Introduction

In 1983, Apple announced the Kids Can't Wait program, in which approximately 10,000 Apple II computers were donated to California schools. The strategy was a brilliant move on the part of the company because for nearly 20 years afterward, Apple dominated the education market. Early computer users were certain that this new technology would sweep the schools and redefine educational practice, empowering teachers and students to attain greater heights of academic achievement. Twenty-five years later, schools are spending large sums of money yearly on various technologies, but the full promise of instructional technology has yet to be realized. A primary cause for this situation is that technology integration requires systemic reform, which must be supported by school and district leadership. The reality is that many school administrators do not have the necessary backgrounds in either system change or technology integration to make such reforms. The purpose of the ISTE NETS for Administrators (NETS•A) and the Technology Standards for School Administrators (TSSA), which form the core of the NETS•A, is to provide guidelines to administrators to assist in school reform, particularly as it relates to technology use.

Although reference is made to technology integration throughout the standards, the leadership skills described are not necessarily technology specific but identify current expectations for how school administrators need to approach all school reform. In a compilation of articles written for the Education Resources Information Center (ERIC) Clearinghouse on Educational Management and the College of Education at the University

of Oregon, Larry Lashway, a freelance research analyst, points out that today's administrators have had little or no training in how to manage system change and that the current school reform movement does not clearly define the role of the administrator. Lashway states that although the school administrators who are publicly lauded for system changes typically are noted because they "came in and turned things around" (Lashway, 2003, p. 6) on their own, most reform movements suggest that the goal for districts sites is empowered leadership, in which decision making is shared throughout the district and site structure. These mixed messages leave administrators confused about how to approach any changes, let alone technology integration. For many school administrators who already feel stretched to their limits, the question becomes: How can I tackle an area such as instructional technology when I know true integration requires a kind of change that I don't know how to support and involves an approach to teaching that I'm not familiar with myself?

Becoming and remaining an effective leader in today's educational environment requires sustained effort on the administrator's part. It requires the ability to hold a global perspective of the school or district while being able to recognize and address all the pieces that affect programs, including technology, curriculum, instructional practice, staff and community members, and managerial tasks.

The TSSA were developed by the Technology Standards for School Administrators Collaborative (TSSA Collaborative), a group of educational organizations from across the United States, and published in November 2001. ISTE has adopted the TSSA as the core for its expanded National Educational Technology Standards (NETS) for Administrators. These standards represent a national consensus of the things PK–12 school administrators need to know and do to support technology integration effectively in schools and go beyond personal productivity or a technology plan. The six areas addressed in the standards provide a context that encourages administrators to use their leadership skills and expertise to promote instructional programs that support student outcomes, incorporating technology where appropriate.

The purpose of this book is to serve as a guide for site and district administrators as they review all aspects of planning, curriculum and instruction, assessment, staff development, and legal and social issues. The authors of the standards define three separate categories for school administrators. These are used in this book to describe the various responsibilities of educational leaders as they implement the standards in their differing roles. The categories are defined as follows:

- Campus Leaders—This group includes principals, assistant principals, deans, and other site-level administrators.

- District Leaders—This group is represented by coordinators, directors, assistant coordinators, assistant directors, and other district administrators who are not at the cabinet level.

- Superintendents and Cabinet Leaders—In addition to the superintendent, this group includes assistant and deputy superintendents.

Chapters 1–6 each address a separate standard and its performance indicators, which are statements that more specifically describe the skill set for each standard. The material in this book is presented in a consistent format designed to assist the reader in understanding the performance indicators. Individual performance indicators are discussed in a narra-

tive, followed by the roles and reponsibilities section that provides a suggested approach for planning and implementation for administrators in each category. The section includes three components:

1. What Is Already in Place?—This section offers approaches to reviewing existing practices.

2. What Practices Demonstrate Successful Implementation of This Performance Indicator?—This entry defines implementation goals.

3. What Steps Lead to Successful Implementation of This Performance Indicator?—This section identifies tasks that will move you from where you are to where you want to be.

To reap the greatest benefit from this book, begin by reading the standards and their performance indicators carefully. This will give you an overview of the areas addressed by the standards. If you are looking for background information about a particular topic, the narrative for each performance indicator provides information and resources and will stand alone as a reference. If you are implementing a particular performance indicator, read both the narrative and the tasks and responsibilities described for the performance indicator as they pertain to your current position. Chapter 1 describes a model for planning, and the following five chapters address in-depth issues that pertain to planning, so it is likely that you will use Chapter 1 as an anchor point and refer to other chapters as needed.

As you cannot implement these standards in isolation, it is helpful to use the book as a reference for a group of leaders and the narratives as springboards for group discussions. However, you can also use the book on your own for background information and ideas to bring to the table for discussion with other educational leaders.

To assist readers further in implementing the NETS•A standards, this book provides entry-level self-assessment activities for each performance indicator—activities that may be completed as class assignments, as part of a professional study group, or by individuals writing their own professional growth plans or objectives. Begin by developing a global picture of where your skills and needs currently lie. Based on that self-assessment, you can develop an action plan that will bring your school or district into alignment with the standards efficiently.

Complete the *Individual Survey of NETS•A Skills for Site or District Level Leaders* found at the end of this Introduction. Your answers will provide a quick visual map of your own skill levels. Items that you mark Strongly Agree or Agree probably indicate areas where you are already implementing certain aspects of a standard. Areas marked Neither Agree nor Disagree, Disagree, or Strongly Disagree indicate areas where you may not be implementing a standard.

Think about the current needs at your site or within your district and any correlations you see between the school community's needs and your own technology strengths and weaknesses. Then, use the activities in this book to begin the process of learning more about specific standards, performance indicators, and activities to strengthen your skills in educational technology leadership.

Assuming your school or district is ready to tackle reform, here are some suggestions for making the work less stressful.

- Keep in mind the stages of concern and levels of use that occur during the change process. Chapter 2 includes specific information about the Concerns-Based Adoption Model and findings about change from the Apple Classrooms of Tomorrow (ACOT) project.

- Educate and inform stakeholders along the way. Be certain they understand the mission and vision for the organization, along with the goals. Also, take time to explain changes in procedures. For example, people may be very uncomfortable with increased data collection if they do not understand its purpose.

- Coordinate efforts as much as possible. If the district and individual schools are planning at the same time, share data collection responsibilities and be sensitive to meeting schedules so participants do not become overwhelmed.

- Find ways to guarantee small successes early in the process and celebrate them. A success could be bringing together a group to discuss a vision statement or implementing the use of student planners at targeted grade levels. Chapter 7 offers a brief discussion about the importance of sharing success stories in greater detail.

- Provide ample time for both planning and implementation. People will be more willing to accept change if they know that they will be held accountable, based upon reasonable expectations.

Technology integration requires a great deal of risk taking on the part of educators. Simply becoming personally proficient in its use will not guarantee its use as an instructional tool. To read more about the depth and breadth of adoption of technology in teaching, please refer to Chapter 2. The roles and responsibilities for Performance Indicator I.C. provides the steps educational leaders need to take to assess the current school culture and create an environment conducive to and supportive of change.

> ### Roles and Responsibilities
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> **Performance Indicator I.C.** Education leaders foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.

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What Is Already in Place?

Assess existing school and district culture in relationship to risk taking and technology innovations.

All educational leaders need to:

- Identify the values, beliefs, and traditions that determine the current organizational culture.

- Articulate how the existing culture supports or discourages taking risks.

- Articulate how the existing culture supports or discourages use of technology innovations.

- Take time to learn about how the current culture of the organization developed.

- Learn about the relationship between schools and the district office to explore how the culture is affected by interactions.

What Practices Demonstrate Successful Implementation of This Performance Indicator?

Establish or maintain a school and district culture that supports responsible risk taking and innovations in technology use.

All educational leaders need to:

- Work with stakeholders to use gathered information to develop strategies for establishing or maintaining an organizational culture that supports risk taking and innovation.

- Develop and implement a plan of action that includes adequate time for planning and implementation, provisions for small success measures along the way, and a safety net for innovators.

- Identify types of support necessary to implement the plan and make them available.