# EVALUATION RUBRIC FOR THE CHIEF TECHNOLOGY OFFICER

There are many challenges for district administrators in evaluating technology leaders. What should their CTO jobs entail exactly? How should they be measured?

Although there is not one answer to these questions, this evaluation rubric developed by CoSN members can get you started. Based on the *CoSN Framework of Essential Skills of the K–12 CTO*, this evaluation rubric captures the skills and knowledge needed by an educational technology leader.

## SKILL AREA 1.0 LEADERSHIP & VISION

### 1.1. Leadership & Vision

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective |
|---|---|---|---|---|
| | Fulfills the criteria for Level 3 and additionally:<br><br>• Works closely with the executive team and stakeholders to develop a shared vision with long-term, big-picture perspectives on district goals to plan for meaningful and effective uses of technology; provides leadership when creating a vision of how technology will help meet district goals.<br><br>• Leverages appropriate relationships between emerging technology resources and the education process on a regular basis.<br><br>• Demonstrates an understanding of assessment, curriculum and instruction, including their interdependent relationship and how technology can support them.<br><br>• Demonstrates the knowledge and skills necessary to effect and facilitate change in the organization. | • Participates with the administrative team and advisory committees to create and promote a vision for how technology will support the district's strategic and operational goals.<br><br>• Facilitates the process of priority setting and decision making for meaningful uses of technology to educate students. | • Occasionally demonstrates effective decision making for meaningful uses of technology to educate students, but does not promote a broader vision for how technology will support the district's strategic and operational goals. | • Does not promote a vision for how technology will support strategic goals and does not demonstrate effective decision making for meaningful uses of technology to educate students. |

## 1.2 Strategic Planning

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective |
|---|---|---|---|---|
| | Fulfills the criteria for Level 3 and additionally:<br><br>• Has a high-level view across the school system and works with instructional and technical teams to identify steps needed to transform the technology vision into a long-range plan, complete with specific goals, objectives and action plans.<br><br>• Demonstrates strategic ability and innovation in leading, planning and implementing the district's goals and objectives.<br><br>• Articulates and leverages the VOI (value of investment) in technology to ensure effective delivery of services aligned to the district vision and goals.<br><br>• Promotes and leads the implementation of industry best practice methodologies, tools and programs in support of technology. | • Works with key system leaders to identify priorities needed to meet strategic goals.<br><br>• Works with key system leaders to identify budget and funding mechanisms needed to meet strategic goals.<br><br>• Knows the current goals of the school district and aligns the technology department work with those goals.<br><br>• Has strategic understanding of district systems (e.g. instruction, assessment, finance, facilities, transportation, security, food service and others) in order to provide leadership regarding how technology can support them. | • Develops technology budgets and demonstrates some understanding of district systems, but does not effectively work with key system leaders to identify priorities, budgets and funding mechanisms to meet strategic goals. | • Does not effectively work with key system leaders to identify priorities, budget and funding mechanisms.<br><br>• Fails to demonstrate understanding of district systems. |

## 1.3 Ethics & Policies

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective |
|---|---|---|---|---|
| | Fulfills the criteria for Level 3 and additionally:<br><br>• Manages the creation, implementation and enforcement of policies and educational programs relating to the social, legal and ethical issues related to technology use throughout the district and modeling responsible decision-making.<br><br>• Demonstrates commitment to responsible environmental protection and energy-saving practices.<br><br>• Actively participates in the policy development process and ensures policy supports a high- performing learning environment.<br><br>• Facilitates equitable access to technology resources for all stakeholders. | • Models and assures adherence to state and federal laws.<br><br>• Demonstrates high standards of integrity and professional conduct with consideration for fairness and honesty.<br><br>• Communicates to stakeholders appropriate ethical and professional behavior for technology use in the district.<br><br>• Models and assures awareness about pertinent laws and legal issues related to implementation and use of technology in a district (e.g., copyright, privacy and compliance).<br><br>• Demonstrates knowledge of vulnerabilities and issues pertaining to the safety of students and staff. | • Models appropriate ethical and professional behavior for technology, but does not effectively communicate policies and practices to stakeholders.<br><br>• Inconsistently demonstrates high standards of integrity and professional conduct with consideration for fairness and honesty. | • Fails to model appropriate ethical and professional behavior for technology, and does not effectively communicate policies and practices to stakeholders.<br><br>• Fails to demonstrate high standards of integrity and professional conduct with consideration for fairness and honesty. |

## 2.0 UNDERSTANDING THE EDUCATIONAL ENVIRONMENT

### 2.1 Instructional Focus & Professional Development

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective |
|---|---|---|---|---|
| | Fulfills the criteria for Level 3 and additionally:<br><br>• Budgets, plans and coordinates ongoing, purposeful professional development for all staff using technologies; ensures a sufficient budget through the implementation and assessment process of emerging technologies.<br><br>• Empowers staff to reach a proficiency level to meet the ongoing demands of their jobs.<br><br>• Promotes standards for innovative teaching and learning that develop student proficiency in 21st century skills.<br><br>• Promotes the application of technology to address the diverse needs of students and maximize student learning. | • Plans for and coordinates purposeful professional development.<br><br>• Identifies and promotes how technology can support educational best practices through communication and collaboration with the district instructional leadership.<br><br>• Stays abreast of state and national standards, benchmarks and frameworks for technology literacy. | • Assists with professional development, but does not provide ongoing opportunities for staff.<br><br>• Responds to technology requests, but does not regularly identify and promote how technology can support educational best practices. | • Provides little or no professional development opportunities for staff.<br><br>• Fails to identify and promote how technology can support educational best practices. |

### 2.2 Team Building & Staffing

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective |
|---|---|---|---|---|
| | Fulfills the criteria for Level 3 and additionally:<br><br>• Plays an integral role in the district's strategic planning process; creates and supports cross-functional teams for decision making, technology support, professional development and other aspects of the district's technology program.<br><br>• Mentors and empowers others to assume leadership roles. | • Builds an environment of trust through communication and transparency about decisions and how they are made.<br><br>• Sets clear objectives and measures and monitors process, progress and results.<br><br>• Analyzes and identifies on an ongoing basis individual and team strengths, required areas of growth and how teams and their members are being deployed and redeployed. | • Frequently makes decisions without communicating how or why they are made.<br><br>• Objectives and measures are not clear and not monitored process, progress and results.<br><br>• Occasionally (but not on an ongoing basis) analyzes and identifies individual and team strengths, required areas of growth, and how teams and their members are being deployed and redeployed. | • Rarely communicates how or why decisions are made.<br><br>• Does not establish clear objectives and measures and doesn't monitor process, progress and results.<br><br>• Rarely analyzes and identifies individual and team strengths, required areas of growth, and how teams and their members are being deployed and redeployed. |

## 2.2 Team Building & Staffing (continued)

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective |
|---|---|---|---|---|
| | • Creates cross-functional teams involving stakeholders for appropriate aspects of the district's technology program. | • Makes effective hiring decisions.<br>• Provides feedback to individuals and teams on a regular basis regarding areas of strength and required growth, using quantitative and qualitative data. | • Frequently makes poor hiring decisions.<br>• Sporadically provides feedback to individuals and teams regarding areas of strength and required growth, but often does not use quantitative and qualitative data. | • Frequently makes poor hiring decisions.<br>• Rarely provides feedback to individuals and teams regarding areas of strength and required growth and does not use quantitative and qualitative data when doing so. |

## 2.3 Stakeholder Focus

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective |
|---|---|---|---|---|
| | Fulfills the criteria for Level 3 and additionally:<br>• Builds relationships with all stakeholders, taking a close look at how the district determines requirements, expectations and preferences.<br>• Understands the key factors that lead to stakeholder satisfaction, focusing on how the district seeks knowledge, satisfaction and loyalty of students and other stakeholders.<br>• Collaborates with stakeholders to create a vision for how technology will support the district's strategic goals.<br>• Builds and leverages effective partnerships with organizations that benefit district stakeholders.<br>• Attempts to assess and respond to needs and concerns of nearly all workers and stakeholders. | • Effectively communicates with stakeholders a vision for how technology will support the district's strategic goals.<br>• Builds positive relationships with stakeholders.<br>• Assesses and responds to needs and concerns of most workers and stakeholders. | • Does not clearly communicate with stakeholders a vision for how technology will support the district's strategic goals.<br>• Has some positive relationships with stakeholders, but also regularly upsets or frustrates stakeholders.<br>• Assesses and responds to needs and concerns, but often does not meet the needs of workers and stakeholders. | • Does not communicate with stakeholders a vision for how technology will support the district's strategic goals.<br>• Does not build positive relationships with stakeholders.<br>• Frequently does not assess and respond to needs and concerns of workers. |

## 3.0 MANAGING TECHNOLOGY

### 3.1 Information Technology Management

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective |
|---|---|---|---|---|
| | Fulfills the criteria for Level 3 and additionally:<br><br>• Directs, coordinates, and ensures implementation of all tasks related to technical systems, network infrastructure, standards, and integration of technology into every facet of district operations.<br><br>• Effectively plans, implements and sustains all tasks related to technical systems, network infrastructure and computing device management.<br><br>• The approach to projects consistently is proactive to current and future district needs.<br><br>• System resources are rarely interrupted.<br><br>• Evaluates all tasks related to technical systems, network infrastructure and computing device management.<br><br>• Effectively directs, coordinates and ensures implementation of all tasks related to the integration of technology into district operations.<br><br>• Ensures that disaster recovery and business continuity plans are an integral part of the district's technology program. | • Effectively plans, implements and sustains all tasks related to technical systems, network infrastructure and computing device management.<br><br>• The approach to projects is usually proactive.<br><br>• System resources generally perform well and issues are resolved quickly and accurately.<br><br>• Establishes a disaster recovery and business continuity plan. | • Although some projects are well planned and implemented, most are poorly planned and are often reactionary in nature.<br><br>• Issues are occasionally overlooked or not addressed promptly or accurately.<br><br>• System resources are often disrupted, but are usually addressed relatively promptly.<br><br>• There are strategies and methods in place for disaster recovery and business continuity, but no written plan. | • Projects are poorly planned and implemented.<br><br>• Solutions are usually reactionary in nature and frequently need to be re-reported.<br><br>• System resources are generally unreliable and frequently disrupt operations.<br><br>• There are minimal or no strategies and methods in place for disaster recovery and business continuity. |

## 3.2 Communication Systems Management

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective |
|---|---|---|---|---|
| | Fulfills the criteria for Level 3 and additionally:<br><br>• Uses technology to improve communications, directing and coordinating the use of email, district websites, web tools, voice mail systems and other forms of communication to facilitate decision making and to enhance effective communication with key stakeholders.<br><br>• Develops and implements procedures, strategies and technical solutions for keeping teacher websites, school web resources, and other communication tools updated, relevant and operational.<br><br>• Reviews and uses emerging technologies that enhance communication.<br><br>• Communication systems are very reliable with robust features and functionality. | • Regularly directs and coordinates use of email, district websites, web tools, voicemail systems and other forms of communication.<br><br>• Demonstrates working knowledge of various communication tools and techniques.<br><br>• Effectively manages support issues related to keeping communication systems updated, compliant and operational.<br><br>• Communication systems are reliable for users. | • Occasionally directs and coordinates use of email, district websites, web tools, voicemail systems and other forms of communication.<br><br>• Manages support issues related to communication systems, but many systems are outdated.<br><br>• Communication systems are often unreliable | • Rarely directs and coordinates use of email, district websites, web tools, voicemail systems and other forms of communication.<br><br>• Does not effectively manage support issues related to communication systems.<br><br>• Communication systems are frequently unreliable. |

## 3.3 Business Management

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective |
|---|---|---|---|---|
| | Fulfills the criteria for Level 3 and additionally:<br><br>• Manages the budget and serves as a strong business leader who guides purchasing decisions, determines the return on investment for all technology implementations, and fosters good relationships with vendors, potential funders and other key groups. | • Demonstrates knowledge of funding sources available to the district and appropriately leverages them to meet district and programmatic goals.<br><br>• Develops and manage budgets, both annually and long-range.<br><br>• Understands and applies principles of TCO and VOI of technology initiatives. | • Develops and manages budgets, but often requires prompting, assistance and/or oversight.<br><br>• Understands and applies principles of TCO and VOI of technology initiatives only on sporadic occasions.<br><br>• Purchasing decisions are often proven to be undervalued solutions. | • Does not effectively develop and manage budgets.<br><br>• Fails to understand and apply principles of TCO and VOI of technology initiatives<br><br>• Purchasing decisions are regularly proven to be undervalued solutions. |

## 3.3 Business Management (continued)

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective |
|---|---|---|---|---|
| | • Pursues and secures grant opportunities or funding sources with low interest rates.<br><br>• Pursues and secures cost reduction or cost shifting measures to fund technology initiatives. | • Makes effective purchasing decisions following relevant laws, policies and guidelines.<br><br>• Understands and applies basic financial and accounting principles and processes and all regulatory guidelines applicable to district funds.<br><br>• Directs, manages and negotiates with vendors and business partners.<br><br>• Directs, coordinates and ensures implementation of all tasks related to selection and purchasing (e.g., RFPs, purchasing guidelines). | • Directs, manages and negotiates with vendors and business partners, but often requires prompting, assistance and/or oversight.<br><br>• Participates in tasks related to selection and purchasing (e.g., RFPs, purchasing guidelines), but often requires prompting, assistance and/or oversight. | • Directs, manages and negotiates with vendors and business partners, but often requires prompting, assistance and/or oversight<br><br>• Participates in tasks related to selection and purchasing (e.g., RFPs, purchasing guidelines), but often requires prompting, assistance and/or oversight. |

## 3.4 Data Management

| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective |
|---|---|---|---|---|
| | Fulfills the criteria for Level 3 and additionally:<br><br>• Manages the establishment and maintenance of systems and tools for gathering, mining, integrating and reporting data in usable and meaningful ways to produce an information culture in which data management is critical to strategic planning.<br><br>• Participates with the administrative team and advisory committees to create and promote a vision for how data reporting will support the district's strategic and operational goals.<br><br>• Facilitates the process of priority setting of the district's data analysis needs.<br><br>• Coordinates training opportunities for teachers and administrators in making good uses of data systems. | • Establishes systems and tools for gathering, warehousing, mining, integrating and reporting data in usable and meaningful ways.<br><br>• Maintains systems and tools for gathering, warehousing, mining, integrating and reporting data in usable and meaningful ways.<br><br>• Utilizes data-driven decision making and related processes in support of stakeholders.<br><br>• Remains knowledgeable about data related industry standards (e.g. SIF).<br><br>• Assesses and responds to information reporting requirements related to government mandates. | • Maintains systems and tools for gathering, warehousing, mining, integrating and reporting data, but does not look for ways to improve those systems.<br><br>• Inconsistently utilizes data-driven decision making and related processes in support of stakeholders.<br><br>• Does not consistently remain current on data related industry standards (e.g., SIF).<br><br>• Inconsistently responds to information reporting requirements related to government mandates | • Fails to implement and support tools for gathering, warehousing, mining, integrating and reporting data in usable and meaningful ways.<br><br>• Rarely utilizes data-driven decision making and related processes in support of stakeholders.<br><br>• Does not consistently remain current on data related industry standards (e.g., SIF).<br><br>• Frequently fails to respond to information reporting requirements related to government mandates |