

Administrator Standards

I. Leadership and Vision

Educational Leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic plan to achieve the vision.
- C. foster and nurture a culture of responsible risk-taking and promote continuous innovation in and out of the classroom.
- D. advocate policies that align with and promote the district technology vision.
- E. advocate for research-based effective practices in use of technology.
- F. advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.

Role-Specific Technology Leadership Tasks:

Superintendent	District Program Director	Building Administrators
<i>Superintendents who effectively lead integration of technology typically perform the following tasks:</i>	<i>District program directors who effectively lead integration of technology typically perform the following tasks:</i>	<i>Building Administrators who effectively lead integration of technology typically perform the following tasks:</i>
<ul style="list-style-type: none"> • establish a culture that encourages responsible risk-taking with technology while requiring accountability for results. • maintain an emphasis on technology fluency among staff across the district and provide staff development opportunities to support high expectations. • use current information tools and systems for communication, management of schedules and resources, performance assessment, and professional learning. 	<ul style="list-style-type: none"> • assure that program initiatives are aligned with the district technology vision. • represent program interests in the development and systematic review of a comprehensive plan that supports the district technology vision. • advocate for program use of promising practices with technology to achieve program goals. 	<ul style="list-style-type: none"> • participate in an inclusive district process through which stakeholders formulate a shared vision that clearly defines expectations for technology use. • develop a collaborative, technology-rich school improvement plan, grounded in research and aligned with the district strategic plan. • promote highly effective practices in technology integration among faculty and other staff.

II. Learning and Teaching

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology enriched learning environments.
- C. provide for the use of technology to meet the individual and diverse needs of learners, including the use of assistive technology.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills, and encourage the development of best practices.
- E. provide high-quality professional development to assist staff with improving learning through technology.

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<ul style="list-style-type: none"> • provide equitable access for students and staff to technologies that enhance learning and facilitate productivity. • communicate expectations consistently for the use of technology to increase student achievement. • ensure that policies and budget priorities reflect a focus on technology and its relationships to enhanced learning and teaching. 	<ul style="list-style-type: none"> • provide electronic resources that support improved learning for program participants. • provide high-quality staff development modeling the use of technology to enhance program initiatives. • ensure that program curricula and services take advantage of appropriate technology innovations. 	<ul style="list-style-type: none"> • assist teachers in using technology to collect, access, analyze, and interpret student performance data. • assist teachers in using performance data to appropriately design, assess, and modify instructional practice. • provide high-quality staff development modeling the use of technology to enhance student learning. • assure that instructional practice supports the district vision for technology. • promote staff professional growth in the effective use of technology for teaching and learning.

III. Assessment and Evaluation

Educational leaders implement comprehensive systems of effective assessment and evaluation using technology.

Educational Leaders:

- A. evaluate appropriate uses of technology resources for learning, communication, and productivity using multiple methods.
- B. improve instructional practice and student learning through the use technology to collect and analyze instructional performance data, interpret results, and communicate findings.
- C. facilitate quality professional development to inform personnel decisions by assessing staff knowledge, skills, and performance in using technology.
- D. **use technology to assess, evaluate, and manage administrative and operational systems.**

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<ul style="list-style-type: none"> • engage administrators in using district-wide and disaggregated data to identify improvement targets at the district, program, and school levels. • establish evaluation procedures for administrators that assess demonstrated growth toward achieving technology standards for school administrators. • include effectiveness of technology use in the learning and teaching process as one criterion in assessing performance of instructional staff. 	<ul style="list-style-type: none"> • promote and model the use of technology to access, analyze, and interpret campus data to focus efforts for improving student learning and productivity. • monitor and analyze performance data to guide the design and improvement of program initiatives and activities. • employ multiple measures and flexible assessment strategies to determine staff technology proficiency within the program and to guide staff development efforts. 	<ul style="list-style-type: none"> • promote and model the use of technology to access, analyze, and interpret school and classroom data to focus efforts for improving student learning and productivity. • implement evaluation procedures for teachers that assess individual growth toward established technology standards and guide professional development planning.

IV. Social, Legal, and Ethical Issues

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Educational Leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology and respect the diversity of learners.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

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<ul style="list-style-type: none"> • ensure that every student in the district engages in technology-rich learning experiences. • recommend policies and procedures that protect the security and integrity of the district infrastructure and the data resident on it. • develop policies and procedures that protect the rights and confidentiality of students and staff. 	<ul style="list-style-type: none"> • involve program participants, clients, and staff in dealing with issues related to equity of access and equity of technology-rich opportunities. • educate program personnel about technology-related health, safety, legal, and ethical issues, and hold them accountable for decisions and behaviors related to those issues. • inform district and campus leadership of program-specific issues related to privacy, confidentiality, and reporting of information that might impact technology system and policy requirements. 	<ul style="list-style-type: none"> • secure and allocate technology resources to enable teachers to better meet the needs of all learners on campus. • adhere to and enforce among staff and students the district’s acceptable use policy and other policies and procedures related to security, copyright, and technology use. • participate in the development of facility plans that support and focus on health and environmentally safe practices related to the use of technology.

V. Productivity and Professional Practice

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Educational leaders:

- A. model the routine, intentional, and effective use of technology, and mentor other educators
- B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- D. engage in sustained, job-related professional learning using technology resources,
- E. maintain awareness of emerging technologies and their potential uses in education.
- F. use data in making leadership decisions.
- G. use technology to advance organizational improvement.

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<ul style="list-style-type: none"> • establish a culture that encourages responsible risk-taking with technology while requiring accountability for results. • maintain an emphasis on technology fluency among staff across the district and provide staff development opportunities to support high expectations. • use current information tools and systems for communication, management of schedules and resources, performance assessment, and professional learning. 	<ul style="list-style-type: none"> • use technology and connectivity to share promising strategies, interesting case studies, and student and faculty learning opportunities that support program improvement. • model, for program staff, effective uses of technology for professional productivity such as in presentations, record keeping, data analysis, research, and communications. • use online collaboration to build and participate in collaborative learning communities with directors of similar programs in other districts. 	<ul style="list-style-type: none"> • use current technology-based management systems to access and maintain personnel and student records. • use a variety of media and formats, including telecommunications and the school Web site, to communicate, interact, and collaborate with peers, experts, and other education stakeholders.

VI. Support, Management, and Operations

Educational leaders ensure the integration of technology to support productive systems for learning and operations.

Educational Leaders:

- A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- B. implement and use integrated technology-based management and operations systems.
- C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- E. implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles.

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<ul style="list-style-type: none"> • provide adequate staffing and other resources to support technology infrastructure and integration across the district. • ensure, through collaboration with district and campus leadership, alignment of technology efforts with overall district improvement efforts in instructional management and district operations. 	<ul style="list-style-type: none"> • implement technology initiatives that provide instructional and technical support as defined in the district technology plan. • determine financial needs of the program, develop budgets, and set timelines to realize program technology targets. 	<ul style="list-style-type: none"> • provide campus-wide staff development for sharing work and resources across commonly used formats and platforms. • allocate campus discretionary funds and other resources to advance implementation of the technology plan. • advocate for adequate, timely, and high-quality technology support services.