CONNECTICUT ADMINISTRATOR TECHNOLOGY STANDARDS 2001

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Connecticut Administrator Technology Standards

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Introduction

Project history

In an effort to promote the effective utilization of instructional technology in our schools, the Connecticut Administrator Technology Standards have been developed in another collaborative effort between the Connecticut State Department of Education and the Alliance of Regional Education Service Centers. This project extends previous technology related projects, including the CT Student Technology Standards and the CT Teacher Technology Competencies, which were published during the spring of 2001.

Implications for districts and administrators

It is hoped that the development of these standards will assist districts with the challenge of promoting technological literacy among their educational leaders. In addition to professional development, administrators need support to create vision, manage acquisition and deployment, and encourage and evaluate staff that are incorporating technology into their instruction. Above all else, however, the primary focus of administrative proficiency with technology remains in the development and delivery of rich content and instruction that will improve learning opportunities for students.

Adoption of ISTE TSSA standards

Concurrent with the Connecticut project was the development of the Technology Standards for School Administrators (TSSA) by the International Society for Technology in Education (ISTE). This national effort was conducted over an 18 month time period, and involved participation by many nationally recognized organizations and individuals. Known as the TSSA Collaborative, this group of educators researched and created an impressive collection of standards in an attempt to build national consensus on the subject of educational leadership and technology. Given the resources devoted to the ISTE project, Connecticut has adopted their six strands and all individual performance indicators. The complete version of the TSSA document can be viewed online at http://cnets.iste.org/tssa/ . As stated in their introduction, these standards are not intended to be a prescription for district training, but rather representative of the scope and breadth of issues that confront our administrators.

Connection with the Standards for School Leaders

A number of educators throughout the state were consulted during the development of this document. One of the repeated themes was the necessity to incorporate these technology standards into existing benchmarks for administrators, such as the Standards for School Leaders released by the State Department of Education in 1999. Clearly, there is room for correlation in these two documents. If the overarching goal of educational reform is to positively impact teaching and learning, then it is imperative that educators at all levels assimilate the resources that will help build learning environments of the 21st century. It is our belief that effective management and implementation of instructional technology will be an instrumental component of those learning communities.

I. Leadership and Vision

Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

Educational leaders:

A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
D. use data in making leadership decisions.
E. advocate for research-based effective practices in use of technology.
F. advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.

Role-Specific Technology Leadership Tasks:

Superintendent

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

- ensure that the vision for use of technology is congruent with the overall district vision.
- engage representatives from all stakeholder groups in the development, implementation, and ongoing assessment of a district technology plan consistent with the district improvement plan.
- 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.

District Program Director

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

- assure that program technology initiatives are aligned with the district technology vision.
- represent program interests in the development and systematic review of a comprehensive district technology plan.
- advocate for program use of promising practices with technology to achieve program goals.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- participate in an inclusive district process through which stakeholders formulate a shared vision that clearly defines expectations for technology use.
- develop a collaborative, technology-rich school improvement plan, grounded in research and aligned with the district strategic plan.
- promote highly effective practices in technology integration among faculty and other staff.

II. Learning and Teaching

Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Educational leaders:

A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
B. facilitate and support collaborative technology enriched learning environments conducive to innovation for improved learning.
C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners, including the use of assistive technology
D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills, and encourage the development of best practices.
E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

Role-Specific Technology Leadership Tasks:

Superintendent

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

- provide equitable access for students and staff to technologies that facilitate productivity and enhance learning.
- communicate expectations consistently for the use of technology to increase student achievement.
- ensure that budget priorities reflect a focus on technology and its relationships to enhanced learning and teaching.

District Program Director

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

- participate in developing and providing electronic resources that support improved learning for program participants.
- provide rich and effective staff development opportunities and ongoing support that promote the use of technology to enhance program initiatives and activities.
- ensure that program curricula and services embrace changes brought about by the proliferation of technology within society.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- 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.
- 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

Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

Educational leaders:

A. model the routine, intentional, and effective use of technology, and mentor other educators
B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
D. engage in sustained, job-related professional learning using technology resources,
E. maintain awareness of emerging technologies and their potential uses in education.
F. use technology to advance organizational improvement.

Role-Specific Technology Leadership Tasks:

Superintendent

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

- establish a culture that encourages responsible risk-taking with technology while requiring accountability for results.
- maintain an emphasis on technology fluency among staff across the district and provide staff development opportunities to support high expectations.
- use current information tools and systems for communication, management of schedules and resources, performance assessment, and professional learning.

District Program Director

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

- use technology and connectivity to share promising strategies, interesting case studies, and student and faculty learning opportunities that support program improvement.
- model, for program staff, effective uses of technology for professional productivity such as in presentations, record keeping, data analysis, research, and communications.
- use online collaboration to build and participate in collaborative learning communities with directors of similar programs in other districts.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- use current technology-based management systems to access and maintain personnel and student records.
- use a variety of media and formats, including telecommunications and the school Web site, to communicate, interact, and collaborate with peers, experts, and other education stakeholders.

IV. Support, Management, and Operations

Educational leaders ensure the integration of technology to support productive systems for learning and administration.

Educational leaders:

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 continuous improvements of technology systems and to support technology replacement cycles.

Role-Specific Technology Leadership Tasks:

Superintendent

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

- provide adequate staffing and other resources to support technology infrastructure and integration across the district.
- ensure, through collaboration with district and campus leadership, alignment of technology efforts with overall district improvement efforts in instructional management and district operations.

District Program Director

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

- implement technology initiatives that provide instructional and technical support as defined in the district technology plan.
- determine financial needs of the program, develop budgets, and set timelines to realize program technology targets.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- provide campus-wide staff development for sharing work and resources across commonly used formats and platforms.
- allocate campus discretionary funds and other resources to advance implementation of the technology plan.
- advocate for adequate, timely, and high-quality technology support services.

V. Assessment and Evaluation

Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

Educational leaders:

A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
D. use technology to assess, evaluate, and manage administrative and operational systems.

Role-Specific Technology Leadership Tasks:

Superintendent

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

- engage administrators in using district-wide and disaggregated data to identify improvement targets at the campus and program levels.
- establish evaluation procedures for administrators that assess demonstrated growth toward achieving technology standards for school administrators.

District Program Director

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

- continuously monitor and analyze performance data to guide the design and improvement of program initiatives and activities.
- employ multiple measures and flexible assessment strategies to determine staff technology proficiency within the program and to guide staff development efforts.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- promote and model the use of technology to access, analyze, and interpret campus data to focus efforts for improving student learning and productivity.
- implement evaluation procedures for teachers that assess individual growth toward established technology standards and guide professional development planning.
- include effectiveness of technology use in the learning and teaching process as one criterion in assessing performance of instructional staff.

VI. Social, Legal, and Ethical Issues

Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.

Educational leaders:

A. ensure equity of access to technology resources that enable and empower all learners and educators.
B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology and respect the diversity of learners.
C. promote and enforce privacy, security, and online safety related to the use of technology.
D. promote and enforce environmentally safe and healthy practices in the use of technology.
E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Role-Specific Technology Leadership Tasks:

Superintendent

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

- ensure that every student in the district engages in technology-rich learning experiences.
- recommend policies and procedures that protect the security and integrity of the district infrastructure and the data resident on it.
- develop policies and procedures that protect the rights and confidentiality of students and staff.

District Program Director

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

- involve program participants, clients, and staff in dealing with issues related to equity of access and equity of technology-rich opportunities.
- educate program personnel about technology-related health, safety, legal, and ethical issues, and hold them accountable for decisions and behaviors related to those issues.
- 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.

Principal

Principals who effectively lead integration of technology typically perform the following tasks:

- secure and allocate technology resources to enable teachers to better meet the needs of all learners on campus.
- adhere to and enforce among staff and students the district's acceptable use policy and other policies and procedures related to security, copyright, and technology use.
- participate in the development of facility plans that support and focus on health and environmentally safe practices related to the use of technology.

Participating Organizations

- **Alliance of Regional Education Service Centers**
- **Connecticut State Department of Education**
- **UCONN Neag School of Education**
- **CAS/CAPSS Technology Subcommittee**
- **CT Administrative Technology Competency Forum**
- **CES Aspirant Administrators Group**