



# Troubleshooting and Providing IT Support to Educators

## Competency

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 educators of various technological abilities 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 and confidence of the educators you work with. .

**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?”



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- “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 for a diverse group of educators. 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 adapt to and support the changes in technology, accessible information and diversified user population.

## Supporting Rationale and Research

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

[https://ir.canterbury.ac.nz/bitstream/handle/10092/1966/12611007\\_mackey.pdf%3Bjessionid%3DEAF47473986D9A185AF2D2CD761A84EF?sequence%3D1](https://ir.canterbury.ac.nz/bitstream/handle/10092/1966/12611007_mackey.pdf%3Bjessionid%3DEAF47473986D9A185AF2D2CD761A84EF?sequence%3D1)

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://drive.google.com/file/d/1ZAKnVW1BUazlZgJuDJFUCdMI5tNGFI7/view?usp=sharing>

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.

[https://drive.google.com/file/d/1dEiyJukVBz\\_aVd5sNybk3lejYaMsLWq\\_/view?usp=sharing](https://drive.google.com/file/d/1dEiyJukVBz_aVd5sNybk3lejYaMsLWq_/view?usp=sharing)



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

<https://drive.google.com/file/d/1J5vI5fKsja-TbKpMtlYuev4qmA0N1JWh/view?usp=sharing>

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

<https://drive.google.com/file/d/1vBA9LXPN1o6VX9MZ-9Hn68nqirpA2T0l/view?usp=sharing>

## Resources

ISTE Resources for Troubleshooting and Providing Support  
[Essential Conditions for Providing Technical Support](#)

[ISTE Standards for Coaches](#)

[Technology, Coaching, and Community](#)

[ISTE Connect Ed Tech Coaches Network \(requires free account to post\)](#)

General Troubleshooting Resources

[Help Desks: Teenagers as Classroom Tech Support](#)

[Computer Troubleshooting for Teachers and Students](#)

[Fixing Hardware and System Problems on a Chromebook](#)

[How to Create Screencast Video](#)

[iPad Support - Official Apple Support](#)

Web Design

[Best Web Design Apps for Students](#)

[Getting Started with Google Sites](#)



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[How to Build a Website](#)

[Build a WordPress Blog](#)

[Start Your Teaching Blog: Resources, Advice, and Examples](#)

[Designing an Educational Website](#)

[How to Make an Effective Teacher Website](#)

[How Can Teachers Use Google Sites? Let Me Count the Ways](#)

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## 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 (Provides Context)

**(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, the varying levels of technological knowledge, 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.



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## Part 2. Work Examples/Artifacts/Evidence

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 confidence and capacity in the educator around troubleshooting this issue so that they might be better prepared to troubleshoot on his/her own next time? **(300 - 500 words)**

### 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. \*Note: a website, as described, is never truly finished as it changes as needs and software changes. The “finished” product you submit will reflect that reality. For more details, see the rubric below.

## Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1: Troubleshooted Issue</b>	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.
<b>Artifact 2: Help sheet or Screencast</b>	<b>If help sheet artifact is submitted:</b>	<b>If help sheet artifact is submitted:</b>	<b>If help sheet artifact is submitted:</b>



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	<p>Help sheet has at least four steps the educator must take. <b>Each</b> 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.) <b>and</b> clearly written text describing the steps the educator should take to solve the issue.</p> <p><b>If a link to the screencast video is submitted:</b></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</p>	<p>Help sheet has at least four steps the educator must take. <b>Each</b> 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.</p> <p><b>If a link to the screencast video is submitted:</b></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>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.</p> <p><b>If a link to the screencast video is submitted:</b></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>
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	<p>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 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>Video is longer than 3 minutes.</p>
<p><b>Artifact 3: Website</b></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 is created using</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</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>



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	<p>contrasting but neutral colors, has images for the header on the main page, and follows a color and font theme throughout the site.</p> <p>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.</p>	<p>text 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.</p> <p>Grammatical errors interfere with organization or understanding of content.</p>	<p>The website's 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.</p> <p>There are multiple spelling or grammatical errors that interfere with the user's ability to understand the content.</p>
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### Part 3 Reflection

**(350 - 500 words)**

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

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?
- How did your work promote confidence and capacity of all technology users in your organization?
- What changes will you make to your future practice based on what you learned in this micro-credential?



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**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 that demonstrate how new learning will be integrated into future practices.



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