

# USD 417 Technology Plan

July 2009-June 2012

Approved by the USD Board of Education Feb. 9, 2009

## **Plan Descriptions**

### **Section I**

#### **1a. Committee-**

The committee for the formation of this technology plan update consists of the following people:

Diane Miller-USD 417 Superintendent

Joe Glotzbach-Technology Coordinator

Kelly Gentry-Curriculum Coordinator

Sherry Edmiston-CGMS Principal

Judy Parks-CGES Principal

Cynthia Schrader-PHES/MS Principal

Martha House-High School Librarian/Technical Support

Joyce Heilman-CGES Librarian/Technical Support

Kacie Evans-PHMS-PHES Technology/Technical Support

Mae Thomas-CGMS Teacher

Marita Bachura-CGHS Teacher

#### **1b. Technology Needs Assessment-**

Morris County Schools, USD 417 understands that curriculum is the overall driving force and helps guide the technology decisions made in this district. The District Academic Council and the Subject Area Committees review the needs of the curriculum and align the district curriculum to the state standards and then determine what technology is needed to accomplish the outcomes of the curriculum. Along with this, all entities are surveyed to determine their technology needs. Each year the technology committee reviews growth in the technology world and determines how they fit with the school improvement plan. The district's goals reflect a commitment to technological growth.

The technology committee members from each education facility use district-developed surveys to determine the needs of the building. These forms with a justification are filled out by each staff member and are used in the decision making process. Along with this, each building fills out a building needs assessment that includes technology prioritized needs.

The needs of the curricular areas change as their curriculum changes. The Subject Area Committees meet on a rotation with a review of the curriculum, development of better curriculum, selecting instructional materials to deliver the new curriculum, implementation and a review of the new curriculum. Their needs for technology come out of the selection of instructional materials to help deliver the new curriculum.

As funding is available, USD 417 moves forward with its goal to give students and staff a state of the art technology driven education process.

### **Section 2**

#### **2. Instructional Technology Vision Statement-**

Students, teachers, and staff use a variety of technological resources to gather and synthesize information to create and communicate knowledge.

At the forefront of the technology plan is the need to align the use of technology with each building's School Improvement Plan (SIP) and continue the analysis of the data. The district is using instructional technology as a tool to help teachers address the district's targeted outcomes in reading, writing, and math. The district also sees instructional technology as a tool in the other curricular areas. Along with using technology as an instructional tool, the district also sees the need to give teachers organizational technology to be more efficient with their work, and to aid in their understanding of web resources so they can improve communication with the community.

The district wants to make students life long learners, to work collaboratively with others, and to become critical thinkers and sees technology tools as a way to foster those desires.

### **Section 3**

#### **3a. Alignment to the Vision:**

##### **District Technology Use Goals and Objectives-**

Goal 1- Use technology to enhance student learning across the curriculum with an emphasis on the SIP targeted areas of reading and math as measured by increased scores on the local, state, and ITBS/ITED assessments.

Objective 1-Provide necessary hardware, software, and support as tools for teachers to enhance student learning and to give students the power to become self-learners

Objective 2-Enhance student learning by training teachers to incorporate student centered learning processes involving technology into their curricula

Objective 3-Make students, teachers, and staff more knowledgeable about using technology to increase knowledge base beyond the set curriculum

Objective 4-To give students the skills to understand how to be life-long learners, use collaboration to increase learning, and to be critical thinkers long after they graduate

Goal 2-Increase teacher and staff knowledge and efficiency using technology and to have a clear understanding of teacher and staff needs as measured by the district self-assessment tool.

Objective 1-Give teachers information on anytime, anywhere learning opportunities

Objective 2-Keep the Technology Committee in place and use them to help train and give support to district teachers and staff

Objective 3-Maintain staff development days, both on and off contract time, to be offered for exploratory and knowledge development to integrate technology into the curriculum and to help teachers to be more efficient

Objective 4-Make the staff aware of on-line staff development they can use to supplement local training as needed

Goal 3-Increase school to community communication using technology as measured by a community survey, community involvement with the District Academic Council, and the counter on the district web site.

Objective 1-Increase community awareness of the technology available for education purposes in the district

Objective 2-Make the community more aware of what is going on in the district by promoting the web site and giving them a vehicle for feedback

Objective 3-Make parents more aware of their student's weekly progress by giving them access to online grade reporting websites.

Objective 4-Promote community awareness by showcasing student work with the help of technology at open houses and school events

Objective 5-Promote community impute into the technology curriculum through the District Academic Council

Goal 4-To provide equal access of technology resources to all students and staff

Objective 1-To provide all students and staff with equal access to hardware and software needs.

Objective 2-Implement grade level technology goals to ensure equity of delivery to all students.

Objective 3-Provide learning communities with greater opportunities for interaction, collaboration, and information exchange.

Goal 5-To provide teachers and staff with organizational technology

Objective 1-To provide teachers and staff with software that allows them to maintain accurate records

Objective 2-To give support to teachers and staff to ensure accurate reporting of district data

Goal 6-To maintain a viable network system

Objective 1-Keep the bandwidth needs up to date

Objective 2-Keep internal connectivity in working order

Objective 3-Have adequate internal connectivity

### **3a-1 Technology Use Assessments-**

Students are assessed on a yearly basis for selected components of the education process. Student knowledge of technology and its usage also needs to be assessed. The assessment of student usage of computers and related software and peripherals needs to be based on actual usage performance skills and not just results based on an objective test. Each year the 8<sup>th</sup> grade students are assessed using the district 8<sup>th</sup> Grade Technology Assessment program.

Elementary/Middle School Students are evaluated at all grade levels. The evaluation is a check-off sheet with competencies that have been established by the USD 417 Technology Subject Area Committee. The check-off sheets establish that the student has met the criteria.

High School students take a required computer applications course that evaluates their technology skills.

Once a year, the buildings provide the superintendent with a building needs assessment that in part addresses technology needs. These needs are the result of a look at student achievement, assessment data, and staff and staff development needs.

Each year on a rotating basis Subject Area Committees meet to evaluate the curriculum and determine needs. As part of this, the SAC looks at the new curriculum and determines the technology needs to help implement the new curriculum.

Technology staff development is determined through staff surveys and with the implementation of new hardware and software.

Using technology to communicate with parents is measured by monitoring the web page usage.

Technology needs are discussed and recommendations are made by the District Academic Council, the Professional Learning Communities, and at the building site council meetings.

### **3b. Alignment to the Vision:**

#### **Curriculum Integration and Enhancement-**

This segment of the technology plan is divided into sections by attendance centers. The focus is on how each attendance center is using technology to improve student learning in the curricula areas, fulfill the requirements of the individual School Improvement Plans, and prepare students for the work world.

#### 1. High School: Grades 9-12

- a. Every classroom at the high school is networked and has an LCD projector, and desktop or laptop computer according to the preference of the teacher. All teacher computers include DVD players, and VCRs are available to anybody who needs them. Several teachers are using Interwrite tablets with their computers and LCD projectors. Additional technology tools such as graphing calculators, science probes, GPS systems, digital cameras, and digital video cameras are available for teacher and student use and wireless internet access if available in some areas of the building.
- b. Two carts of laptop computers are available for classroom use. In addition, special-use computer labs are available for business, technology, Virtual Prescriptive Learning, yearbook, newspaper, reading remediation and special education. Microsoft Office is installed as well as subject specific software where appropriate. The district uses PowerSchool as the grade book and attendance program. Reading Academy, SOCS for teacher websites, United Streaming, web based library catalog and online databases are also available to everybody.
- c. The library contains twenty-four student computers, thirteen of which are laptops that students may check out at night if they need to. The library also maintains an active webpage and a blog.

- d. Faculty is trained to create and use teacher web pages to inform parents and engage students.
  - e. All teachers and students have access to online formative testing and all take state assessments online.
  - f. A technology team consisting of the principal, technology coordinator, librarian, and classroom teachers conduct training and give assistance in integrating technology into the curriculum.
2. Middle and Elementary schools-
- a. Every classroom at the elementary and middle school level is networked and has a desktop or laptop computer according to the preference of the teacher. All teacher computers include CD/DVD players and VCRs and LCD projectors are available to anybody who needs them. Several teachers are using Interwrite tablets with their computers and LCD projectors. Additional technology tools such as digital cameras, and digital video cameras are available for teacher and student use and wireless internet access is available in some areas of the buildings.
  - b. Each building has computer labs for student usage and laptop carts that are brought to the classrooms. Each middle school has a technology lab.
  - c. The district uses PowerSchool as the grade book and attendance program. SOCS for teacher websites, United Streaming, and online databases are also available to everybody.
  - d. The K-8 classrooms use technology resources to supplement their curriculums. Reading, math and writing are the targeted areas on the school improvement plan.
  - e. Kidspiration and Inspiration are used to implement the selected strategy of concept mapping.
  - f. Microsoft Office supports writing, publishing, organizing data and making of presentations.
  - g. Virtual Prescriptive Learning (VPL) is used to diagnose weaknesses in the skill content areas and prescribe appropriate lessons to address those areas of weakness. It is also used for practice and support of tested indicators.
  - h. Accelerated Reader and Star Reading are methods used to check the comprehension and success of students. Accelerated Math is used to give students practice in achieving math standards.
  - i. Academy of Reading is used to remediate reading deficiencies of at-risk readers.
  - j. The new math and reading textbook resources, grades 6-8, include a software component that enhances the learning from the textbook.
  - k. On-line textbook support is provided by adopted math and language arts curriculum.
  - l. PAWS, All The Right Type, Mavis Beacon, Freetypinggame.net-keyboarding software/online programs are used for teaching touch keyboarding.
  - m. Kansas Career Pipeline-career education resource is used for students to explore career options.
  - n. Students use the Internet as a research tool. They are taught the rudiments of the research process and how to evaluate information that they find on the Internet. Ways of using the Internet that are taught may include-how to use Google, web quests, World Book, etc. Along with this, students are taught safe and ethical Internet research.
  - o. The middle school has a technology lab that teaches science principles using technology module resources. Two of the components of the technology lab are to

work with students on problem solving and critical writing. The critical writing component is graded using the six trait-writing model.

These are the current uses of technology integration. The technology committee members along with the curriculum director will continue working together to improve student learning. As needs change, so will the direction of the curriculum integration component of the technology plan. It is a document that can be added to or taken away from. Technology resources play an integral part in the learning process of the students of USD 417. We view technology resources as tools to help our students improve their learning, meet the districts QPA goals, and become better prepared for the work world in the 21<sup>st</sup> century.

### **3b-1 Assessment of Curriculum Integration and Enhancement-**

Decisions on the effectiveness of the integration of technology into the curriculum need to be based on measurements made on a yearly basis. These measurement tools are test results, building needs assessments, and development of new curriculum. The assessments will evaluate the technology integration in the contexts of the learning environment, leadership, technology processes, tools to enhance learning, and collaboration. These tools will be evaluated and updated on a yearly basis to ensure that the assessment is accurate.

These tools for assessment include:

- a. School improvement plan goals
- b. Pre and Post testing of keyboarding skills
- c. Examples of student products indicating integration in the classroom
- d. Technology-rich lesson plans
- e. Documentation of community input in the District Academic Council and the site councils
- f. Community use of PowerSchool and the web site
- g. Current teacher evaluations
- h. Parent, student, and teacher surveys
- i. Staff technology training feedback
- j. Hardware and software inventory
- k. Building needs assessment

### **3c Alignment to the vision—Professional Development**

USD 417 realizes the importance of professional training and one of its key areas involves the use of technology in the classroom. Technology is a tool used to *help students learn* and teachers need to feel comfortable with using the hardware and software that is available to them, in order for that technology to be used to enhance student learning and achievement. In order for teachers to feel comfortable with using technology, the district has the goal of providing different models of training for teachers, which include

- in-district workshops
- individual tutoring
- peer tutoring and PLC work
- online learning
- summer classes.

To realize the full potential of technology integration to support student achievement and to integrate converging technologies, USD 417 has the following goals and objectives:

Goal 1: Provide administrators, principals, and teachers with district expectations for technology competencies.

- 1.1 Develop teacher competencies and minimum expectations for technology integration based on our district curriculum (USD 417 K-8 Keyboarding-Technology Curriculum, written 2007-08)
- 1.2 Develop teacher competencies and minimum expectations for technology integration based on the NET standards for teachers. (NETS for Teachers Appendix A,)
- 1.3 Develop administrator competencies and minimum expectations for technology integration based on the NET standards for administrators. (NETS for Administrators Appendix B)

Goal 2: Provide intensive training on specific technical topics for Technology Lead Teachers so they can serve as facilitators and support for staff in each district building.

- 2.1 Identify lead teachers, mentor them, and pay for their training.
- 2.2 Have technology lead teachers regularly conduct district in-service for their colleagues.
- 2.3 Ensure that all technology lead teachers are available to help their colleagues use technology as a learning tool in their classrooms.
- 2.4 Encourage all teachers to adopt new roles as facilitators and co-learners

Goal 3: Plan for technology professional development in regular and varied models for all certified and classified employees, based on technology needs-assessments and surveys.

- 3.1 Schedule technology sessions, which include modeling, on specified staff development days during the school year at both the building and district-wide levels.
- 3.2 Provide one week of intensive summer inservice on integrating technology into subject-area curriculum using various technology software and hardware tools for all USD 417 employees, when the need arises. Professional Development points will be awarded for participation.
- 3.3 Develop and maintain a district Technology Integration web site that teachers can contribute to, refer to, and use as a resource.
- 3.4 Establish a procedure to request just-in-time assistance and technology training from district technology staff.

Goal 4: Recognize teachers who use technology applications that are effective and appropriate to their learning styles and content.

- 4.1 Invite teachers to serve as models and/or presenters at staff meetings, board meetings, Subject Areas Committee meetings, and/or inservices.
- 4.2 Recognize teachers and administrators on the district web site.
- 4.3 Offer additional technology opportunities to staff members who integrate technology into their curriculum effectively.

### **3c-1 Technology Professional Development Assessment**

Professional development is only a worthwhile activity if it leads to application of knowledge and improvement of student learning. For technology staff development, this is especially true, as teachers have to both develop new skills with technology but also have to learn how to integrate it into the curriculum. Assessment must be integrated, ongoing, and often product-based. Evidence that will be used to determine the effectiveness of our staff development include the following:

- instruments that will help teachers identify and measure their own technological process (annually)

- individual staff development surveys returned to the Professional Development Council to identify technology training needs (annually)
- building needs assessments (annually)
- evaluations of technology activities completed
- staff development course sign-in sheets
- results of anecdotal feedback and the experience of the Lead Teachers who know the most about current best practice
- contributions to the Technology Integration web site so that teachers can learn from others and receive instant and constant feedback
- hits to the web site

## **District Technology Policies**

### **1. Acceptable Use Policy-**

USD 417 has purchased computers and their peripherals and connected to the world wide web to enhance the learning environment of all students, to help students reach the goals and outcomes of the district, and to aide the faculty and staff in carrying out their respective duties. However, with this usage of the “new” technology comes responsibility on the parts of faculty, staff and students.

#### **Usage-**

In this fast paced world students must learn to be critical thinkers and selective users of vast amounts of information. This involves thinking rationally and creatively, solving problems, managing and retrieving information, and communicating effectively.

The use of computers, the internet, and other on-line resources must support education and research that is consistent with the educational objectives and outcomes of USD 417.

The use of or access to district computers and computer software is primarily for but not limited to district employees and students on a building-by-building basis. The primary student use of computers and the internet is for the performance of student assignments and research. Personal use by students is prohibited without prior approval from the teacher.

#### **Software-**

Only software purchased by the district may be loaded onto district computers without prior approval. Software licensed to the district (unless as part of a license agreement) shall not be used on non-district computers. District software shall not be copied for personal use. Students and staff may not load personal software onto a machine for limited usage without prior approval of the lab administration or technical personnel.

#### **E-mail-**

The guidelines for the use of e-mail are to be created and monitored by each district building. Email is only to be used for educational purposes. It is not to be used for personal use or to harass staff, students or other individuals.

#### **Privacy-**

Students and staff should not expect privacy when using district e-mail or computer systems. E-mail messages must use appropriate language and graphics. Students are expected to use the computer system following the guidelines approved by each teacher in his/her respective classroom. Any e-mail or computer application or information in

district computers or computer systems is subject to monitoring by the staff and/or administration. The school retains the right to duplicate any information created in a computer system or on any individual computer. Students who violate these rules or any other classroom rules related to computer usage are subject to disciplinary action up to and including suspension from school.

#### **Usage Violations-**

The following is a partial list of violations:

1. Illegal activity including breaking copyright laws
2. Continuing in inappropriate sites
3. Using the district computers for financial gain
4. Vandalizing other student or teacher data
5. Gaining unauthorized access to resources with passwords
6. Invading privacy
7. Using inappropriate language or graphics
8. Vandalizing computers, the systems, and peripherals
9. Posting student personal information or pictures on the internet without parental and staff permission
10. Altering the computer system

#### **Disclaimer-**

Users may encounter material that is controversial, inappropriate, or offensive. However, on the world wide web, it is impossible to control effectively the content of data and an industrious user may discover controversial materials. It is the user's responsibility to stop access to such material immediately.

#### **2a. Gift Acceptance Policy-**

The district is always willing to accept computer hardware and software that is compatible with our current systems and is in good working condition. Hardware that is in need of repair by a service contractor will not be accepted.

#### **2b. Hardware/Software Disposal Process-**

In this fast changing technological world, computer systems and software packages can become obsolete or unusable. With this in mind, USD 417 has the following process for disposing of old equipment and software.

Old computer systems and software will go through the following evaluation and disposal process:

1. Building technology personnel will determine there is no use for the hardware/software in the building in which it is housed.
2. Hardware/Software goes to the district coordinator for evaluation.
3. Useable hardware/software is offered to the other district buildings.
4. If the equipment is non-usable, usable parts will be removed and stored with non-usable parts being disposed of properly.
5. Usable hardware that is no longer needed by the district will be reformatted and reinstalled with the current operating system and offered to non-profit organizations first and then offered to district personnel at a market price.
6. Because of licensing agreements, software that is not usable by the district will be stored for a time period and then disposed of when storage space becomes a problem.

### **3. Inventory-**

The USD 417 technology coordinator maintains a complete inventory of all hardware and software for the entire district. The inventory is broken down by building. Each building maintains its own inventory of hardware and software.

### **4. Filtering Systems-**

The district has in place and in working order the SonicWall internet filtering system. One device is located at Council Grove High School and it filters the high school, Council Grove Elementary/Middle School, and the District Office. A second device is located at Prairie Heights Elementary School at Dwight and a third device is located at Prairie Heights Middle School located at Alta Vista.

### **5. Policy for upgrading technology-**

The superintendent makes technology decisions with the recommendations of the technology coordinator and the technology committee.

Each year, the technology committee meets a minimum of 7 times to evaluate current needs and to access upcoming needs. Each attendance center has at least one representative who understands that particular building's needs.

The duties of the committee include but are not restricted to

1. Keeping up with the needs of the building
2. Investigating equipment and software needs specific to respective buildings
3. Meeting with the committee as often as possible to influence district ordering
4. Helping to develop a yearly budget for purchasing and repairing equipment and for training personnel
5. Helping to develop a three year plan for upgrading
6. Helping to annually evaluate the progress of the technology plan
7. Evaluating building equipment and software to keep the building's technology as up to date as possible
8. Keeping the district technology coordinator updated with needs and concerns

### **6. Equitable distribution of available technology-**

Each building has computer technology available to all students. This does not mean that every student can have complete access all through the day, but that each student has the chance to be able to use available technology at some point throughout the day.

Each elementary building has computer labs or classroom machines that are available at predetermined times of the day or after school when contracted personnel can monitor them. The high school has some computer lab time but also accommodates students by having some classroom machines available for use while teachers are on contract time. Laptops are available for check-out through the library during the day and/or to take home after school hours. Usage of available machines is monitored by staff and restricted only when students abuse the privilege.

The individual teachers determine the amount of technology integration within their curricula.

### **7. Staff Development-**

The technology committee in conjunction with the professional development committee is responsible for providing in-service activities for both certified and classified staff in

the school district. This training is available on an as needed basis determined by building needs assessments. It is open to all district employees who are notified by flyers when the workshops will be presented. Non-contract time workshops are available for professional development points.

**Appendix A**  
**The ISTE**  
**National Educational Technology Standards (NETS•T)**  
**and Performance Indicators for Teachers 2008**

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

**1. Facilitate and Inspire Student Learning and Creativity**

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a.** promote, support, and model creative and innovative thinking and inventiveness
- b.** engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c.** promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d.** model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

**2. Design and Develop Digital-Age Learning Experiences and Assessments**

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a.** design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b.** develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c.** customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d.** provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

**3. Model Digital-Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a.** demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

- b.** collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c.** communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- d.** model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

#### **4. Promote and Model Digital Citizenship and Responsibility**

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a.** advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b.** address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c.** promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d.** develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

#### **5. Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a.** participate in local and global learning communities to explore creative applications of technology to improve student learning
- b.** exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c.** evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d.** contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

## **Appendix B**

### **NETS for Administrators Project 2002**

**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.

**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.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

**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.
- 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.

#### **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.

**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.

**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.
- 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.

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