

# Hempfield Technology Administrator Competencies

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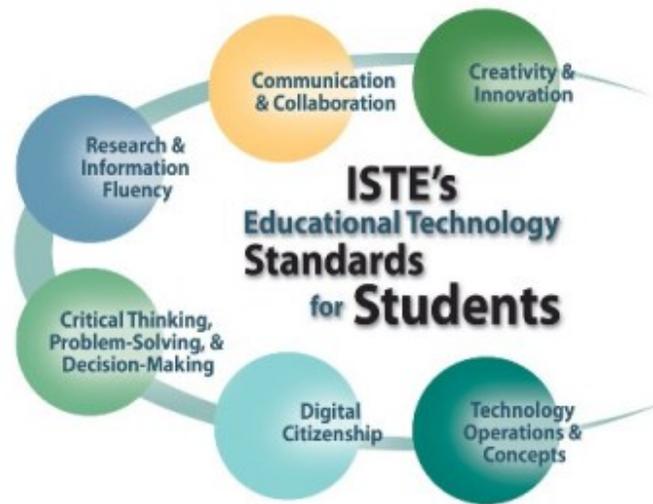


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# NETS for Students, Teachers, and Administrators



# Essential Conditions

## Necessary conditions to effectively leverage technology for learning

**Shared Vision** Proactive leadership in developing a shared vision for educational technology among all education stakeholders including teachers and support staff, school and district administrators, teacher educators, students, parents, and the community

**Empowered Leaders** Stakeholders at every level empowered to be leaders in effecting change

**Implementation Planning** A systemic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technologies (ICT) and digital learning resources

**Consistent and Adequate Funding** Ongoing funding to support technology infrastructure, personnel, digital resources, and staff development

**Equitable Access** Robust and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders

**Skilled Personnel** Educators, support staff, and other leaders skilled in the selection and effective use of appropriate ICT resources

**Ongoing Professional Learning** Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas

**Technical Support** Consistent and reliable assistance for maintaining, renewing, and using ICT and digital learning resources

**Curriculum Framework** Content standards and related digital curriculum resources that are aligned with and support digital-age learning and work

**Student-Centered Learning** Planning, teaching, and assessment centered around the needs and abilities of students

**Assessment and Evaluation** Continuous assessment of teaching, learning, and leadership, and evaluation of the use of ICT and digital resources

**Engaged Communities** Partnerships and collaboration within communities to support and fund the use of ICT and digital learning resources

**Support Policies** Policies, financial plans, accountability measures, and incentive structures to support the use of ICT and other digital resources for learning and in district school operations

**Supportive External Context** Policies and initiatives at the national, regional, and local levels to support schools and teacher preparation programs in the effective implementation of technology for achieving curriculum and learning technology (ICT) standards

# NETS-A Competencies

## 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. Administrators:

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

## 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. Administrators:

- a. ensure instructional innovation focused on continuous improvement of digital-age learning.
- Initiating    Approaching    Meets    Exceeding
- b. model and promote the frequent and effective use of technology for learning.
- Initiating    Approaching    Meets    Exceeding
- c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
- Initiating    Approaching    Meets    Exceeding
- d. ensure effective practice in the study of technology and its infusion across the curriculum.
- Initiating    Approaching    Meets    Exceeding
- e. promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration.
- Initiating    Approaching    Meets    Exceeding

### 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. Administrators:

- a. allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.  
 Initiating    Approaching    Meets    Exceeding
- b. facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.  
 Initiating    Approaching    Meets    Exceeding
- c. promote and model effective communication and collaboration among stakeholders using digital-age tools.  
 Initiating    Approaching    Meets    Exceeding
- 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.  
 Initiating    Approaching    Meets    Exceeding

### 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. Administrators:

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

## 5. Digital Citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

Administrators:

- a. ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.

Initiating     Approaching     Meets     Exceeding

- b. promote, model and establish policies for safe, legal, and ethical use of digital information and technology.

Initiating     Approaching     Meets     Exceeding

- c. promote and model responsible social interactions related to the use of technology and information.

Initiating     Approaching     Meets     Exceeding

- 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.

Initiating     Approaching     Meets     Exceeding