DIGITAL TEACHING & LEARNING

About the NC Digital Learning Competencies for School Administrators

The following Digital Competencies are to be viewed within the context of the current North Carolina Standards for School Executives as extensions in relationship with the ways that digital technologies impact and affect schools. School and district administrators should use these competencies to improve their practice, build capacity in their staff, and drive student learning within their schools. Each Focus Area carries with it a subset of competencies that help to explain and 'unpack' the Focus Area.

Throughout *all* of the competencies is the underlying assumption of leadership and excellence with regard to digital citizenship. Administrators should model the behavior they expect from their staff and students and should continually seek to represent their schools and districts with the way they convey themselves both on and offline.

Vision and Strategy
Administrators will create and communicate a vision for digital teaching and learning in their schools, embedding into the strategic plan for implementation and execution.
Cultivate and articulate a clear and relevant vision and strategy for digital learning
Advocate for, prioritize, and ensure equitable, sustainable access to available technology resources and encourage full participation of all learners in a digital learning environment (ISTE)
Plan for and use funding effectively to support and sustain vision for digital learning
Facilitate a school improvement planning process that is centered around personalized learning supported by digital learning environments

Content and Instruction
Administrators will be the 'lead learners' in their schools, modeling appropriate instructional practices and ensuring content encompasses appropriate digital tools, resources, and pedagogies.
Promote and model positive digital citizenship as well as practical policies for communication and collaboration with stakeholders to ensure responsible, effective digital teaching and learning practices throughout all school processes
Actively advance and promote digital competencies for teachers by increasing access, opportunity, and resources for professional growth and the development or acquisition of instructional materials
Establish and use systems to analyze and share data to guide whole-school and classroom-level continuous improvement
Establish and use systems for the acquisition, vetting, creation, and implementation of digital content as well as evaluation systems for effectiveness

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Human Capacity and Culture

Administrators will leverage digital tools and resources to further develop a positive culture of learning that seeks continuous improvement among staff and students.

Allocate time, resources, and access to support digital learning efforts, maximize capabilities of the school staff, and ensure ongoing professional growth for self and staff

Provide learner-centered environments equipped with appropriate learning resources, including digital technologies, to meet the diverse needs of all learners

Build technology, pedagogy, and content knowledge capacity in current staff members and create channels for the strategic recruitment of talented new hires

Actively support staff through effective modeling and coaching practices, using relevant digital technologies to facilitate reflective two-way feedback

Personal Growth and Connectedness

Administrators will develop a personal learning network and demonstrate a dedication for continued growth and excellence.

Reflect on, share, and model emerging, promising practices regarding effective use of technology for continuous growth, instructional gain and communication with stakeholders

Connect with and learn from educators, administrators, and industry experts locally, nationally, and globally

Evaluate emerging and current technologies for their potential to enhance the learning environment

Community

Administrators will engage all stakeholders in the purpose and function of the school, leveraging multiple types and points of connection and communication to ensure the constant, effective flow of information and input.

Model responsible use of technology including, but not limited to, communication, social, ethical, legal, and global issues

Facilitate and leverage effective partnerships between the school and greater community, including local, state, and global communities, to improve the organization and opportunities available to staff and students in support of digital learning

Leverage online communication channels to create and maintain open discourse and collaboration with community stakeholders to establish and meet learning goals