NETS for Administrators

Profiles for Technology-Literate Administrators

PRINCIPAL PROFILE

Principals who effectively lead 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 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 website, to communicate, interact, and collaborate with peers, experts, and other education stakeholders.

IV. Support, Management, and Operations
8. provide campus-wide 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 criteria in assessing 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 districts 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.

DISTRICT PROGRAM DIRECTOR PROFILE

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

I. Leadership and Vision
1. assure 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 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 financial needs of the program, develop budgets, and set timelines 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.
16. 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.

SUPERINTENDENT PROFILE

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

I. Leadership and Vision
1. assure that the vision for 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 district-wide 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.