

# Profile for Superintendents and Executive Cabinet

## 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. inspire development and updating of a shared vision for purposeful change in educational practice based on current research, contemporary technological tools, and strategic resources designed to address evolving student learning needs and preferences
b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision	1.b. establish a community of practice among district administrators to review, revise, communicate, and implement organizational plans through purposeful use of digital resources, transformational learning strategies, and informative assessments
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. advocate for the support of vision and strategic plans on local, state, and national levels by developing funding strategies and sharing district challenges and successes

## 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. ensure that teachers are organized into learning teams focused on employing a cycle of continuous improvement to advance their professional practice and increase student achievement through the use of digital-age tools
b. model and promote the frequent and effective use of technology for learning	2.b. set expectations for modeling at all levels the effective use of technology resources
c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners	2.c. ensure that up-to-date technology infrastructure and resources extend to all working and learning environments and support the diverse learning needs of all students
d. ensure effective practice in the study of technology and its infusion across the curriculum	2.d. promote school and classroom leadership for effective practice and innovation in the study of technology and its infusion 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 set expectations for participation in professional online learning communities that stimulate innovation, creativity, digital-age collaboration, and effective use of technology for learning

## 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. ensure that district professional development programs for administrators are aligned to the NETS-A and that programs for teachers are aligned to the NETS-T and support teacher learning teams focused on continuous improvement in their professional practice

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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. participate in learning communities to expand technology knowledge; stay abreast of technology resources, trends, and issues; and recommend resources to achieve district goals and objectives
c. promote and model effective communication and collaboration among stakeholders using digital-age tools	3.c. establish processes to invite and include school and community stakeholders in ongoing communication and collaboration through contemporary communication tools
d. 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	3.d. identify, communicate, and encourage replication of school and district programs and research-supported interventions that have effectively used technology to improve student learning

#### Standard 4. Systemic Improvement

Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

Performance Indicator	Profile
a. lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources	4.a. engage stakeholders in maximizing effective use of digital resources to support effective instructional practice, maximize performance of district and school leaders, and facilitate community involvement
b. collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning	4.b. provide a district-wide system for data gathering and analysis and ensure that appropriate, relevant and accurate data is used to make decisions related to teaching and learning at all levels
c. recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals	4.c. ensure that district hiring policies, job descriptions, and evaluation procedures include the use and integration of technology to improve teaching and learning as described in the NETS
d. establish and leverage strategic partnerships to support systemic improvement	4.d. initiate and encourage the development of partnerships that include multiple stakeholders within and beyond the local community in the process of using technology for systemic improvement
e. establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning	4.e. develop and implement a technology infrastructure plan including management systems that enable the use of data from all aspects of the educational enterprise to create a systemic approach to decision making at all levels

#### Standard 5. Digital Citizenship

Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

Performance Indicator	Profile
a. ensure equitable access to appropriate digital tools and resources to meet the needs of all learners	5.a. facilitate and advocate development of guidelines to ensure access to digital tools, resources, and professional development designed to target the diverse needs of all learners
b. promote, model, and establish policies for safe, legal, and ethical use of digital information and technology	5.b. convene stakeholder groups with diverse school and community representation to review and establish district and school policies concerning filtering, acceptable use policy, legal and ethical responsibilities towards all learners, and guidelines for online resources
c. promote and model responsible social interactions related to the use of technology and information	5.c. implement policies and model social conventions related to the use of technology resources
d. model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools	5.d. engage in school-wide activities or work with the business community and representatives of diverse cultures

# 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>

### Standard 4. Systemic Improvement

Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

Performance Indicator	Profile
<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>

### Standard 5. Digital Citizenship

Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

Performance Indicator	Profile
<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>

# Profile for Principals

<b>Standard 1. Visionary Leadership</b>	
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 the development of the district vision and ensure that it is communicated, understood, and supported by school personnel
b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision	1.b. engage stakeholders in the development and implementation of a technology-infused school improvement plan aligned with district vision and strategic goals
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. use school-based examples and action research results to advocate on local, state, and national levels for policies, programs, and funding opportunities that support effective technology integration
<b>Standard 2. Digital-Age Learning Culture</b>	
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. work with staff to organize learning teams focused on employing a cycle of continuous improvement to advance their professional practice and student achievement through the use of digital-age tools
b. model and promote the frequent and effective use of technology for learning	2.b. establish expectations for and acknowledge the effective use of technology resources at the school level to improve student 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. establish and promote contribution to a school repository of effective technology integration practices
e. promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration	2.e. work with teachers to identify collaborative partners from other schools or communities to implement innovative school or classroom projects
<b>Standard 3. Excellence in Professional Practice</b>	
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. provide opportunities for continuous professional learning in the use of new tools and resources including on-site and online support for teachers in the use and integration of technology into classroom
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. contribute ideas and provide opportunities and resources to support learning communities for lifelong learning, leadership, and productivity

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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> use online communication tools to exchange information with colleagues, staff, parents, teachers, and the community, including school news, important dates, and digital resources to support continuous learning</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> stay current in emerging educational trends and research and share information with school staff to support their selection of resources for effective technology integration</p>

**Standard 4. Systemic Improvement**

Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

Performance Indicator	Profile
<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> model and encourage staff to share proven practices of technology-infused instructional strategies and share success stories with the field, the community, and policy makers</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> use data to make informed decisions regarding the acquisition and effective use of digital-age resources to meet the learning needs of students</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> implement district hiring policies and evaluation procedures to ensure that building-level staff have the necessary skills to support a technology-infused school improvement plan</p>
<p><b>d.</b> establish and leverage strategic partnerships to support systemic improvement</p>	<p><b>4.d.</b> promote and support the involvement of local, national, and global partners to contribute to the improvement of student learning through the use of collaborative technologies</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> allocate funding and assign support personnel as needed to make effective use of technology resources to improve teaching and learning</p>

**Standard 5. Digital Citizenship**

Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

Performance Indicator	Profile
<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> support school- and classroom-based assistance for implementing new technology resources, including adaptive and assistive technologies, designed to support targeted student learning needs and collaboration</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> support, inform, and oversee school-level implementation of policies and procedures designed to guide the safe, legal, and ethical use of digital information and technology resources among 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> oversee implementation of school policies concerning acceptable use policy, legal and ethical responsibilities toward all learners, 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> promote use of digital-age tools and resources to establish collaborative learning projects among students within and outside the school setting</p>