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## Introduction

Based upon the premise that there is a common core of skills and knowledge that every PK–12 administrator needs to be an effective technology leader, the refreshed NETS•A provide a framework of standards and performance indicators applicable to all school administrators, regardless of job title.

By the same token, there are job-specific requirements as well. These more specific requirements are addressed in profiles created for four different job roles:

- Superintendent and executive cabinet
- District-level program directors
- District-level technology directors
- Campus-level leaders, including principals and assistant principals

Each profile includes descriptors identifying the kinds of tasks performed by administrators in a specific job role who are effective leaders of technology integration in their schools or districts. Although the profiles list specific actions, they are intended to be suggestions, not mandates, and are not comprehensive. School and system size, the degree of site-based governance, community characteristics, and strengths of individual administrators are but a few of the parameters that may cause variations in actual job roles. For this reason, wise users of these standards will apply this global resource in ways that acknowledge the local context of school leadership.

It is also important to note that the audience for these profiles extends beyond school- and district-level administrators. Governing board members, higher education personnel, and administrators at state, regional, or national agencies can make use of this resource. Government officials, industry representatives, service providers, professional organizations, and other community constituents are additional potential audiences.

The standards and job profiles can be used in a variety of situations, such as

- Self-assessment and personal professional growth plans
- Design of administrator preparation programs
- Design of school- or district-wide professional development programs
- Role definition and job descriptions
- Individual and system accountability
- Creation of interview questions for administrative job candidates

ISTE presents the profiles both as charts, to enable easy comparisons and distinctions between positions, and as stand-alone profiles.

## ISTE's NETS for Administrators (NETS-A)

### 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:

- 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
- b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. Advocate on local, state, and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

### 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:

- a. Ensure instructional innovation focused on continuous improvement of digital age learning
- b. Model and promote the frequent and effective use of technology for learning
- c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- d. Ensure effective practice 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

### 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:

- a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- b. Facilitate and participate in learning communities that stimulate, nurture, and support administrators, faculty, and staff in the study and use of technology
- c. Promote and model effective communication and collaboration among stakeholders using digital age 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

#### 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:

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- d. Establish and leverage strategic partnerships to support systemic improvement
- e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

#### 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:

- a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- b. Promote, model, and establish policies for safe, legal, and ethical use of digital information and technology
- c. Promote and model responsible social interactions related to the use of technology and information
- 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

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# Superintendent and Executive Cabinet Profile

## 1. Visionary Leadership

Superintendents and executive cabinet inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Superintendents and executive cabinet:

- 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. 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 for the support of vision and strategic plans on local, state, and national levels by developing funding strategies and sharing district challenges and successes

## 2. Digital Age Learning Culture

- a. Superintendents and executive cabinet create, promote, and sustain a dynamic, digital age learning culture that provides a rigorous, relevant, and engaging education for all students. Superintendents and executive cabinet:
- b. 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
- c. Set expectations for modeling at all levels the effective use of technology resources
- d. 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
- e. Promote school and classroom leadership for effective practice and innovation in the study of technology and its infusion across the curriculum
- f. 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

## 3. Excellence in Professional Practice

Superintendents and executive cabinet promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Superintendents and executive cabinet:

- 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

- 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. Establish processes to invite and include school and community stakeholders in ongoing communication and collaboration through contemporary communication tools
- d. Identify, communicate, and encourage replication of school and district programs and research-supported interventions that have effectively used technology to improve student learning

#### 4. Systemic Improvement

Superintendents and executive cabinet provide digital age leadership and management to continually improve the organization through the effective use of information and technology resources. Superintendents and executive cabinet:

- 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. 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. 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. 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. 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

#### 5. Digital Citizenship

Superintendents and executive cabinet model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

Superintendents and executive cabinet:

- 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. 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. Implement policies and model social conventions related to the use of technology resources
- d. Engage in school-wide activities or work with the business community and representatives of diverse cultures