Georgia Technology Standards for Educators adopted from ISTE NETS Standards	Georgia Technology Performance Descriptors for Certified Leadership
I. TECHNOLOGY OPERATIONS AND CONCEPTS	
A. Demonstrate introductory knowledge, skills and understanding of concepts related to technology	a. Operate computer hardware and software as an integral component of administrative responsibilities
	b. Store and retrieve personal documents and student files on hard drive, network and floppy disk
	c. Use peripheral hardware to support, sustain and enhance administrative tasks
	d. Troubleshoot basic operating system malfunctions
	e. Secure appropriate technical assistance as needed to maintain administrative technology
	f. Use appropriate computer terminology to lead technology planning sessions
	g. Use appropriate computer terminology to describe and identify technical support needs
	h. Use appropriate computer terminology to facilitate technical purchasing and local installation transactions
	i. Use appropriate computer terminology to supervise local infrastructure, hardware and software installations

	j. Demonstrate competency using basic software applications: word processor, database, spreadsheet, e-mail, Internet, student information
B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies	a. Participation in learning opportunities that heighten awareness to new applications of technology in classroom and administrative settings
II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES	
A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners	a. Plans, budgets, purchases and appropriates classroom technologies to support authentic, real world learning environments
	b. Plan, budget and purchase technology resources to enable and empower learners with diverse backgrounds, charachteristics and abilities
	c. Plans, budgets, purchases and appropriates classroom technologies to accommodate interdisciplinary teaching and learning
	d.Engage community partners in providing financial and motivational incentives for use of technologies in the schools
	e.Involve stakeholders in planning, policy and assessment of technology integration programs
	f. Communicate educational/instructinal technology strategies to the school community, external stakeholders and media

	g. Engage the expertise and resources of community partners through telementoring and expert forums
	h. Ensure the opportunity for students to identify and select relevant topics for technology projects. i. Ensure that all students have opportunities to collaborate with peers in using classroom technologies
B. Apply current research on teaching and learning with technology when planning learning environments and experiences	a. Provide faculty professional development opportunities that integrate research-based practice in the use of modern technologies
	b. Provide opportunity for and evaluate transfer of learning from professional development to classroom practice
	c. Create an environment and schedule opportunities for professional planning and collaboration
	d. Observe and document evidence of current knowledge as integrated in lesson planning
C. Identify and locate technology resources and evaluate them for accuracy and suitability	a. Organize and manage a technology leadership committee to address, serve and respond to school technology needs and issues
	b. Match appropriate instructional technologies to grade level curriculum standards when planning technology budgets and making purchasing decisions
D. Plan for the management of technology resources within the context of learning activities	a. Plan for distribution of technology to ensure that all teachers and students have equal and easy access to school resources

E. Plan strategies to manage student learning in a technology-enhanced environment	a. Assure that all students have the opportunity to learn in a technology-rich environment
III. TEACHING, LEARNING AND THE CURRICULUM	
A. Facilitate technology-enhanced experiences that address content standards and student technology standards	a. Facilitate the development of a vision for technology integration in the context of a standards-based teaching
	b. Provide proactive support and practical direction for use of technologies in support of standards-based teaching
	c. Ensure that faculty and staff engage students in the appropriate use of technologies
	d. Use a variety of data to measure student mastery of contnent and technology standards
B. Use technology to support learner-centered strategies that address the diverse needs of students	a. Provide direction for use of technologies to support a variety of instructional strategies to meet the diverse learning needs of students
C. Apply technology to develop students' higher order skills and creativity	a. Provide proactive support and practical direction for use of technologies to advance expert content knowledge and technical skills
D. Manage student learning activities in a technology-enhanced environment	a. Arrange flexible schedules and organizational structures to promote technology-enhanced, active, cooperative, project-based learning

	b. Appropriate physical space and school technologies to accommodate a variety of grouping strategies
IV. ASSESSMENT AND EVALUATION A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques B. Use technology resources to collect and analyze data, interpret results and communicate findings to improve instructional practice and maximize student learning	a. Ensure that a variety of assessment measures are employed to assess student learning a. Disaggregate school data provided by standardized tests and interpret results to improve student learning
	b. Communicate research-based findings that correlate to improved student learning
C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication and productivity	a. Endorse performance-based standards that define appropriate use of technologies by sutdentsat each grade level
	b. Measure the efficacy of programs and teachers in empowering students to meet the performance-based criteria at each grade level
V. PRODUCTIVITY AND PROFESSIONAL PRACTICE A. Use technology resources to engage in ongoing professional development and lifelong learning	a. Use the Internet for research and professional reference
	b. Locate and access technology resources for personal and professional development
	c. Use modern technologies to shape the role of the school administrator as a life-long learner

B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning	a. Examine professional practice to critically evaluate the value of modern technologies in the contemporary school and school district
	b. Manage staff, programs and funding to allow for planning and preparation for integration of technology in teaching and student learning
C. Apply technology to increase productivity	a. Use technologies to increase personal and professional productivity
	b. Create multimedia presentations to disseminate information.
	c. Create management and instructional materials (parent communications, newsletters, online message boards)
	d. Organize and manage general student information electronically (school rosters, student information databases, attendance records)
	e. Use web-based technologies to accomplish specific personal and professional tasks
A. Use technology to communicate and collaborate with peers, parents and the larger community in order to nurture student learning	a. Use presentation software for routine communications (information kiosks, daily schedules, announcements)
	b. Use technology tools to communicate with teachers, parents, peer administrators, community members and accrediting agencies

	c. Use e-mail to expedite professional communication and collaboration
	d. Use a variety of technologies to plan, communicate, collaborate and establish peer feedback loops
VI. SOCIAL, ETHICAL, LEGAL AND HUMAN ISSUES A. Model and teach legal and ethical practice related to technology use	a. Establish clear rules, policies and procedures to support legal and ethical use of technologies in the school setting b. Practice legal , ethical social responsibility in the use of information technologies
A. Identify and use technology resources that affirm diversity	a. Provide technology resources that affirm diversity
A. Facilitate equitable access to technology resources for all students	a. Use school resources to bridge the digital divide