

Superintendent

Superintendents who effectively lead the integration of technology typically perform the following tasks.

Effective superintendents:

I. LEADERSHIP AND VISION

1. ensure that the vision for the use of technology is congruent with the overall district vision.
2. engage representatives from all stakeholder groups in the development, implementation, and ongoing assessment of a district technology plan consistent with the district improvement plan.
3. advocate to the school community, the media, and the community at large for effective technology use in schools for improved student learning and efficiency of operations.

II. LEARNING AND TEACHING

4. provide equitable access for students and staff to technologies that facilitate productivity and enhance learning.
5. communicate expectations consistently for the use of technology to increase student achievement.
6. ensure that budget priorities reflect a focus on technology and its relationships to enhanced learning and teaching.

III. PRODUCTIVITY AND PROFESSIONAL PRACTICE

7. establish a culture that encourages responsible risk-taking with technology while requiring accountability for results.
8. maintain an emphasis on technology fluency among staff across the district and provide staff development opportunities to support high expectations.
9. use current information tools and systems for communication, management of schedules and resources, performance assessment, and professional learning.

IV. SUPPORT, MANAGEMENT, AND OPERATIONS

10. provide adequate staffing and other resources to support technology infrastructure and integration across the district.
11. ensure, through collaboration with district and campus leadership, alignment of technology efforts with the overall district improvement efforts in instructional management and district operations.

V. ASSESSMENT AND EVALUATION

12. engage administrators in using districtwide and disaggregated data to identify improvement targets at the campus and program levels.
13. establish evaluation procedures for administrators that assess demonstrated growth toward achieving technology standards for school administrators.

VI. SOCIAL, LEGAL, AND ETHICAL ISSUES

14. ensure that every student in the district engages in technology-rich learning experiences.
15. recommend policies and procedures that protect the security and integrity of the district infrastructure and the data resident on it.
16. develop policies and procedures that protect the rights and confidentiality of students and staff.

ISTE NATIONAL EDUCATIONAL TECHNOLOGY 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 technology plan to achieve the vision.
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. use data in making leadership decisions.
- 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.

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 conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

District Program Director

District program directors who effectively lead the integration of technology typically perform the following tasks. Effective program directors:

I. LEADERSHIP AND VISION

1. ensure that program technology initiatives are aligned with the district technology vision.
2. represent program interests in the development and systematic review of a comprehensive district technology plan.
3. advocate for program use of promising practices with technology to achieve program goals.

II. LEARNING AND TEACHING

4. participate in developing and providing electronic resources that support improved learning for program participants.
5. provide rich and effective staff development opportunities and ongoing support that promote the use of technology to enhance program initiatives and activities.
6. ensure that program curricula and services embrace changes brought about by the proliferation of technology within society.

III. PRODUCTIVITY AND PROFESSIONAL PRACTICE

7. use technology and connectivity to share promising strategies, interesting case studies, and student and faculty learning opportunities that support program improvement.
8. model, for program staff, effective uses of technology for professional productivity such as in presentations, record keeping, data analysis, research, and communications.
9. use online collaboration to build and participate in collaborative learning communities with directors of similar programs in other districts.

IV. SUPPORT, MANAGEMENT, AND OPERATIONS

10. implement technology initiatives that provide instructional and technical support as defined in the district technology plan.
11. determine the financial needs of the program, develop budgets, and set time lines to realize program technology targets.

V. ASSESSMENT AND EVALUATION

12. continuously monitor and analyze performance data to guide the design and improvement of program initiatives and activities.
13. employ multiple measures and flexible assessment strategies to determine staff technology proficiency within the program and to guide staff development efforts.

VI. SOCIAL, LEGAL, AND ETHICAL ISSUES

14. involve program participants, clients, and staff in dealing with issues related to equity of access and equity of technology-rich opportunities.
15. educate program personnel about technology-related health, safety, legal, and ethical issues, and hold them accountable for decisions and behaviors related to those issues.
16. inform district and campus leadership of program-specific issues related to privacy, confidentiality, and reporting of information that might affect technology system and policy requirements.

(NETS) AND PERFORMANCE INDICATORS FOR ADMINISTRATORS

III. 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.
- 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 technology to advance organizational improvement.

IV. SUPPORT, MANAGEMENT, AND OPERATIONS—Educational leaders ensure the integration of technology to support productive systems for learning and administration.

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.

Principal

*Principals who effectively lead the integration of technology typically perform the following tasks.
Effective principals:*

I. LEADERSHIP AND VISION

1. participate in an inclusive district process through which stakeholders formulate a shared vision that clearly defines expectations for technology use.
2. develop a collaborative, technology-rich school improvement plan, grounded in research and aligned with the district strategic plan.
3. promote highly effective practices in technology integration among faculty and other staff.

II. LEARNING AND TEACHING

4. assist teachers in using technology to access, analyze, and interpret student performance data, and in using results to appropriately design, assess, and modify student instruction.
5. collaboratively design, implement, support, and participate in professional development for all instructional staff that institutionalizes the effective integration of technology for improved student learning.

III. PRODUCTIVITY AND PROFESSIONAL PRACTICE

6. use current technology-based management systems to access and maintain personnel and student records.
7. 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.

IV. SUPPORT, MANAGEMENT, AND OPERATIONS

8. provide campuswide staff development for sharing work and resources across commonly used formats and platforms.
9. allocate campus discretionary funds and other resources to advance implementation of the technology plan.
10. advocate for adequate, timely, and high-quality technology support services.

V. ASSESSMENT AND EVALUATION

11. promote and model the use of technology to access, analyze, and interpret campus data to focus efforts for improving student learning and productivity.
12. implement evaluation procedures for teachers that assess individual growth toward established technology standards and guide professional development planning.
13. include effectiveness of technology use in the learning and teaching process as one criterion in assessing the performance of instructional staff.

VI. SOCIAL, LEGAL, AND ETHICAL ISSUES

14. secure and allocate technology resources to enable teachers to better meet the needs of all learners on campus.
15. 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.
16. participate in the development of facility plans that support and focus on health and environmentally safe practices related to the use of technology.

V. ASSESSMENT AND EVALUATION—Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Educational leaders:

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

VI. 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.
- 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.

The materials contained on this panel and on the reverse side of this poster were originally produced as a project of the Technology Standards for School Administrators Collaborative.