

ISTE Technology Director Standards

1. Visionary Leadership

Technology directors inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Upon completion of the program:

1.1 Shared Vision

Candidates lead the development, communication, and implementation of a shared **vision** for the comprehensive use of technology, initiating and sustaining technology innovations and change to support a digital-age education for all students.

1.2. Strategic Planning

Candidates lead the design, development, implementation, communication, and evaluation of technology-infused strategic plans (including policies, procedures, budget and funding strategies) aligned with the shared vision.

1.3. Advocacy

Candidates participate in advocacy networks to validate and influence policies, procedures, programs, and funding strategies to create a technology infrastructure and professional development and instructional programs necessary to support a digital-age education for all students.

2. Digital-Age Learning Culture

Technology directors create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Upon completion of the program:

2.1. Digital Tools and Resources

Candidates assist district and school leaders to identify, evaluate, and select exemplary digital tools and resources that support learning goals, incorporate research-based instructional design principles, and are compatible with the school technology infrastructure.

2.2. Research-Based Learning Strategies

Candidates locate, develop, and disseminate models of face-to-face, blended, and online instruction that illustrate how technology can support standards-aligned, research-based instruction and meet the needs and preferences of digital-age learners.

2.3. Assessment and Differentiation Strategies

Candidates assist educators in identifying and implementing technology resources to support research-based differentiation and assessment practices that meet the identified needs of all students.

2.4. Student Technology Standards

Candidates ensure technology standards for students and computer science/ICT coursework are implemented, assessed, and supported by a scope and sequence and curriculum alignments.

2.5 Learning Communities

Candidates locate, develop, and disseminate models of local and global learning communities and support implementation through local infrastructure and policies.

3. Excellence in Professional Practice

Technology directors promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Upon completion of the program:

3.1. Professional Learning Programs

Candidates design, implement, and evaluate professional learning programs (face-to-face, blended, and online) that help educators integrate technology effectively into all instructional and business practices—including assisting program directors in infusing technology into all professional learning initiatives.

3.2. Information and Communication Infrastructure

Candidates ensure a robust information and communication infrastructure to support learning communities and assist educators in using this infrastructure for professional learning.

3.3. Communication and Collaboration

Candidates provide technologies to support effective communication and collaboration and model their use among colleagues, parents, students, and the community.

3.4. Current Research and Emerging Technologies

Candidates maintain in-depth knowledge of current educational research and emerging technologies and evaluate potential benefits and implementation requirements (purchase cost, training, human resources, installation, maintenance, compatibility).

4. Systemic Improvement

Technology directors provide digital-age leadership and management to continually improve the organization through the effective use of information and technology resources. Upon completion of the program:

4.1. Innovation and Change

Candidates collaborate with school personnel to lead purposeful change by identifying teacher and student learning needs and implementing technology innovations to address those needs.

4.2. Program Evaluation

Candidates conduct evaluations on professional development programs, technology infrastructure, and instructional technology interventions by establishing metrics, collecting and analyzing data, interpreting results, and sharing findings to improve staff performance and student learning.

4.3. Human Resource Management

Candidates hire, organize, supervise, evaluate, and retain highly qualified technology staff to advance and maintain the technology infrastructure and promote academic and operational goals.

4.4. Partnerships

Candidates establish partnerships to support the technology infrastructure and provide technology resources for the effective integration of technology to advance district programs and goals.

4.5 Technology Infrastructure

Candidates acquire and leverage resources to advance and sustain a robust technology infrastructure and continually evaluate its effectiveness at supporting management, operations, learning, and teaching.

5. Digital Citizenship

Technology directors model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture. Upon completion of the program:

5.1. Digital Equity

Candidates facilitate equitable access to digital tools and resources, including adaptive and assistive technologies, to support the diverse needs of all learners.

5.2. Policies for Safe, Healthy, Legal, and Ethical Use

Candidates lead district in the collaborative development, dissemination, and evaluation of district policies and procedures designed to guide, in the least restrictive manner possible, the safe, legal, and ethical use of digital information and technology resources among all stakeholders.

5.3. Programs for Safe, Healthy, Legal, and Ethical Use

Candidates develop and implement programs to educate all stakeholders about the safe, legal, and ethical use of information and technology resources, including district policies and procedures regarding filtering, netiquette,

cyberbullying, acceptable use, and fair-use guidelines for online resources.

5.4. Diversity, Cultural Understanding, and Global Awareness

Candidates model and promote diversity, cultural understanding, and global awareness by providing and supporting digital-age communication and collaboration tools for students and faculty to engage in cross-cultural, collaborative projects addressing global issues in the context of curricular goals and objectives.

6. Content Knowledge and Professional Growth

Technology directors demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning, leadership, and management and are continually deepening their knowledge and expertise. Upon completion of the program:

6.1. Content and Pedagogical Knowledge

Candidates demonstrate content and pedagogical knowledge, skills, and dispositions in technology integration and current and emerging technologies necessary to effectively implement the NETS•S, NETS•T, and NETS•A.

6.2. Technical Knowledge

Candidates demonstrate knowledge, skills, and dispositions in all the technical areas necessary to ensure a sound technology infrastructure, including industry standards, data analysis/warehousing, and safety and security of data.

6.3. Leadership and Management Knowledge

Candidates demonstrate knowledge, skills, and dispositions in leadership and management areas including leadership theory and practice, organizational change, project management, and budget and contract management.

6.4. Continuous Learning

Candidates engage in continuous learning to deepen their content, technical, and leadership and management knowledge, skills, and dispositions.

6.5 Reflection

Candidates regularly evaluate, reflect on, and synthesize their work and research to improve and strengthen their professional practice.