TECHNICAL SERVICES

T.1. Communication Standard: ability to effectively listen and communicate (written and verbal) with a diverse audience including students, parents/guardians, staff, visitors, and community

Foundational	Proficient	Advanced/Mastery
Collect and share information in a professional and efficient manner. ◦ understand and follow oral and written directions necessary for maintaining and providing technology services ◦ provide requested general information to students, parents/guardians, staff, visitors, and community about acceptable use policies and technology regulations ◦ share accurate information in a timely fashion (e.g., inform staff of potential assistive technologies to support students' needs) **Know expectations and guidelines for communicating in routine, sensitive, and confidential matters. RM** ◦ operate the school intercom systems and make announcements in a clear and pleasant voice ◦ maintain a schedule/calendar for system maintenance, technical support, and class instruction ◦ access and respond to emails, texts, and other required formats ◦ report factually and promptly any unusual situations or events to supervisor, administration or designee ◦ attend required staff meetings and trainings ◦ know emergency codes and phrases Continued on next page ...	**Manage information important to creating a safe learning environment.** ◦ coordinate dissemination of information (e.g., email, website, and social media postings about outage and service windows, regulations for use, and policies/laws) ◦ write emails, texts, and technical job aids as required by job duties that are clear and grammatically correct ◦ provide comprehensive and accurate information to students, parents/guardians, staff, visitors, and community ◦ understand and use educational terms and acronyms for clear and efficient communication of student need and progress ◦ ask clarifying questions when providing technical support to confirm user understanding ◦ serve, as appropriate, on staff committees to collect colleagues' input and share decisions and outcomes ◦ participate in professional learning concerning effective communication ◦ discuss with supervisor regarding emergencies, training needs, missing work, specific task expectations, etc. in a timely manner Continued on next page ...	**Be responsible for critical worksite/district communications. L** ◦ call for assistance, as needed, giving clear details about medical, security, or other emergencies ◦ de-escalate challenging behavior of students, parents/guardians, staff, visitors and community with clear, calm verbal and nonverbal communications ◦ handle difficult conversations with calm a demeanor ◦ work collectively with staff to share expectations and deadlines for the completion of large or time-sensitive projects or emergencies (e.g., system implementation and maintenance; partnering with business or technology company to address technology gaps; viruses or cyber-attack recovery plan, etc.) ◦ deliver information to staff during meetings in the absence of administrator or designee ◦ maintain positive internal communication system, ensuring instructional and support staff are kept informed of needed technology information ◦ write and compile reports, grant proposals, and other important documents **Mentor/coach others in role-alike positions on effective, professional, and culturally responsive communication. M** ◦ review written communications for qualities of professionalism, cultural sensitivity, and clarity ◦ guide mentees' reflection on interactions with students, parents/guardians, staff, visitors, and community for positive qualities and possible areas of improvement ◦ train technology staff on communication skills for effectively contributing to educational teams ◦ stay current and share best practices relating to communication strategies Continued on next page ...

L Indicates opportunities for leadership. **M** Indicates opportunities for mentoring. **RM** Indicates opportunities for being a role model.

Foundational	Proficient	Advanced/Mastery
Engage students, parents/guardians, staff, visitors, and community politely and positively.	Act as a liaison between school and community when interacting with and assisting students, parents/guardians, staff, visitors, and community. [RM]	Recommend areas for improvement in communications.
○ greet students, staff, and visitors in person or via phone with a smile and pleasant tone	○ explain and reinforce school/district expectations for a positive learning environment	○ research and suggest software applications/devices
○ share and reinforce expectations for positive school-wide behavior (e.g., be safe when on the internet; be responsible by reporting cyberbullying; be respectful of self and others when posting on social media, etc.)	○ participate in reciprocal feedback process with parents/guardians and staff in order to adjust academic and behavioral instruction and reinforcement; be aware of social and cultural dynamics, adjusting communication style to respond in a culturally relevant manner	○ serve on committee or work group gathered to improve communication quality and processes
○ seek to understand the needs of students, parents/guardians, staff, visitors, and community by asking clarifying questions and paraphrasing responses to confirm understanding of requests	○ research and provide comprehensive and accurate information	
○ use professional language in all communications (e.g., conversations, email, written correspondence, and public meetings)	○ facilitate transfer of information between school site/program and outside agencies and districts	
○ listen with empathy to concerns of students, parents/guardians, staff, visitors, and community	○ use language that reinforces the positive academic and social expectations to increase appropriate school behavior	
○ listen for and discern critical information necessary to support student learning during team meetings and in consultation with supervisor; when working with students, monitor progress, collect, and share data in areas of focus	○ use corrective feedback to discourage inappropriate behavior and respect the individual	

T.2. Cultural Competence Standard: ability to examine one's own cultural context, understand cultural contexts of others, and interact across cultural contexts with sensitivity to differences (e.g., economic, race, gender, and disability)

Foundational	Proficient	Advanced/Mastery
Recognize differences among and across groups of people.	Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students' strengths.	Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership. [L]

Recognize differences among and across groups of people.

- understand social construction resulting in stratification of groups of people
- identify cultural norms that vary based on race, language, socioeconomic status, country of origin, gender, religion, and other aspects of identity
- aware of systemic, institutional inequities based on race and other differences (e.g., disparity by race/ethnicity and ability/disability in academic achievement and employment)
- know district policies regarding bullying and harassment/sexual harassment of students and/or staff

Recognize one's reaction to individuals or groups who are different from oneself. [RM]

- aware of personal implicit and explicit biases
- manage personal reactions to difference and expand ability to work with others

Build relationships of mutual respect and seek to understand diverse perspectives. [RM]

- accept diversity as the norm, and part of working with all students, parents/guardians, staff, visitors, and community effectively
- learn about and respect different racial and cultural backgrounds, customs, ways of communicating, traditions, and values
- speak clearly and with a friendly, courteous tone

Acknowledge the value of speaking multiple languages.

- learn key phrases in language of students, parents/guardians, staff, visitors, and community
- provide worksite/district documents in home language of students, parents/guardians, staff, visitors, and community available on website
- translation option offered on website
- advocate for worksite signage in multiple languages

Understand the value of diversity in a learning environment in order to create opportunities that will include and maximize students' strengths.

- recognize the unique combination of cultural variables (e.g., race, language, economics, country of origin, gender, religion, ability/disability, etc.) within the worksite/district/community as assets
- access resources to increase knowledge of how race, ethnicity, and other aspects of diversity intersect
- examine beliefs and attitudes to discern strengths, preferences, and biases of self and others in order to expand understanding of racial and cultural diversity
- acknowledge power imbalance occurs when one group's identity is established as the norm (e.g., individual can be bullied when another feels empowered to do so)

Understand how one's own culture—all experiences, background, knowledge, skills, beliefs, values, and interests—shapes sense of self, and how one fits into family, school, community, and society and impacts interaction with others. [RM]

- reflect on own racial, social class, gender experiences to identify generalized social norms and expectations
- reflect on how worksite/district policies and practices match or are different from own experiences and expectations

Work collaboratively with members of racially and culturally diverse groups. [L]

- use racial consciousness and cross-cultural understanding to communicate effectively
- provide services attending to the racially and culturally diverse needs of students, parents/guardians, staff, visitors, and community
- participate in activities with interracial and cross-cultural groups in school and in the larger community

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Identify and address the consequences of inequities based on racial, socioeconomic, gender, disability or other aspects of identity or group membership. [L]

- participate in school/district equity activities (e.g., seek community support to provide technology resources to students)
- participate on school/district's racial justice and equity teams
- lead racial justice and equity conversations and learning opportunities with students, parents/guardians, staff, visitors, and community
- review school/district policies and practices for equity and cultural responsiveness, and recommend changes (e.g., access digital divide)
- share effective practices and protocols that support physical and/or social-emotional well-being during interracial and intraracial interactions

Use one's own cultural experiences, background, knowledge, skills, beliefs, and values to mentor/coach students and applicable staff in racial justice and cross-cultural experiences. [M, L]

- engage in racial and cross-cultural dialogue with students in settings outside the classroom
- process racial and cross-cultural events with mentee(s)

Identify the need for additional cultural competence training and seek those resources. [L]

- access information on racial-identity development
- review factors that affect interactions across racial and cultural groups, including historical experiences and relationships among groups in a local community
- understand historical development of access to education by race, class, gender, disability, etc. in the United States
- acquire advanced training in facilitating racial equity and cross-cultural dialogue with students, parents/guardians, staff, visitors, and community
- increase literacy (i.e., listening, speaking, reading, writing) in additional languages

Foundational	Proficient	Advanced/Mastery
	Understand the impact of racial and cultural differences in educational and work environments. ○ recognize impact of own behavior on others regardless of intent, and modify behavior when impact is revealed ○ apply cross-cultural communication skills (e.g., different ways of showing respect, seeking assistance, sharing personal information, etc.) **Model cultural competence in interactions with students, parents/guardians, staff, visitors, and community. RM** ○ express awareness of own implicit and explicit biases ○ ask questions to determine if missing perspectives have been sought and included in decisions ○ use protocols and skills in cross-cultural and interracial interactions	

T.3. Organization Standard: ability to prioritize, plan, and execute tasks efficiently and effectively

Foundational	Proficient	Advanced/Mastery
Follow procedures for collecting, managing, and maintaining information needed for job duties. ○ basic inventory management ○ routine maintenance of equipment ○ school/district policies/procedures ○ employee policies and expectations ○ department documentation requirements ○ available technical resources **Manage work duties effectively within time allotted/allocated.** ○ plan and complete tasks as assigned ○ prioritize help desk requests ○ file documentation on time ○ follow assigned schedule **Follow directions and recommended operating procedures for job-related equipment.** ○ inventory of tools and equipment ○ use of organization's assets ○ maintain clear and clean work area ○ caution of potential spill hazards ○ reference materials, apps, manuals, etc. stored in easy-to-access and logical manner	**Maintain ready access to information and equipment necessary for job duties, including notifications and updates.** ○ department-level documentation ○ inventory of tools and equipment maintenance ○ product information and manuals ○ correspondence, reports, school policies and procedures **Model efficient and effective workload management.** RM ○ needed resources and equipment easy to locate and stored in logical manner ○ schedule system or server maintenance around academic schedule to lessen disruption ○ handle multiple tasks ○ anticipate issues and resolve independently ○ create and maintain one's own schedule **Work cooperatively with other staff on emergencies and/or the completion of large, complex or time-sensitive projects.** RM ○ migration to new software system ○ infection of computer devices by malware, viruses, etc. **Perform maintenance tasks for equipment and information systems to ensure readiness to complete job duties.** ○ regular updates and internet security practices	**Use management tools to prioritize tasks and workload in advance for efficiency in daily and long-term project completion.** L ○ calendar and apps that track technology support and media requests **Analyze systems and procedures for efficiency and effectiveness, and suggest or implement improvements.** L ○ inventory management ○ routine maintenance procedures, equipment replacement, and upgrade schedules ○ set standards and protocols for document management **Manage administrative, fiscal, and facilities functions responsively.** M ○ team schedule ○ inventory management ○ department budget input ○ obsolescence planning **Manage or lead complex, multifaceted projects related to job duties.** L ○ software and infrastructure installation or maintenance projects ○ manage tasks for department and delegate tasks to others **Mentor/coach others in developing or maintaining organization skills related to job duties.** M ○ mentor new staff on document organization, file storage, and archiving ○ train staff on organizing documentation processes, file storage, and archiving

T.4. Reporting Standard: ability to understand the responsibilities of a mandated reporter and what, when, how, and to whom reports should be filed

Foundational	Proficient	Advanced/Mastery
Know and follow child safety/welfare laws, reporting policies and procedures, and repercussions of noncompliance (i.e., district, Board, state, federal). ○ mandated reporting ○ school expectations for positive behavior, and continuum of responses for unexpected behavior **Know and report breaches in student and staff codes of conduct, bullying, harassment, and other policies (e.g., acceptable use).** ○ student and adult behavior ○ situations that might disrupt daily school operation connected to technology use ○ illegal software, phishing, accessing inappropriate websites, or other disruptive digital behavior ○ all accidents or incidents, as required by school policy and state law ○ bomb threats or other threats of violence ○ identify and report a situation to the proper administrator, and document the situation ○ understand the chain of command for reporting procedures **Maintain the necessary documentation for required agency and individual reports. ᴿᴹ** ○ student behavior and incident reports ○ student recognition for positive behavior ○ incident reports of vandalism and inappropriate or dangerous digital behavior ○ deliveries, equipment, and inventory of technology related equipment	Recognize signs of neglect/abuse, substance abuse, or self-injury behavior involving students or staff. ○ observe student demeanor and attitude changes over time based on knowledge of student ○ apply understanding of race/cultural competence when reporting concerning behavior to mitigate implicit bias **Clarify reporting procedures for others and assist in notifying proper authorities. ᴹ** ○ factual reporting using appropriate terminology ○ proper use and submission of all forms and documents ○ potential responses to reporting, and of legal obligations and proceedings that follow reporting ○ know when to activate the chain of command **Represent the school/district in a professional manner when reporting all incidents. ᴿᴹ** ○ abide by protocols and confidentiality agreements **Coordinate the transfer of information between site program and outside agencies/districts.** ○ maintain confidentiality of electronic student information ○ maintain protocols for safe transfer of data within and outside of worksite/district	Participate with administrators and other stakeholders in creating and implementing professional development on reporting requirements. ᴸ ○ training in identifying and proper reporting of suspected cyber harassment and bullying ○ data reporting procedures and requirements **Prepare required agency and individual reports and maintain all appropriate records.** ○ incident reports of security breaches, vandalism, and inappropriate or dangerous digital behavior ○ present technology and safety reports to the Board **Mentor/coach others in documentation and reporting protocols. ᴹ** ○ student and adult behavior ○ accidents or incidences at the worksite or during sponsored activities ○ breeches in technology security

T.5. Ethics Standard: ability to maintain a high level of ethical behavior, confidentiality, and privacy of any information regarding students, staff, and all job-related matters

Foundational	Proficient	Advanced/Mastery
Contribute to the learning environment by nurturing positive ethical and moral practices. [RM] ○ be honest in dealing with lost items, reporting, and recordkeeping ○ consider racial and cultural context when making ethical decisions ○ be responsible for security items such as keys, radios, passcodes ○ exercise self-control, discipline, and integrity ○ use language appropriate to a learning environment ○ maintain high-quality work ○ focus on effective use of time ○ use of leave time in accordance with school/district policy **Know the laws, district policies, and procedures related to ethical behavior and confidentiality.** ○ read and follow employee code of conduct/handbook ○ read and follow Technology Acceptable Use Policy ○ know and use the proper protocol to communicate and address concerns ○ maintain confidentiality concerning student and staff information **Develop relationships with students, parents/guardians, staff, visitors, and community based on mutual respect both in and outside the worksite.** ○ know and participate in development of positive school culture to support a safe, inclusive learning environment ○ know and follow protocols for positive engagement with parents/guardians and the community	**Display ethical and professional behavior in working with everyone who communicates—or is associated—with the worksite.** [RM] ○ be responsible and accountable for individual performance and continually strive to demonstrate competence ○ resolve problems and conflicts, including discipline, according to the law and school policy ○ use institutional or professional resources and privileges only for job-related duties ○ deal considerately and justly with students, parents/guardians, staff, visitors, and community ○ consider biases in procedures and practices that compromise social justice when making ethical decisions **Maintain professional relationships with students, parents/guardians, staff, visitors, and community both in and outside the worksite.** ○ serve as an individual example of appropriate ethical conduct ○ respond in a timely manner to feedback about personal performance and adapt accordingly ○ be conscious of potential discriminatory practices based on a person's disability, race, gender, cultural background, religion, or sexual orientation ○ strive for quality in delivery of services ○ participate in sense of collective responsibility for high-quality work and services **Exercise confidentiality and privacy of any information regarding students and staff in all job-related matters by following all rules, regulations, and policies.** ○ conduct conversations about students or other confidential matters privately ○ keep details of confidential matters limited to those who need to support and provide service ○ secure and protect documents from casual viewing ○ inform appropriate personnel of breaches in confidentiality	**Mentor/coach others in ethical conduct.** [M] ○ update staff on new procedures and policies ○ lead workshops or webinars on ethical behavior in educational settings **Lead others in ethical behavior.** [L] ○ maintain high level of professional competence and integrity when exercising professional judgment ○ observe, identify, and explain proper ethical conduct to students and staff ○ respect the values and traditions of the diverse cultures represented in the school/district and community ○ identify and report violations to the code of conduct ○ advocate for change in regulations and statutes when such legislation conflicts with ethical guidelines and/or student/employee rights ○ notice when policies, practices, or laws are harmful to individuals, groups, or the community ○ consider the conflict between the value of obeying the law and the value of serving people ○ stay informed about current social issues that differentially affect students, schools, and communities ○ initiate action for social justice

T.6. Health & Safety Standard: ability to protect the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity

Foundational	Proficient	Advanced/Mastery
Know basic safety, first aid, and Occupational Safety and Health Administration (OSHA) information as required by job duties.	Maintain valid safety and first aid/CPR/AED certificates as required by job duties.	Participate on safety committees at the school, district, community, and/or state level. ᴸ
◦ first aid certification, AED training, and hazardous materials handling	◦ register for first aid, CPR/AED certification classes every two years	◦ take note of action items
Know and fulfill assigned and designated functions during practice and active emergency/evacuation procedures.	◦ access refresher materials online annually	◦ contribute to discussion based on experience and knowledge of cyberbullying, acceptable use, malware mitigation, etc.
◦ keep emergency plan in easily accessed location	Remain current with any new policies/procedures that ensure the health and safety of students and staff.	◦ integration of technology in emergency protocols
◦ station oneself at designated location to direct emergency responders	◦ computer maintenance with appropriate security protocols and patches	◦ serve as staff liaison
Know worksite rules and policies for student and staff codes of conduct related to safety. ᴿᴹ	◦ computer virus mitigation	Advocate for positive changes that will improve the health and safety of students and staff. ᴸ
◦ area of refuge	◦ cyberbullying identification and reporting	◦ suggest improvements to minimize health impact of device use on student and staff health (e.g., eyestrain from screen glare, muscle strain/fatigue from overuse, or poor positioning, etc.)
◦ fire drill, evacuations, and lockdown procedures	◦ policy and procedures for reporting all accidents occurring on school grounds	
◦ safe internet use practices	Recognize behaviors that students may exhibit during emergency situations. ᴸ	◦ post health and safety reminders in high device use areas of the building
Make quick and accurate decisions in difficult situations.	◦ plan for students who may have a seizure, run away, hide, etc. in response to stressful situations	◦ new information and practices for safe and healthy device and app usage
◦ know procedures for person with a knife or firearm	◦ implement protocol for students with a history of unpredictable or violent behavior	Know terms and acronyms used by public safety officials, Federal Emergency Management Agency (FEMA), and local and state emergency preparedness agencies.
◦ call for ambulance/emergency support	Display confidence and poise when making judgment calls during emergency drills or events. ᴿᴹ	◦ select terms and acronyms* most relevant to school emergencies, learn their meanings, and commit to memory
◦ make appropriate staff aware of the situation	◦ use a firm, calm voice and controlled breathing	
Maintain security and safety with regard to visitors in the building.	◦ use practiced, predetermined phrases for clarity under stress	Respond to and coordinate emergency and disaster drills/incidents.
◦ know sign-in procedures and parameters for visitors in the building (e.g., name badge visible, in permitted areas, observing school expectations, etc.)	Honor privacy and exercise confidentiality of all personal information regarding students, parents/guardians, staff, visitors, and community.	◦ practice operation of emergency communication devices
◦ know procedures for stranger in the building/on campus	◦ share only needed information with emergency or other assisting staff	◦ participate in mock emergency drills
◦ evacuation paths		◦ communicate with administration and staff regarding emergency technology situations
◦ utility shutoffs		
◦ promptly respond accordingly when an emergency code is announced		
◦ monitor and update surveillance equipment	Continued on next page ...	Continued on next page ...

*The *FEMA Acronyms, Abbreviations & Terms* job aid is housed at fema.gov with a search feature that allows the user to find the meaning of individual acronyms and abbreviations, and lists related to specific areas of disaster management.

T.6. Health & Safety Standard (continued)

Foundational	Proficient	Advanced/Mastery
	Maintain security and safety in regard to computer systems and devices. ○ ergonomic positioning for safe and healthy use of devices ○ warnings about battery and electrical connections ○ safety parameters for servers ○ know operations of surveillance equipment	Recognize when a student or colleague is experiencing problems (e.g., educational, behavioral, developmental, health, or safety related) in order to prevent escalation/emergency. ○ apply knowledge from daily interactions with students ○ apply de-escalation skills and procedures ○ activate individualized response procedures for students with disabilities **Mentor/coach others regarding emergency policies and procedures.** [M] ○ casualty assistance during emergencies ○ cyberbullying and hacking ○ fire-extinguishment training

T.7. Technology Standard: ability to use electronic devices to problem solve and complete work-related duties

Foundational	Proficient	Advanced/Mastery
Operate computer and/or other digital devices and platforms required for job duties. ◦ telephone/walkie-talkie etiquette and protocols ◦ email, district website, and internet ◦ online or virtual professional development ◦ appropriate software for job requirements ◦ work order tasks **Operate standard office equipment.** ◦ copier, scanner, printer **Input data, as needed, for accurate data management.** ◦ input and access personal information (e.g., hours, pay stubs, leave requests, etc.) **Know worksite's Acceptable Use Policy.** ◦ read annually and submit signature page **Know terminology in order to solve common technology issues.** ◦ dialogue box, error message window, etc. **Learn and adopt new technology methods.** ◦ new input devices ◦ cloud storage	**Monitor job-related emails routinely. RM** ◦ at least five times daily or as directed by supervisor **Operate advanced settings of digital equipment needed to perform job duties.** ◦ usage monitoring ◦ configure and maintain at least one operating system **Use appropriate job-related programs.** ◦ web and document searches ◦ spreadsheets, reports, diagrams, graphs, etc. ◦ input data, as needed, for accurate data management (e.g., response and resolution rates, storage usage, inventory control) **Know how to contact Information Technology (IT) department and report specific issues.** ◦ designated email for reporting ◦ screen shot of error messages ◦ note clear sequence of events prior to technology issue ◦ understand the reporting procedure for misuse of technology, cyberbullying, inappropriate images, etc. and who to refer the situation to **Model safe internet and technology use. RM** ◦ responsible social media use ◦ appropriate response to phishing, trolling, spam, etc. ◦ know student data privacy rules and/or laws	**Research trends/issues pertaining to the job. L** ◦ internet security ◦ software updates and patches ◦ hardware and network trends ◦ data management ◦ message boards for solutions to unknown or complex technology issues **Download specific programs for maintaining equipment as directed by supervisor.** ◦ antivirus program ◦ software updates and patches **Apply advanced understanding.** ◦ scripts/programming ◦ configuring and maintaining multiple operating systems **Review and manage data, as needed, for accurate data analysis.** ◦ track work order accounts, maintenance, technology service loads, etc. **Lead a technical team. L** ◦ facilitate workload distribution ◦ decisions on technology usage impacting users **Conduct training and provide in-service as required to keep staff aware of current and new procedures, methods, and trends. M** ◦ create procedural manuals, job tools, and visuals for users ◦ classroom technology (e.g., SMART board®, document camera, tablets, communication devices, etc.) ◦ new student information management systems ◦ new digital or online student assessments Continued on next page …

Foundational	Proficient	Advanced/Mastery
		Mentor/coach other staff to use internet/software applications safely and independently. [M] ○ schedule time with mentee to review digital requirements of job duties ○ schedule time with mentee to review worksite/district Acceptable Use Policy ○ opportunity to answer questions about Acceptable Use Policy ○ input task status in project management software **Manage social media presence.** ○ monitor school-related social media sites ○ monitor content of posts according to district guidelines

T.8. Professionalism Standard: ability to present and conduct oneself in a professional manner in all job settings

Foundational	Proficient	Advanced/Mastery
Align appearance appropriately to job duties and professional expectations as outlined in handbook or job description. ◦ business or business casual, appropriate to educational setting **Conduct oneself as an ambassador for school or agency. RM** ◦ model school procedures and expectations ◦ greet students, parents/guardians, staff, visitors, and community in a dignified, positive manner ◦ respond to requests for information or assistance promptly ◦ provide appropriate information to students, parents/guardians, staff, visitors, and community ◦ demonstrate honesty and integrity in making decisions ◦ appropriate use of language around students **Know the roles and responsibilities of your career field.** ◦ licensing/certification (if required), ◦ proper use and care of tools and equipment ◦ parameters for interacting with students, staff, and administration ◦ Board policy and regulations ◦ work independently (e.g., initiate tasks, complete tasks within assigned time frame without prompting) **Work collaboratively with a team.** ◦ acknowledge merits of multiple viewpoints or ideas ◦ share ideas with and accept ideas of team members ◦ understand team structures and how to contribute for the best interest of the students	**Project a positive image to the community through communication, involvement, and personal conduct. RM** ◦ commitment to providing a safe and functioning technology-enabled learning environment ◦ communicate clearly and directly with students, parents/guardians, staff, visitors, and community **Maintain emotional control in stressful situations.** ◦ use a firm, calm voice and controlled breathing ◦ ask clarifying questions **Establish and maintain effective working relationships with others both in and outside of the worksite. RM** ◦ understand needs and perspectives of students, parents/guardians, staff, visitors, and community ◦ seek solutions to identified needs with appropriate staff **Maintain current knowledge of procedures, policies, and laws. L** ◦ best practices for use of technology in an educational environment ◦ knowledge and use of software, apps, and equipment ◦ knowledge of systems, materials, products, and project planning ◦ continuing education for appropriate licenses ◦ use culturally responsive procedures for engaging students, parents/guardians, staff, visitors, and community when performing work tasks ◦ requirements for maintaining a healthy and safe work environment **Respond appropriately to instruction and feedback.** ◦ develop strategies for continuous improvement ◦ seek to understand specifics of corrective feedback and how to change behavior or processes to improve **Shift tasks and priorities when necessary.** ◦ interrupt or reschedule planned tasks as needed ◦ ask clarifying questions to understand needs and new priorities	**Seek or maintain connections with the larger community. L** ◦ vendor or service/repair individuals ◦ involvement in your local, district, or state association **Engage in the improvement of the profession through active participation in professional organizations. L** ◦ attend local union meetings ◦ take on a position in local or state union ◦ seek resources from the International Society for Technology in Education (ISTE) or similar organization ◦ attend webinars or conferences **Demonstrate initiative in identifying areas of need and opportunities for improvement. L** ◦ recognize failing systems or equipment in need of maintenance or repair ◦ identify and manage maintenance crises ◦ recommend hardware and software platforms that support student learning and school data management ◦ create educational environments and learning spaces that function well and reflect the value for education ◦ programming for staff and students on how they can contribute to a well-functioning and safe learning environment ◦ conduct trainings on software, hardware, etc. **Seek additional certifications.** ◦ systems technician certificate ◦ advanced knowledge of coding and programs management as pertain to career field ◦ continuing education in technology field **Mentor/coach others in role-alike positions on professionalism standards. M** ◦ communicate importance of timely technology assistance and maintenance to a positive and safe learning environment