grants as well as community crowdfunding (e.g., DonorsChoose) <p>3. <i>High School:</i></p> <ul style="list-style-type: none"> • Work with Foundation on mini-grants, as well as corporate grants 	<p>(e.g., DonorsChoose)</p> <p>2. <i>Middle School:</i></p> <ul style="list-style-type: none"> • Work with PTA and Foundation on mini-grants as well as community crowdfunding (e.g., DonorsChoose) <p>3. <i>High School:</i></p> <ul style="list-style-type: none"> • Work with Foundation on mini-grants, as well as corporate grants 	<p>(e.g., DonorsChoose)</p> <p>2. <i>Middle School:</i></p> <ul style="list-style-type: none"> • Work with PTA and Foundation on mini-grants as well as community crowdfunding (e.g., DonorsChoose) <p>3. <i>High School:</i></p> <ul style="list-style-type: none"> • Work with Foundation on mini-grants, as well as corporate grants 	<p>(e.g., DonorsChoose)</p> <p>2. <i>Middle School:</i></p> <ul style="list-style-type: none"> • Work with PTA and Foundation on mini-grants as well as community crowdfunding (e.g., DonorsChoose) <p>3. <i>High School:</i></p> <ul style="list-style-type: none"> • Work with Foundation on mini-grants, as well as corporate grants 	
<p>Working with teachers and students</p>	<p>Does not:</p> <ul style="list-style-type: none"> • Collaborate with educational staff to align technology to learning goals • Work with staff to integrate educational technology as a tool to deliver instruction 	<p>Inconsistently:</p> <ul style="list-style-type: none"> • Collaborate with educational staff to align technology to learning goals • Work with staff to integrate educational technology as a tool to deliver instruction 	<p>Often:</p> <ul style="list-style-type: none"> • Collaborate with educational staff to align technology to learning goals • Work with staff to integrate educational technology as a tool to deliver instruction 	<p>Always:</p> <ul style="list-style-type: none"> • Collaborate with educational staff to align technology to learning goals • Work with staff to integrate educational technology as a tool to deliver instruction 	<ul style="list-style-type: none"> • Workshop agendas, teacher lesson plans, etc. • Classroom observations, lesson plans, student artifacts, etc. • Tech-infused lessons that show evidence

	<ul style="list-style-type: none"> • Create a user-centered integration of educational technology, keeping hardware and software intuitive for students and staff to operate • Adhere to standards, including Common Core State Standards, ISTE Standards for Coaches, and New Jersey Core Curriculum Content Standards • Cooperate with administration and teaching staff in managing data-driven instruction • Maintain software applications for secretarial and 	<ul style="list-style-type: none"> • Create a user-centered integration of educational technology, keeping hardware and software intuitive for students and staff to operate • Adhere to standards, including Common Core State Standards, ISTE Standards for Coaches, and New Jersey Core Curriculum Content Standards • Cooperate with administration and teaching staff in managing data-driven instruction • Maintain software applications for secretarial and 	<ul style="list-style-type: none"> • Create a user-centered integration of educational technology, keeping hardware and software intuitive for students and staff to operate • Adhere to standards, including Common Core State Standards, ISTE Standards for Coaches, and New Jersey Core Curriculum Content Standards • Cooperate with administration and teaching staff in managing data-driven instruction • Maintain software applications for secretarial and 	<ul style="list-style-type: none"> • Create a user-centered integration of educational technology, keeping hardware and software intuitive for students and staff to operate • Adhere to standards, including Common Core State Standards, ISTE Standards for Coaches, and New Jersey Core Curriculum Content Standards • Cooperate with administration and teaching staff in managing data-driven instruction • Maintain software applications for secretarial and 	<p>of PBL implementation, Flipped Classroom, Blended Learning, Differentiated instructional strategies for students, etc.</p> <ul style="list-style-type: none"> • Student artifacts
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	<p>support staff, specifically for bussing, student attendance, and teacher observation recordkeeping</p> <ul style="list-style-type: none"> Maintain and update resources in computer lab, STEM lab, and media center (library), as well as works with teaching staff in those areas <p>The following are not met:</p> <p>1. <i>Elementary School:</i></p> <ul style="list-style-type: none"> K-4 lesson planning with technology integration; PARCC alignment grades 3-4 <p>2. <i>Middle School:</i></p> <ul style="list-style-type: none"> Grade 5-8 lesson planning with technology 	<p>support staff, specifically for bussing, student attendance, and teacher observation recordkeeping</p> <ul style="list-style-type: none"> Maintain and update resources in computer lab, STEM lab, and media center (library), as well as works with teaching staff in those areas <p>The following are inconsistently met:</p> <p>1. <i>Elementary School:</i></p> <ul style="list-style-type: none"> K-4 lesson planning with technology integration; PARCC alignment grades 3-4 <p>2. <i>Middle School:</i></p> <ul style="list-style-type: none"> Grade 5-8 lesson planning with technology 	<p>support staff, specifically for bussing, student attendance, and teacher observation recordkeeping</p> <ul style="list-style-type: none"> Maintain and update resources in computer lab, STEM lab, and media center (library), as well as works with teaching staff in those areas <p>The following are consistently met:</p> <p>1. <i>Elementary School:</i></p> <ul style="list-style-type: none"> K-4 lesson planning with technology integration; PARCC alignment grades 3-4 <p>2. <i>Middle School:</i></p> <ul style="list-style-type: none"> Grade 5-8 lesson planning with technology 	<p>support staff, specifically for bussing, student attendance, and teacher observation recordkeeping</p> <ul style="list-style-type: none"> Maintain and update resources in computer lab, STEM lab, and media center (library), as well as works with teaching staff in those areas <p>The following are exceeded:</p> <p>1. <i>Elementary School:</i></p> <ul style="list-style-type: none"> K-4 lesson planning with technology integration; PARCC alignment grades 3-4 <p>2. <i>Middle School:</i></p> <ul style="list-style-type: none"> Grade 5-8 lesson planning with technology 	
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	<p>integration; PARCC alignment grades 5-8</p> <p>3. <i>High School:</i></p> <ul style="list-style-type: none"> Grade 9-12 lesson planning with technology integration; PARCC alignment grades 9-11; SAT and AP alignment 	<p>integration; PARCC alignment grades 5-8</p> <p>3. <i>High School:</i></p> <ul style="list-style-type: none"> Grade 9-12 lesson planning with technology integration; PARCC alignment grades 9-11; SAT and AP alignment 	<p>integration; PARCC alignment grades 5-8</p> <p>3. <i>High School:</i></p> <ul style="list-style-type: none"> Grade 9-12 lesson planning with technology integration; PARCC alignment grades 9-11; SAT and AP alignment 	<p>integration; PARCC alignment grades 5-8</p> <p>3. <i>High School:</i></p> <ul style="list-style-type: none"> Grade 9-12 lesson planning with technology integration; PARCC alignment grades 9-11; SAT and AP alignment 	
Professional Growth	<p>Does not:</p> <ul style="list-style-type: none"> Participates in building/grade-level professional development to advance knowledge in field Keeps a platform agnostic attitude (no preference for Apple, Windows, or Android), as well as an open mind to new 	<p>Inconsistently:</p> <ul style="list-style-type: none"> Participates in building/grade-level professional development to advance knowledge in field Keeps a platform agnostic attitude (no preference for Apple, Windows, or Android), as well as an open mind to new 	<p>Often:</p> <ul style="list-style-type: none"> Participates in building/grade-level professional development to advance knowledge in field Keeps a platform agnostic attitude (no preference for Apple, Windows, or Android), as well as an open mind to new 	<p>Always:</p> <ul style="list-style-type: none"> Participates in building/grade-level professional development to advance knowledge in field Keeps a platform agnostic attitude (no preference for Apple, Windows, or Android), as well as an open mind to new 	<ul style="list-style-type: none"> Professional development certificates Grade transcripts Digital badges (e.g., Mozilla's Open Badges platform sharing Teq hours)

	applications of educational technology (e.g., social media, educational video games)	applications of educational technology (e.g., social media, educational video games)	applications of educational technology (e.g., social media, educational video games)	applications of educational technology (e.g., social media, educational video games)	
Leadership	<p>Does not:</p> <ul style="list-style-type: none"> • Implement the building policies in a manner that reflects leadership • Observe and evaluate network engineers and other technology support staff in the building, including interns and part-time employees • Act as the liaison and representative to outside computer and technology-related vendors 	<p>Inconsistently:</p> <ul style="list-style-type: none"> • Implement the building policies in a manner that reflects leadership • Observe and evaluate network engineers and other technology support staff in the building, including interns and part-time employees • Act as the liaison and representative to outside computer and technology-related vendors 	<p>Often:</p> <ul style="list-style-type: none"> • Implement the building policies in a manner that reflects leadership • Observe and evaluate network engineers and other technology support staff in the building, including interns and part-time employees • Act as the liaison and representative to outside computer and technology-related vendors 	<p>Always:</p> <ul style="list-style-type: none"> • Implement the building policies in a manner that reflects leadership • Observe and evaluate network engineers and other technology support staff in the building, including interns and part-time employees • Act as the liaison and representative to outside computer and technology-related vendors 	<ul style="list-style-type: none"> • Evidence of interactions with vendors (e.g., email records, contracts, invoices, phone records) • Observation reports of staff

Execution of Technology Plan and School Initiatives	<p>Does not:</p> <ul style="list-style-type: none"> • Utilize SchoolDude ticketing system giving priority to incidences as appropriate (e.g., school-wide Internet takes precedent over a single device that is not connected to wifi) • Deploy and collect equipment at beginning and conclusion of school year • Update a log of school's devices (mobile tablets, laptops, printers), software and application subscriptions, and electronic textbooks • Maintain devices and licenses on 	<p>Inconsistently:</p> <ul style="list-style-type: none"> • Utilize SchoolDude ticketing system giving priority to incidences as appropriate (e.g., school-wide Internet takes precedent over a single device that is not connected to wifi) • Deploy and collect equipment at beginning and conclusion of school year • Update a log of school's devices (mobile tablets, laptops, printers), software and application subscriptions, and electronic textbooks • Maintain devices and licenses on 	<p>Often:</p> <ul style="list-style-type: none"> • Utilize SchoolDude ticketing system giving priority to incidences as appropriate (e.g., school-wide Internet takes precedent over a single device that is not connected to wifi) • Deploy and collect equipment at beginning and conclusion of school year • Update a log of school's devices (mobile tablets, laptops, printers), software and application subscriptions, and electronic textbooks • Maintain devices and licenses on 	<p>Always:</p> <ul style="list-style-type: none"> • Utilize SchoolDude ticketing system giving priority to incidences as appropriate (e.g., school-wide Internet takes precedent over a single device that is not connected to wifi) • Deploy and collect equipment at beginning and conclusion of school year • Update a log of school's devices (mobile tablets, laptops, printers), software and application subscriptions, and electronic textbooks • Maintain devices and licenses on 	<ul style="list-style-type: none"> • SchoolDude tickets • Personal records and logs, verified by administration • Sign-off papers on deployed technologies
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	<p>existing technologies</p> <ul style="list-style-type: none"> • Keep devices refreshed on a 3-year renewal cycle, including disposal of e-waste, as per law • Manage the school's VoIP, wifi access points, data, and other Internet-related networking <p>The following are not met:</p> <p>1. <i>Elementary School:</i></p> <ul style="list-style-type: none"> • Recommend appropriate elementary-level and curriculum-level changes, as needed (e.g., hand-on learning) <p>2. <i>Middle School:</i></p> <ul style="list-style-type: none"> • Recommend appropriate 	<p>existing technologies</p> <ul style="list-style-type: none"> • Keep devices refreshed on a 3-year renewal cycle, including disposal of e-waste, as per law • Manage the school's VoIP, wifi access points, data, and other Internet-related networking <p>The following are not met:</p> <p>1. <i>Elementary School:</i></p> <ul style="list-style-type: none"> • Recommend appropriate elementary-level and curriculum-level changes, as needed (e.g., hand-on learning) <p>2. <i>Middle School:</i></p> <ul style="list-style-type: none"> • Recommend appropriate 	<p>existing technologies</p> <ul style="list-style-type: none"> • Keep devices refreshed on a 3-year renewal cycle, including disposal of e-waste, as per law • Manage the school's VoIP, wifi access points, data, and other Internet-related networking <p>The following are not met:</p> <p>1. <i>Elementary School:</i></p> <ul style="list-style-type: none"> • Recommend appropriate elementary-level and curriculum-level changes, as needed (e.g., hand-on learning) <p>2. <i>Middle School:</i></p> <ul style="list-style-type: none"> • Recommend appropriate 	<p>existing technologies</p> <ul style="list-style-type: none"> • Keep devices refreshed on a 3-year renewal cycle, including disposal of e-waste, as per law • Manage the school's VoIP, wifi access points, data, and other Internet-related networking <p>The following are not met:</p> <p>1. <i>Elementary School:</i></p> <ul style="list-style-type: none"> • Recommend appropriate elementary-level and curriculum-level changes, as needed (e.g., hand-on learning) <p>2. <i>Middle School:</i></p> <ul style="list-style-type: none"> • Recommend appropriate 	
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	<p>middle school-level and curriculum-level changes, as needed (e.g., project-based learning)</p> <p>3. <i>High School:</i></p> <ul style="list-style-type: none"> • Recommend appropriate high school-level and curriculum-level changes, as needed (e.g., college-focused) 	<p>middle school-level and curriculum-level changes, as needed (e.g., project-based learning)</p> <p>3. <i>High School:</i></p> <ul style="list-style-type: none"> • Recommend appropriate high school-level and curriculum-level changes, as needed (e.g., college-focused) 	<p>middle school-level and curriculum-level changes, as needed (e.g., project-based learning)</p> <p>3. <i>High School:</i></p> <ul style="list-style-type: none"> • Recommend appropriate high school-level and curriculum-level changes, as needed (e.g., college-focused) 	<p>middle school-level and curriculum-level changes, as needed (e.g., project-based learning)</p> <p>3. <i>High School:</i></p> <ul style="list-style-type: none"> • Recommend appropriate high school-level and curriculum-level changes, as needed (e.g., college-focused) 	
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References

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