

Discussion Draft

NETS for Administrators¹ Achievement Rubric

| NETS Administrator Standard | Novice | Basic | Proficient | Advanced |
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| <p>I. Leadership and Vision.</p> <p><i>Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.</i></p> <p>Educational leaders:</p> <p>A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.</p> <p>B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.</p> <p>C. foster and nurture a culture of</p> | <p>Has a partial knowledge of effective educational technology practices and develops an individual vision for technology use.</p> <p>Recognizes the importance of technology planning and establishes a process for developing a systemic technology plan.</p> <p>Recognizes the importance of responsible risk-taking and continuous innovation with technology.</p> | <p>Has a basic knowledge of effective educational technology practices, identifies some effective practices in the school, and discusses a shared vision for technology use with faculty members.</p> <p>Recruits representatives from all stakeholder groups to participate in developing a systemic technology plan and communicates school and district objectives to participants.</p> <p>Communicates the importance of responsible risk-taking to faculty members and provides professional development opportunities for teachers to learn about innovative uses of technology.</p> | <p>Knows and identifies effective educational technology practices and communicates expectations for technology use based on a shared vision to individual teachers.</p> <p>Ensures that a systemic technology plan is based on effective educational technology practices, aligned to district objectives, and integrated with a school improvement plan.</p> <p>Encourages individual teachers to try out innovative uses of technology in curriculum, instruction, and assessment and provides opportunities for collaborative reflection.</p> | <p>Contributes to an original vision for technology use by researching innovative educational technology practices, encouraging teachers to develop action research projects, and communicating results within and beyond the school.</p> <p>Communicates results from the school technology plan to all stakeholder groups and contributes original ideas to district and state technology planning processes based on those school results.</p> <p>Uses the results of successful trials with innovative uses of technology in curriculum, instruction, and assessment to set higher expectations for technology use by all teachers.</p> |

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| <p>responsible risk-taking and advocate policies promoting continuous innovation with technology.</p> <p>D. use data in making leadership decisions.</p> <p>E. advocate for research-based effective practices in use of technology.</p> <p>F. advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.</p> | <p>Recognizes the importance of collecting data to inform leadership decisions and establishes a process for collecting data.</p> <p>Researches effective educational technology practices and communicates findings to faculty members.</p> <p>Subscribes to professional journals and newsletters to stay informed on state and national policies, programs, and funding opportunities that support implementation of the district technology plan.</p> | <p>Has a basic knowledge of how to collect and analyze data from a variety of sources and how to use results to inform leadership decisions.</p> <p>Provides professional development opportunities for teachers to research and discuss effective educational technology practices.</p> <p>Participates in professional associations at state and national levels to stay informed on state and national policies, programs, and funding opportunities that support implementation of the district technology plan.</p> | <p>Knows how to collect and analyze data from a variety of sources, and uses the results to inform leadership decisions and assess the effectiveness of technology use by individual teachers.</p> <p>Encourages individual teachers to integrate effective educational technology practices into curriculum, instruction, and assessment and provides opportunities for collaborative reflection.</p> <p>Participates in professional meetings and conferences at state and national levels to advocate for policies, programs, and funding opportunities that support implementation of the district technology plan.</p> | <p>Encourages individual teachers to collect and analyze data from new sources and uses the results to inform leadership decisions and school technology planning processes.</p> <p>Encourages individual teachers to experiment with innovative educational technology practices and participate in case studies, surveys, and experimental research.</p> <p>Contributes to professional journals and newsletters at state and national levels to advocate for policies, programs, and funding opportunities that support implementation of the district technology plan.</p> |
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| <p>II. Learning and Teaching.</p> <p><i>Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.</i></p> <p>Educational leaders:</p> <p>A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.</p> <p>B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.</p> <p>C. provide for learner-centered environments that use technology to meet the individual</p> | <p><i>Novice educational leaders are not expected to ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.</i></p> | <p>Provides professional development opportunities to faculty members to promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.</p> <p>Recognizes individual teachers who have created technology-enriched learning environments that have improved student achievement.</p> <p>Recognizes individual teachers who have created learner-centered environments that use technology to meet the individual and diverse needs of learners.</p> <p>Recognizes individual teachers who have used</p> | <p>Creates professional development plans for individual teachers that promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.</p> <p>Provides opportunities for teachers who have created technology-enriched learning environments that have improved student achievement to coach and mentor other teachers.</p> <p>Provides opportunities for teachers who have created learner-centered environments that use technology to meet the individual and diverse needs of learners to coach and mentor other teachers.</p> <p>Provides opportunities for teachers who have used</p> | <p>Provides advice, suggestions, and examples to individual teachers to promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.</p> <p>Provides opportunities for teachers who have created technology-enriched learning environments that have improved student achievement to design and implement innovative learning environments based on emerging technologies.</p> <p>Provides opportunities for teachers who have created learner-centered environments that use technology to meet the individual and diverse needs of learners to design and implement innovative learning environments based on emerging technologies.</p> <p>Provides opportunities for teachers who have used</p> |

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| <p>and diverse needs of learners.</p> <p>D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.</p> <p>E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.</p> | | <p>technology to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.</p> <p>Distributes information about quality professional learning opportunities for improved learning and teaching with technology to faculty members.</p> | <p>technology to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills to coach and mentor other teachers.</p> <p>Advocates quality professional learning opportunities for improved learning and teaching with technology to faculty members and provide supports needed for teachers to participate.</p> | <p>technology to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills to design and implement innovative learning environments based on emerging technologies.</p> <p>Targets quality professional learning opportunities for improved learning and teaching with technology to individual teachers who could most benefit and provide supports needed for teachers to participate.</p> |
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| <p>III. Productivity and Professional Practice.</p> <p><i>Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.</i></p> <p>Educational leaders:</p> <p>A. model the routine, intentional, and effective use of technology.</p> <p>B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.</p> <p>C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.</p> <p>D. engage in sustained, job-related professional learning</p> | <p>Has partial knowledge of routine uses of information and communication technology and sometimes uses technology effectively.</p> <p>Knows how to use e-mail to read and send electronic messages; and how to open and edit word processing documents, spreadsheets, and presentations.</p> <p>Knows how to navigate the Web and use technology resources such as CD-ROMs (reference or educational software) and common databases (library catalogs, online archives) to participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.</p> <p>Knows how to use e-mail,</p> | <p>Has basic knowledge of routine uses of information and communication technology and frequently uses technology effectively.</p> <p>Knows how to use common software features such as menus and toolbars to read, send, and manage electronic messages and to plan, create, and edit word processing documents, spreadsheets, and presentations.</p> <p>Knows how to use common Web search engines and basic search functions of other technology resources, and how to perform basic queries; process and report data to participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.</p> <p>Knows how to use e-mail,</p> | <p>Knows routine uses of information and communication technology and distinguishes effective from ineffective uses of technology.</p> <p>Knows how to use e-mail, word processors, spreadsheets, and presentations to communicate and collaborate with colleagues, staff, parents, students, and the larger community.</p> <p>Knows how to conduct advanced searches (e.g., Boolean logic); how to evaluate information from a variety of sources; and how to design, create, and populate a database and perform queries to process data and report results to participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.</p> <p>Knows how to use e-mail,</p> | <p>Identifies emerging information and communication technologies and distinguishes effective from ineffective uses of emerging technologies.</p> <p>Knows how to design and manage a school Web site that facilitates communication and collaboration among staff, parents, students, and the larger community.</p> <p>Knows how to locate, select, and use advanced technology resources (e.g., expert systems and intelligent agents; and how to formulate a hypothesis or research question and design, create, and populate a database to process data and report results to participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.</p> <p>Identifies emerging</p> |

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| <p>using technology resources.</p> <p>E. maintain awareness of emerging technologies and their potential uses in education.</p> <p>F. use technology to advance organizational improvement.</p> | <p>newsgroups, and the Web to locate opportunities for sustained professional learning.</p> <p>Subscribes to professional journals and newsletters and uses e-mail, newsgroups, and the Web to build awareness of emerging technologies.</p> <p>Knows how to use e-mail, newsgroups, and the Web to build awareness of how to use technology to advance organizational improvement.</p> | <p>newsgroups, and the Web to locate and evaluate materials, resources, and opportunities for professional learning.</p> <p>Participates in professional associations, attends conferences, and uses e-mail, newsgroups, and the Web to identify emerging technologies.</p> <p>Knows how to use e-mail, newsgroups, and the Web to build knowledge of how to use technology to advance organizational improvement.</p> | <p>newsgroups, and the Web to locate, evaluate, and participate in sustained professional learning, such as online graduate programs.</p> <p>Participates in professional associations, attends conferences, and uses e-mail, newsgroups, and the Web to identify emerging technologies and evaluate their potential uses in education.</p> <p>Knows how to use technology to advance organizational improvement in the school and district.</p> | <p>technologies that could support sustained professional learning, such as virtual collaborations with peers and experts; develops plans for long-term professional growth supported by emerging technologies.</p> <p>Contributes to professional journals and newsletters and uses e-mail, newsgroups, and the Web to share potential educational uses of emerging technologies with colleagues.</p> <p>Coaches and mentors other principals in the district in how to use technology to advance organizational improvement.</p> |
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| <p>IV. Support, Management, and Operations.</p> <p><i>Educational leaders ensure the integration of technology to support productive systems for learning and administration.</i></p> <p><i>Educational leaders:</i></p> <ul style="list-style-type: none"> 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 | <p><i>Novice educational leaders are not expected to ensure the integration of technology to support productive systems for learning and administration.</i></p> | <p>Communicates guidelines for purchase of technology resources to faculty and staff.</p> <p>Implements and uses a student information system and financial system.</p> <p>Provides adequate financial resources and human resources (including technical support) for effective maintenance and use of existing technology in the school.</p> <p>Communicates guidelines for purchase of technology resources based on strategic and school improvement objectives; provide information to faculty members regarding</p> | <p>Develops, implements, and monitors policies and guidelines for purchase of technology resources to faculty and staff.</p> <p>Implements and uses a student information system, financial system, accountability system, and curriculum management system.</p> <p>Determines financial and human resource needs associated with the school technology plan, develops multiyear budgets, establishes timelines, and seeks additional funding to improve the technology infrastructure and increase technology integration in the school.</p> <p>Develops, implements, and monitors policies and guidelines for purchase of technology resources aligned to strategic and school improvement objectives; provides professional development</p> | <p>Participates in the development and implementation of district policies and guidelines to ensure compatibility of technology resources.</p> <p>Participates in the development and implementation of district plans to integrate student information, financial, accountability, and curriculum management systems.</p> <p>Determines the total cost of ownership (TCO) of technology; develops methods of assessing and communicating the impact of educational technology in the school; and coordinates with other schools and the state education agency to receive volume discounts on purchases.</p> <p>Participates in the development and implementation of district policies to align technology resources with strategic and district improvement objectives; provides incentives to</p> |

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| <p>continuous improvement of technology systems and to support technology replacement cycles.</p> | | <p>technology use to support strategic and school improvement objectives.</p> <p>Discusses needs for improvement of technology systems with faculty and staff; communicates hardware and software replacement schedules to faculty and staff.</p> | <p>opportunities to individual teachers to align technology use with strategic and school improvement objectives.</p> <p>Conducts a regular needs assessment and gap analysis to identify and adjust priorities for improving technology systems and replacing hardware and software.</p> | <p>individual teachers to align technology use with strategic and school and district improvement objectives.</p> <p>Establishes procedures for a regular review of emerging technologies, identifies opportunities for more efficient or effective technology systems, and adjusts hardware and software replacement schedules accordingly.</p> |
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| <p>V. Assessment and Evaluation.</p> <p><i>Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.</i></p> <p><i>Educational leaders:</i></p> <p>A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.</p> <p>B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.</p> <p>C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to</p> | <p><i>Novice educational leaders are not expected to use technology to plan and implement comprehensive systems of effective assessment and evaluation.</i></p> | <p>Knows and provides information to faculty members on how to select and use specialized software (e.g., electronic grade books, assessment software) to collect and report data on student learning in the content areas; knows and provides information to faculty members on how to apply multiple methods of evaluating appropriate student use of technology resources for content-area learning.</p> <p>Knows and provides information to faculty members on how to use specialized software (e.g., electronic grade books, assessment software) to analyze and interpret data on student learning in the content areas.</p> | <p>Knows and ensures that individual teachers know how to use specialized software and information and communication technology to collect, analyze, and report data on student learning in the content areas; knows and ensures that all teachers know how to apply multiple methods and flexible strategies of evaluating appropriate student use of information and communication technology for content-area learning, communication, and productivity.</p> <p>Knows and ensures that individual teachers know how to use specialized software and information and communication technology to analyze, interpret, represent, and communicate data on student learning in the content areas to improve instructional practice and maximize student</p> | <p>Knows and ensures that all teachers know how to use specialized software and information and communication technology to collect, analyze, and report data on student learning in the content areas from multiple measures, and to improve planning, instruction, and management; knows and ensures that all teachers know how to guide students in applying self-assessment and peer-assessment strategies to evaluate a variety of technology products and the processes used to create those products across content areas and grade levels (e.g., electronic portfolios).</p> <p>Knows and ensures that all teachers know how to use specialized software and information and communication technology to analyze, interpret, represent, and communicate data on students learning in the content areas to improve instructional practice and maximize student learning</p> |

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| <p>inform personnel decisions.</p> <p>D. use technology to assess, evaluate, and manage administrative and operational systems.</p> | | <p>Discusses knowledge, skills, and performance in using technology with current and prospective teachers and staff and uses results to recommend professional development and inform personnel decisions.</p> <p>Uses technology to collect, analyze, and report data on the performance of student information and financial systems, and technology infrastructure; uses the results to inform purchases, plans, and policies.</p> | <p>learning.</p> <p>Conducts a regular needs assessment and gap analysis to identify and adjust priorities for training and professional development of teachers and staff to target improvements in technology knowledge, skills, and performance; assesses technology knowledge, skills, and performance of current and prospective teachers and staff and uses the results to inform personnel decisions.</p> <p>Uses technology to collect, analyze, and report data on the performance of accountability and curriculum management systems; uses the results to inform purchases, plans, and policies.</p> | <p>planning across content areas and grade levels.</p> <p>Establishes procedures for a regular review of emerging technologies and professional development programs, communicates new opportunities to appropriate teachers and staff, and revises expectations for new teachers and staff accordingly; advocates for procedures and policies to assess technology knowledge, skills, and performance of current and prospective teachers and staff at the district level.</p> <p>Participates in the development and implementation of district plans to use technology to collect, analyze, and report data on student information, financial, accountability, and curriculum management systems; uses the results to advocate for more effective integration of systems at the district level.</p> |
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| <p>VI. Social, Legal, and Ethical Issues.</p> <p><i>Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.</i> <i>Educational leaders:</i></p> <p>A. ensure equity of access to technology resources that enable and empower all learners and educators.</p> <p>B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.</p> <p>C. promote and enforce privacy, security, and online safety related to the use of technology.</p> <p>D. promote and enforce environmentally safe and healthy practices in the use of technology.</p> <p>E. participate in the</p> | <p>Has partial knowledge of how the digital divide affects student learning, how information and communication technology can affirm diversity and current technologies for students with special needs; ensures equitable and adequate access to technology for some learners.</p> <p>Has partial knowledge of issues related to legal and ethical use of information and communication technology (e.g., copyright, file-sharing, plagiarism) and sometimes communicates and models responsible use of technology.</p> <p>Has partial knowledge of issues related to private, secure, and safe use of information and communication</p> | <p>Has basic knowledge of how the digital divide affects student learning, how information and communication technology can affirm diversity and current technologies for students with special needs; ensures equitable and adequate access to technology for most learners.</p> <p>Has basic knowledge of issues related to legal and ethical use of information and communication technology (e.g., copyright, file-sharing, plagiarism) and frequently communicates and models responsible use of technology; implements acceptable use policies in all classrooms.</p> <p>Has basic knowledge of issues related to private, secure, and safe use of information and communication</p> | <p>Knows how to use technology resources in the school to help close the digital divide, identifies current technologies that increase student awareness of diversity issues, and identifies current technologies for students with special needs; ensures equitable and adequate access to current technologies for all learners and educators.</p> <p>Knows, communicates, models, and enforces legal and ethical use of information and communication technology (e.g., copyright, file-sharing, plagiarism) and consistently communicates, models, and enforces responsible use of technology; discusses the importance of implementing acceptable use policies in all classrooms.</p> <p>Knows, communicates, models, and enforces private, safe, and secure use of information and communication</p> | <p>Knows current trends in information and communication technology and discusses how emerging technologies could help close the digital divide, affirm diversity, and assist students with special needs; develops plans to ensure equitable and adequate access to emerging technologies for all learners and educators.</p> <p>Knows and discusses the costs and consequences of illegal and unethical use of information and computer technology (e.g., copyright, file-sharing, plagiarism); and discusses the implications of emerging technologies for acceptable use policies.</p> <p>Knows and discusses the costs and consequences of insecure and unsafe use of information and computer technology</p> |

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| <p>development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.</p> | <p>technology (e.g., hacking, spamming, consumer fraud, viruses); sometimes promotes and enforces safe and secure use of technology.</p> <p>Has partial knowledge of health and safety issues relating to use of information and communication technology; sometimes promotes and enforces environmentally safe and healthy use of technology.</p> <p>Provides information regarding copyright law and use of district resources to faculty and staff.</p> | <p>technology (e.g., hacking, spamming, consumer fraud, viruses); frequently promotes and enforces safe and secure use of technology.</p> <p>Has basic knowledge of health and safety issues relating to use of information and communication technology; frequently promotes and enforces environmentally safe and healthy use of technology.</p> <p>Communicates clear expectations regarding copyright law and ownership of intellectual property developed with district resources to faculty and staff.</p> | <p>technology (e.g., hacking, spamming, consumer fraud, viruses); and implements policies that protect the privacy and safety of students, and ensure the security of school data.</p> <p>Knows and discusses healthy and safe use of current information and communication technology; implements school policies to protect the health and safety of students and staff.</p> <p>Communicates, models, and enforces district policies regarding copyright law and ownership of intellectual property developed with district resources.</p> | <p>(e.g., hacking, spamming, consumer fraud, viruses); and participates in the development of district policies that protect the privacy and safety of students and ensure the security of school data.</p> <p>Knows and discusses the effects of health and safety issues on emerging technologies; and participates in the development of district policies to protect the health and safety of students and staff.</p> <p>Participates in the development of district policies to enforce copyright law and assign ownership of intellectual property developed with district resources.</p> |
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