

## **Technology Standards for School Administrators TSSA Draft (v4.0)**

The Collaborative for Technology Standards for School Administrators (TSSA Collaborative) has facilitated the development of a national consensus on what P-12 administrators should know and be able to do to optimize the effective use of technology. This consensus is presented by the Collaborative (November 2001) as *Technology Standards for School Administrators* (TSSA).

The Collaborative believes that comprehensive implementation of technology is, in itself, large-scale systemic reform. Leadership plays a key role in successful school reform. The Collaborative's standards, therefore, focus on the role of leadership in enhancing learning and school operations through the use of technology.

These standards are indicators of effective leadership for technology in schools. They define neither the minimum nor maximum level of knowledge and skills required of a leader, and are neither a comprehensive list nor a guaranteed recipe for effective technology leadership. Rather, these standards are a national consensus among educational stakeholders of what best indicates accomplished school leadership for comprehensive and effective use of technology in schools. The standards challenge almost every school administrator in some areas, yet each individual standard is attainable by the professional education leader. Although a national consensus, in no way should these standards inhibit new development, innovation, or progress for schools or for school leadership.

The TSSA Collaborative and the many professionals who contributed to this effort realize the wide range of roles administrators play in schools, even when titles are similar. School and system size, 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 consumers of these standards will apply this national resource in a way that acknowledges the local context of school leadership.

A rich array of expectations exists for use of these standards. They will find application in:

- administrator preparation and professional development program design
- assessment and evaluation
- role definition and job descriptions
- individual and system accountability
- accreditation of schools and of administrator preparation programs
- certification (credentialing) of administrators
- self-assessment and goal setting
- design of technology tools for school administrators

The audiences for these standards also are varied. School boards, administrators, human resources staff, staff developers, higher education personnel, and state education agencies will make use of this resource. Others include state and federal policy-makers, industry representatives and service providers, professional organizations, parents, taxpayers, and other community constituents. This places priority, then, on clarity and simplicity of language, free from specific education jargon. The document speaks to a variety of audiences, and it encourages accomplished leaders to stay abreast of current strategies and accepted principles as these evolve.

An underlying assumption to these standards is that administrators should be competent users of information and technology tools common to information-age professionals. The effective 21<sup>st</sup> Century administrator is a hands-on user of technology. Much of the benefit of technology is lost for administrators who rely on an intermediary to do their e-mail, manipulate critical data, or handle other technology tasks for them. While technology empowers administrators by the information it can

readily produce and communicate, it exponentially empowers the administrator who masters the tools and processes that allow creative and dynamic management of available information.

Administrators who recognize the potential of technology understand that leadership has a responsibility to ensure digital equity. They must also know that technology can unlock tremendous potential in learners and staff with special and diverse needs. Administrators are responsible for incorporating assistive technologies that enable a school system to more comprehensively serve its constituents.

Highly successful school districts carefully align educational initiatives to address district priorities. Leaders must acknowledge this need for alignment as technology is integrated across the district. The shared vision for technology must be consistent with the district's overall educational vision, and technology plans must smoothly integrate with overall planning for school effectiveness.

The vision of the TSSA Collaborative is that the Technology Standards for School Administrators identify knowledge and skills that constitute the 'core' -- what *every* P-12 administrator needs regardless of specific job role – and, then extend the core to include the specific needs of administrators in each of three job roles: (1) superintendent and executive cabinet, (2) district-level leaders for content-specific or other district programs, and (3) campus-level leaders including principals and assistant principals. This phase of the effort does not address role-specific standards for business officers or technology directors.

The TSSA Collaborative recommends the standards be communicated as six **standards statements** along with a corresponding set of **performance indicators** for each. In addition, there are three sets of **role-specific technology leadership tasks** describing different expectations in three distinct administrative job roles. Also included are illustrative **scenarios of practice** corresponding to each job role. For clarity and brevity, performance indicators and leadership tasks that correspond to more than one standard are listed with the most closely-aligned standard.

### THE TSSA COLLABORATIVE

Collaborative members include the American Association of School Administrators (AASA), the National School Boards Association (NSBA), the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), the Association of Education Service Agencies (AESAs), the International Society for Technology in Education (ISTE), the Consortium for School Networking (CoSN), the North Central Regional Technology Consortium/North Central Regional Educational Laboratory, the Southern Regional Education Board (SREB), the Kentucky Department of Education, the Mississippi Department of Education, the Principals' Executive Program - University of North Carolina, and the College of Education - Western Michigan University.

### PARTICIPATING ORGANIZATIONS IN THE TSSA STANDARDS INITIATIVE

Not-for-profit organizations that have applied and been approved by the TSSA Collaborative as Participating Organizations in the TSSA Standards Initiative are committed to supporting the standards by providing expertise in the development and refinement of the standards, assistance in disseminating the standards, and support in implementing the TSSA Standards. Current members are: The American Council on the Teaching of Foreign Languages (ACTFL), California Computer Using Educators (CUE), Corporation for Public Broadcasting (CPB), Louisiana State Department of Education, Maryland Instructional Computer Coordinators Association (MICCA), MASS Networks Educational Partnership (MNEP), Massachusetts Elementary Principals Association (MESPA), Michigan Association of Computer Users in Learning (MACUL), National Educational Computing Association (NECA), Nebraska State Department of Education, New Mexico Council on Technology

in Education (NMCTE), Oklahoma Technology Administrators (OTA), Teaching Matters, Inc., Technology and Innovation in Education - South Dakota (TIE), Texas Association of School Administrators (TASA), University of Maryland, Utah Association of Elementary School Principals (UAESP), Virginia Association of School Superintendents (VASS), Virginia Educational Technology Alliance (VETA), Virginia State Department of Education, and the WestED RTEC.

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Project management is provided by the International Society for Technology in Education (ISTE).

#### FOR MORE INFORMATION

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**Technology Standards for School Administrators**  
**TSSA Draft Framework, Standards, and Performance Indicators (v4.0)**

- 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 improvement 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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