



Great Public Schools for Every Student

Troubleshooting and Providing IT Support to Educators

Educator uses technology tools to create a system of supports for other educators.

Key Method

Educator creates a system of supports for other educators to build confidence and capacity in troubleshooting common technological problems.

Method Components

Supporting Other Educators in Troubleshooting Technology

Supporting other educators with troubleshooting their technology problems is imperative as an educational technology coach. Solving problems with educators and not merely “for” them goes a long way to building the capacity of the educators you work with, and it gives those educators the confidence that they can solve small everyday tech issues that arise, thus freeing you up to work with more educators.

Creating Products for Oft-Answered Technology Issues

Another strategy for freeing up time to work with educators on their implementation and integration of technology into the classroom is having short screencast videos or one-to-two page help sheets with screenshots for the repetitive requests received from educators.

For instance:

- “How do I connect to a printer?”
- “How can I better organize my Google Drive?”
- “How do I upgrade ____ software?”
- “How do I create a _____ in _____ software?”
- “How do I ____ in Google Classroom?”

Design a Website to Curate Your Resources

Curating helpful resources on a well-designed website gives the opportunity to share multiple help files, videos, and software downloads in one place. A website can be shared in the footer of emails, on school websites, even on a business card.

A well-designed website has plenty of whitespace, an easy to use navigation system, and is organized so that desired resources can be accessed in three clicks or fewer. Further, a website is, by its nature, a growing and ever-changing resource that can reflect the multitude of changes - especially if links to support files are from reputable companies that regularly and reliably update their support pages.

Supporting Research

Mackey, Julie. "Blending real work experiences and virtual professional development." (2008).

https://ir.canterbury.ac.nz/bitstream/handle/10092/1966/12611007_mackey.pdf%3Bsessionid%3DEAF47473986D9A185AF2Dsequence%3D1

DuFour, Richard, and Casey S. Reason. Professional Learning Communities at Work and Virtual Collaboration: on the Tipping Point of Transformation. Solution Tree Press, 2016.

<http://www.nea.org/tools/63691.htm>

McConnell, Tom J., et al. "Virtual professional learning communities: Teachers' perceptions of virtual versus face-to-face professional development." *Journal of Science Education and Technology* 22.3 (2013): 267-277

https://s3.amazonaws.com/academia.edu.documents/37234299/McConnelletalJoST2012.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1524605375&Signature=xUgnDsz2DBJtZPkSrXLKhONDjsE%3D&response-content-disposition=inline%3B%20filename%3DVirtual_Professional_Learning_Communitie.pdf

King, Kathleen P. "Professional learning in unlikely spaces: Social media and virtual communities as professional development." *International Journal of Emerging Technologies in Learning (iJET)* 6.4 (2011): 40-46.

<http://www.online-journals.org/index.php/i-jet/article/view/1765/2013>

Coaching

Knight, Jim. "What Good Coaches Do." *Educational Leadership*, vol. 69, no. 2, Oct. 2011,

www.bcpss.org/bbcswebdav/institution/PUBLICINFO1112/CAO%20Leadership%20Institute%20SY11-12/December%206-9,%202011/What%20Good%20Coaches%20Do.pdf

West, Lucy, and Antonia Cameron. Challenging Assumptions About Coaching. Challenging Assumptions About Coaching.

http://metamorphosistlc.com/images/Resources/Articles/Challenging_Assumptions_About_Coaching.pdf

Resources

ISTE Resources for Troubleshooting and Providing Support

Essential Conditions for Providing Technical Support

https://id.iste.org/connected/standards/essential-conditions/technical-support?_ga=2.41430370.1762089432.1551307283-60392794.1551307283

ISTE Standards for Coaches

<https://drive.google.com/open?id=1700ciKbaolQIMhOV7MVphDyLh8jLRSnX>

Technology, Coaching, and Community

<https://drive.google.com/open?id=1yNe4mGjwEFowNHDzp4wCJKAGzoJ6yFeB>

ISTE Connect Ed Tech Coaches Network (requires free account to post)

<https://connect.iste.org/communities/community-home?CommunityKey=3144c376-a435-4bad-9080-f25d9d8cb17f>

General Troubleshooting Resources

Help Desks: Teenagers as Classroom Tech Support

<https://www.edutopia.org/students-classroom-tech-support>

Solve Those Tricky Classroom Tech Problems

<http://www.teachhub.com/how-solve-tricky-classroom-tech-problems>

Computer Troubleshooting for Teachers and Students

<https://webpage.pace.edu/ms16182p/troubleshooting/home.html>

Fixing Hardware and System Problems on a Chromebook

<https://support.google.com/chromebook/answer/6309225?hl=en>

How to Create Screencast Video

<https://screencast-o-matic.com/blog/how-to-create-a-screencast-in-3-easy-steps/>

iPad Support - Official Apple Support

<https://support.apple.com/ipad>

Getting Started with Google Sites

<https://gsuite.google.com/learning-center/products/sites/get-started/#!/>

Web Design

Best Web Design Apps

<https://www.commonsense.org/education/top-picks/best-web-design-apps-and-websites-for-students>

Ten Principles of Basic Web Design

<http://www.nea.org/home/10-Principles-of-Basic-Web-Design.html>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must answer the questions with a passing score in Parts 1 and 3, and receive a proficient for all components in Part 2.

Part 1. Overview Questions

175 - 250 words

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

1. Describe your current role and how it relates to troubleshooting and providing IT support to educators.
2. What are the current needs of both educators and students regarding troubleshooting and IT support? (include information about the number, type, and age of devices, how often the devices need technical support, etc.)

3. Describe your process in improving your skill in troubleshooting and providing IT support to educators.
- **Passing:** Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address the specific needs of both the teacher and the student. Educator includes a learning goal that describes what they hope to gain from earning this micro-credential.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following **three artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Troubleshooted Issue

Describe a technological issue for which you had to troubleshoot with another educator. What steps did you take? How was the situation resolved? What did you do to build capacity in the educator around troubleshooting this issue so that they might be better prepared to troubleshoot on his/her own next time? 300-word min - 500-word max

Artifact 2: Help sheet or Screencast

Create **either** a help sheet with screenshots, annotations, and text **OR** a screencast video that supports educators with a common issue you experience with your school/district. For instance: how to create an online grade book or how to perform a certain task in a Google app or other software. Please limit the screencast video to a maximum time of 3 minutes.

Artifact 3: Website

Create a website with embedded video, links to support sites, and help sheets for the educators you work with that address common issues that the educator can likely solve with some online support.

	Proficient	Basic	Developing
Artifact 1: Troubleshooted Issue	Troubleshooting process and outcome are clearly described. All questions in the prompt are fully addressed.	Troubleshooting process and outcome are described. Some of the questions in the prompt are fully addressed.	Troubleshooting process and outcome are not clearly described. The questions in the prompt are not fully addressed.
Artifact 2: Help sheet or Screencast	If help sheet artifact is submitted: Help sheet has at least four steps the educator must take. Each step has a screenshot with some sort of annotation (i.e., a circle around the link to be clicked, an arrow pointing to a menu bar item, etc.) and clearly written text describing the steps the educator should take to solve the issue.	If help sheet artifact is submitted: Help sheet has at least four steps the educator must take. Each step has a screenshot but not all screenshots have annotations. Help sheet has clearly written text describing the steps the educator should take to solve the issue.	If help sheet artifact is submitted: Help sheet has less than four steps the educator must take. Not all steps have a screenshot and/or not all screenshots have annotations. Help sheet has written text but some of the instructions are unclear or confusing.
	If a link to the	If a link to the screencast video is submitted:	If a link to the screencast video is submitted:

	<p>screencast video is submitted:</p> <p>Screencast is loaded into a cloud-based service (Google, Vimeo, YouTube, TeacherTube, etc.) so that the link is accessible to all that need to view it.</p> <p>Screencast video is clearly identified as the property of the submitter. This could be done with a title slide, with a vocal introduction during the screencast, or by using the webcam of your computer to record your face as you also explain the process of the subject of your screencast.</p> <p>Screencast instruction is clear and the reviewer can easily follow the steps to take to solve the issue and/or perform a task.</p> <p>Video is no longer than 3 minutes.</p>	<p>Screencast is loaded into a cloud-based service (Google, Vimeo, YouTube, TeacherTube, etc.) so that the link is accessible to all that need to view it.</p> <p>Screencast video is clearly identified as the property of the submitter. This could be done with a title slide, with a vocal introduction during the screencast, or by using the webcam of your computer to record your face as you also explain the process of the subject of your screencast.</p> <p>Screencast instruction is somewhat unclear and/or disorganized in a way that the reviewer cannot easily follow the steps to take to solve the issue and/or perform a task.</p> <p>Video is longer than 3 minutes.</p>	<p>Screencast is loaded into a cloud-based service (Google, Vimeo, YouTube, TeacherTube, etc.) so that the link is accessible to all that need to view it.</p> <p>Screencast video is not clearly identified as the property of the submitter.</p> <p>Screencast instruction is somewhat unclear and/or disorganized in a way that the reviewer cannot easily follow the steps to take to solve the issue and/or perform a task.</p> <p>Video is longer than 3 minutes.</p>
Artifact 3: Website	<p>The website has a clear navigation system where users can get to their desired information in three clicks or fewer. The navigation is organized by topic.</p> <p>The website contains at least five embedded videos for technological or troubleshooting help, as well as at least ten total links to help sheets and/or web support pages from reputable sources (i.e., Google, Apple, Microsoft, Windows, SmartBoard, Promethean, etc.)</p> <p>The website is created using contrasting but</p>	<p>The website has a clear navigation system where users can get to their desired information in three clicks or fewer. The navigation is organized by topic.</p> <p>The website contains at least five embedded videos for technological or troubleshooting help as well as at least ten total links to help sheets and/or web support pages from reputable sources (i.e., Google, Apple, Microsoft, Windows, SmartBoard, Promethean, etc.)</p> <p>The website's background and text</p>	<p>The website is lacking a clear navigation system Users need to click more than three times to get to their desired information. The navigation is not organized.</p> <p>The website contains at fewer than five embedded videos for technological or troubleshooting help or fewer than ten total links to help sheets and/or web support pages from reputable sources (i.e., Google, Apple, Microsoft, Windows, SmartBoard, Promethean, etc.)</p> <p>The website's</p>

neutral colors, has images for the header on the main page, and follows a color and font theme throughout the site.

There are a few spelling or grammatical errors on the site, but they do not interfere with the user's ability to understand the content.

color contrast and make the site difficult or uncomfortable to read. The font changes from page to page and there doesn't appear to be a common theme to the website.

Grammatical errors interfere with organization or understanding of content

background and text color contrast make the site difficult or uncomfortable to read. The font changes from page to page and there doesn't appear to be a common theme to the website.

There are multiple spelling or grammatical errors that interfere with the user's ability to understand the content.

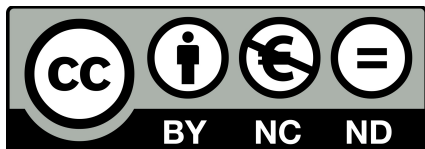
Part 3 Reflection

350 - 500 words

Please answer the following reflective questions. Please do not include any information that will make you identifiable to your reviewers.

Reflect on how your work on this micro-credential impacted your school or district.

- How were the educators you work with positively affected and how did that, in turn, impact students?
- What changes will you make to your future practice based on what you learned in this micro-credential?
- **Passing:** Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps the demonstrate how new learning will be integrated into future practices.



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