

# Profile for Program Directors

Standard 1. Visionary Leadership	
Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Educational Administrators:	
Performance Indicator	Profile
a. inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders	1.a. participate in development of the district-wide shared vision and communicate that vision effectively across their areas of responsibility
b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision	1.b. collaboratively align program goals with district technology-infused strategic plans and support their implementation
c. advocate on local, state, and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan	1.c. identify and use exemplary classroom-based practices to advocate on local, state, and national levels for policies, programs, and funding opportunities that support effective technology integration
Standard 2. Digital-Age Learning Culture	
Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:	
Performance Indicator	Profile
a. ensure instructional innovation focused on continuous improvement of digital-age learning	2.a. continually seek, develop, evaluate, and deploy digital resources to support program goals, learning teams, and individual learner needs
b. model and promote the frequent and effective use of technology for learning	2.b. celebrate, share, and demonstrate effective uses of technology for learning
c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners	2.c. acquire, manage, and equitably provide technology teaching and learning resources to meet the identified needs of all students
d. ensure effective practice in the study of technology and its infusion across the curriculum	2.d. model and promote the use of district tools for communicating information on new technologies and their potential uses for the study and infusion of technology across the curriculum
e. promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration	2.e. model and encourage participation in local, national, and global learning communities that promote innovation and creativity
Standard 3. Excellence in Professional Practice	
Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:	
Performance Indicator	Profile
a. allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration	3.a. identify, design, and provide professional growth opportunities supported by a dynamic learning object repository aligned with established standards frameworks including ISTE's NETS for Students, Teachers, and Administrators
b. facilitate and participate in learning communities that stimulate, nurture, and support administrators, faculty, and staff in the study and use of technology	3.b. develop district-wide professional learning communities that advance lifelong learning, leadership, productivity, and effective technology instruction and integration

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<p><b>c.</b> promote and model effective communication and collaboration among stakeholders using digital-age tools</p>	<p><b>3.c.</b> identify technologies to support effective communication and collaboration and model their use among colleagues, parents, students, and the community</p>
<p><b>d.</b> stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning</p>	<p><b>3.d.</b> research effectiveness of current and emerging technology resources and implementation strategies to inform acquisitions and implement related professional development</p>
<p><b>Standard 4. Systemic Improvement</b></p>	
<p>Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:</p>	
<p><b>Performance Indicator</b></p>	<p><b>Profile</b></p>
<p><b>a.</b> lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources</p>	<p><b>4.a.</b> identify and apply research-based models of successful technology-infused programs and practices to support program goals</p>
<p><b>b.</b> collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning</p>	<p><b>4.b.</b> collaboratively develop curriculum and professional development based on analysis of district data and research regarding best practices in the use of technology to improve systems, staff, and student performance</p>
<p><b>c.</b> recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals</p>	<p><b>4.c.</b> use system-wide goals and data to inform recruiting, hiring and retaining staff proficient with technology to advance academic and operational goals</p>
<p><b>d.</b> establish and leverage strategic partnerships to support systemic improvement</p>	<p><b>4.d.</b> incorporate partnership resources to support the effective integration of technology and advance program and district goals</p>
<p><b>e.</b> establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning</p>	<p><b>4.e.</b> establish procedures for acquiring, maintaining, evaluating, and leveraging technology resources to advance and sustain dynamic programs</p>
<p><b>Standard 5. Digital Citizenship</b></p>	
<p>Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:</p>	
<p><b>Performance Indicator</b></p>	<p><b>Profile</b></p>
<p><b>a.</b> ensure equitable access to appropriate digital tools and resources to meet the needs of all learners</p>	<p><b>5.a.</b> ensure that program goals incorporate the use of appropriate technologies, including adaptive and assistive technologies, to support the diverse needs of all learners</p>
<p><b>b.</b> promote, model, and establish policies for safe, legal, and ethical use of digital information and technology</p>	<p><b>5.b.</b> lead collaborative development, review, and revision of curricula and professional development designed to guide the safe, legal, and ethical use of digital information and technology resources among all students and stakeholders</p>
<p><b>c.</b> promote and model responsible social interactions related to the use of technology and information</p>	<p><b>5.c.</b> develop, manage, and model strategies for implementing district policies and responsibilities regarding filtering, acceptable use, legal and ethical issues, and guidelines for online resources</p>
<p><b>d.</b> model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools</p>	<p><b>5.d.</b> identify opportunities for students to use contemporary technology to engage in cross-cultural collaborative projects addressing global issues in the context of curricular goals and objectives</p>