Maryland Technology Standards
for
School Administrators (Draft)

The *Maryland Educational Technology Standards for School Administrators* have been adapted from the *National Educational Technology Standards for School Administrators* which were developed by the International Society for Technology in Education (ISTE) and released in 2001. This adaptation came about through the work of the Maryland Online Assessments for Administrators and Teachers Consortium which was funded through the federal Enhancing Education Through Technology (Ed Tech) grant program. These standards are aligned with the outcomes of the *Maryland Instructional Leadership Framework* and support the *Maryland Teacher Professional Development Standards*. These standards are written specifically for school-based administrators as they hold a major responsibility for the successful use of technology in teaching and learning at the local school level.

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. develop, implement, and monitor the *School Improvement Plan* to ensure the effective integration of technology as required in the district's *Master Plan.*
C. establish and maintain a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
D. use data in making leadership decisions.
E. promote research-based effective instructional practices in the use of technology.
F. advocate for policies, programs, and funding opportunities that support implementation of the technology plan as defined in the district's *Master 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. promote effective use of technologies by students, staff, and administrators to enhance teaching and learning that develop higher level thinking, decision making, and problem solving skills
B. facilitate and support collaborative technology-enriched learning environments for improved learning for all.
C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
D. promote and engage in ongoing root cause analysis using technology to collect and analyze student data from multiple sources, interpret results, and communicate findings to improve instructional practice and student learning

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   E. promote equity and solutions to developmental issues surrounding the use of assistive technology and universal design for learning.

   F. provide for and ensure that faculty and staff take advantage of high 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.

IV.   SUPPORT, MANAGEMENT, AND OPERATIONS

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

Educational leaders:

   A. implement and monitor district policies and guidelines to ensure effective use of technologies.

   B. allocate financial resources to ensure complete and sustained implementation of technology into the *School Improvement Plan* to support the district's *Master Plan*.

   C. allocate staff to support the effective use of technology at the local school level.

   D. use integrated technology-based management and operations systems.

   E. leverage all resources to manage technology effectively in support of the *School Improvement Plan*.

V.   ASSESSMENT AND EVALUATION

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

Educational leaders:

   A. assess staff knowledge, skills, and performance in using technology based on the *Maryland Teacher Technology Standards* and use results to make personnel, professional development, and programmatic decisions and to facilitate high quality professional development aligned with the *Maryland Teacher Professional Development Standards*.

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    B. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.

    C. 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. communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology as outlined in the district's *Acceptable Use Policy* and in copyright and intellectual property law.

    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.

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