Technology Director
Board Report
March 23, 2010

For this board report I thought it would be useful to lay out the roles and responsibilities of the various players of the technology system for the district.

Building Technology Coordinators
These are teachers who are given supplemental contracts to provide leadership and support to the instructional staff. Mark has been working with them to redefine their role in light of how much things have changed since the job description was originally created. The descriptions are still in draft form but when adopted should provide more clarity about what their role should be (which may or may not be different than what they are currently doing). Typically a BTC advises the principal about technology related concerns, do minor to moderate repair service, initiate staff training, and participate in district level technology meetings.

There are four BTC positions:

John Johnson (high school)
Perry Calabrese (middle school)
Sharon Bussler (elementary school)
Warren Westerberg (elementary school)

Technical Support Specialists
Russ Marshall and Skot Barker have these roles. They are the workhorses of department (though Russ is also working for Rob Williamson to provide maintenance). A TSS should be the first responder to the vast majority of requests for technical assistance from staff and students (AKA customers). Although Russ and Skot have very similar job descriptions, I have asked them each to focus on particular areas. Skot, for example, has been asked to focus his efforts first and foremost on software support and system configuration. This is usually the work in highest demand for our department. In turn, Russ' specialty is pretty much anything that is not software. A great benefit for us is that Russ has a low-voltage installer license and has extensive experience with the installation of cabling (network, phone, video, minor electrical, etc). Russ and Skot work as a team and while Russ may end up working on a software issue, Skot could just as easily be correcting a printing problem. Out of necessity, they work closely together, share workspace and tools, and either of them can respond to any issue as needed.

Administrative Support
Part of Julie Campbell's assistant role is to support technology. Julie has been working with me since 2002 and has become quite familiar with the nuance and quirks associated with this department. Specifically, she handles a large volume of incoming phone calls, is the video conference coordinator, help maintain the helpdesk system, lead Skyward support for the K8 campus (Marian Bakker is the HS lead support person), handles the whole procurement process, manages portions of the phone/voice mail system, helps maintain student accounts, and piles up large boxes around her desk as necessary. In addition to her wide range of skills, she provides a very professional and always friendly interface between staff/public/vendors and the rest of the technology department.

Director of Technology
My role as the director of technology is to facilitate the complexities involved in getting the necessary resources and information to my team as well as other staff. I wish I had a nickel for each time I've been faced with the “Now what is it exactly that you do again?” question. I should probably patent the

response “I facilitate technology related complexities.” to see if that satisfies their curiosity.

While I am responsible for certain administrative tasks, I also provide direct support to customers as well. Although I work under a teaching contract, I am fortunate to also be a part of the District Leadership Team. As a member of that team, I am privy to the longer discussions related to many of the changes underway with the way kids learn and teachers provide instruction. To be more specific about some of the tasks which may arise, I have a hand in things like workstation configuration and maintenance, server deployment and management, digital policies, district inventory, hardware and software standards, intercom system, attend regional technology meetings, facilitate grant efforts, online surveys, data manipulation, clocks, phones, power, data security, online course development, software licensing, projectors, sound systems, climate controls, issues around facilities, in-service, access and control privileges, Skyward/PowerSchool, printing systems, closed circuit TV, video distribution, and help alleviate some of the human dynamics of frustration. Not surprisingly, a fair amount of research and learning is an integral part of that as well. It really can be difficult to describe what it is that I do at any given point because there are many hats that I may need to wear in a single day.

Technology Administrator

All technology staff report directly to Mark (except BTCs who report to their building principal). Last year it was determined that for contractual reasons, the administrator for technology could not be (as I am) a member of the teachers' union. With that awareness (and the reorganization of administrative duties last year), Mark was officially designated as the administrator for this area so that there was no confusion or conflict in roles. The administrator responsibilities can be loosely described as providing the direction and appropriate context for all issues related to technology. As with any administrative position, it carries with it the “bottom line” responsibility for the integration of technology into all aspects of the district.