

St. Cloud Area School District 742

Leadership Profile Report

February 13, 2008

EXECUTIVE SUMMARY

This report summarizes the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea & Associates, Ltd. (HYA) for the Board of Education of the St. Cloud Area School District 742 (St. Cloud I.S.D. 724). The data contained herein were obtained from reviewing approximately 115 completed *Leadership Profile Assessment* forms and interviews with approximately 85 persons identified by the Board, in either individual, focus group or community input settings, on January 29 and 30, 2008. The questionnaire, interviews and focus groups were structured to gather data to assist the Board in determining the primary characteristics it might seek in its next superintendent of schools. Through this process, the consultants attempted to identify the personal and professional characteristics desired in the superintendent, as well as the skill sets necessary to maintain what constituent groups valued and to address current and emerging issues which the District might be facing.

Information obtained through interviews and completed questionnaires reflects similar views from all groups with respect to the multiple strengths of St. Cloud I.S.D. 724. Respondents were extremely proud of their District's state and regional reputation as a leader in innovative education and providing an excellent academic program for all students. They voiced pride in the rigor of their academic courses as evidenced by the large number of Advanced Placement courses in which many students participate and achieve good test scores. They were equally proud of the broad range of excellent music, performing arts, athletic and other activities available to all students. Two highly successful initiatives started in 2007 are the Spanish and the Chinese Immersion Programs, beginning with full day kindergarten and provided as a school within-a-school at two elementary school buildings. The District's inclusive and comprehensive special education programs were cited as strengths which bring many parents with special needs children into the District. The multi-cultural and socio-economic diversity of the student body was also described as a strength that exposed students to "real world" demographics. The location of three colleges and universities plus a two-year post secondary institution in St. Cloud was cited as providing numerous benefits including; talented student teachers and teaching candidates, educational resources for both staff and students; and as partners in writing and winning acceptance of grant proposals.

Other strengths frequently mentioned were experienced, skilled, dedicated administrators, teaching and support staff, bright, energetic students, and involved, supportive parents and community who value quality education and take pride in their schools. The collaborative relationship with the community achieved through open and honest communication by Board and administration in recent years was cited by many residents. Members of the School Board were specifically commended as being professional, intelligent, caring and respectful to one

another even in disagreement. The presence of a cohesive, knowledgeable Board that maintains positive relationships with administrators and community will be attractive to candidates recruited by the consultants.

Many of the concerns expressed by residents had financial implications, but the defeat of the November, 2007 tax levy referendum temporarily sidelined the immediate focus on those issues whose significance pale by comparison to a potential repeat of the levy's defeat. The Board and administration will be primarily focused on strengthening their collaborative relationship with an expanded number of community and parent groups through honest, open communication. Constituents must be convinced of the credibility of the District's financial situation and the draconian consequences to educational programs should a second referendum fail in November 2008. Settling contract negotiations with the teachers is a paramount concern of respondents since it must precede any referendum campaign. If the settlement is perceived as the Board's capitulating to unreasonable, unaffordable demands, such a judgment could influence the outcome of the referendum.

In tandem with referendum concerns expressed by respondents was the challenge to reverse the loss of students to private schools and state dollars through open enrollment of students to neighboring districts. If declining revenue is perceived to dilute educational programs or if parents fear the cost of providing services to an increasing number of ELL and special needs students will shortchange regular students, residents fear a further exodus of students. They feel the District must respond to the increased competition from other schools by marketing St. Cloud's innovative programs, student successes, high academic standards, outstanding music, art and athletic programs and the benefits of a diverse student population.

Some of the other concerns expressed by respondents are:

- Financial, educational and public relations impact of complying with mandates of the No Child Left Behind law.
- Need for comprehensive evaluation of administrators and staff, with individuals being held accountable.
- Promote collaboration and teamwork among principals to create a cohesive unit.
- Recruit and retain highly qualified administrators and teachers.

Respondents agreed on many of the attributes that would assist a new superintendent in addressing the issues confronting the St. Cloud Area I.S.D. 742. Stakeholders are very proud of the District and would like to extend its' performance and achievements with the leadership of the next superintendent. Much of the credit for the District's improved media relations and perception of quality in the mind of community constituents was attributed to retiring Superintendent Bruce Watkins. Comparisons were often made to Mr. Watkins when describing the attributes desired in the next superintendent.

They would like a collaborative educational leader with excellent communication skills who understands the importance of gaining the trust and respect of staff, parents and community before attempting to "sell" them anything. He/she should have fiscal management and marketing skills, knowledge of curriculum, assessment and educational trends, experience with labor relations/negotiations and an inclusive management style that can inspire disparate groups to

define common goals and work together to achieve them. He/she should understand the importance of dialoging and establishing positive working relationships with the media, business partnerships, community agencies, minority groups, legislators, college administrators and neighboring school districts. He/she should have a strong commitment to raising academic standards and improving student achievement.

The new superintendent should have the ability to use a planning process involving stakeholders to develop a long-term educational and financial improvement strategy. He/she should agree to be held accountable in the same way administrators to whom authority was delegated are held accountable. He/she should embrace the challenge of increased diversity as an opportunity to expand the intellectual growth and success of students. He/she should consider the views of those affected when making decisions and enjoy interacting and communicating with culturally and socio-economically diverse constituents. The individual should be intelligent, courageous in defending recommendations that benefit students, self-confident, fair, accessible, open to new ideas, supportive of innovation, have a sense of humor and unquestioned integrity. He/she should be actively involved in the community and visible in the schools, interacting comfortably with students and staff.

HYA cannot promise to find a candidate who possesses all of the characteristics desired by respondents. However, HYA and the Board intend to meet the challenge of finding an individual who possesses most of the skills and character traits required to address the concerns expressed by the constituent groups. We expect the new superintendent to work with the Board to provide the leadership needed to take the St. Cloud Area School District #742 to a higher level of performance for its students and staff.

Respectfully submitted,

Ted Blaesing
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Introduction

This report presents the findings of the *Leadership Profile Assessment* conducted by Hazard, Young, Attea and Associates, Ltd. (HYA) for the Board of Education of the St. Cloud Area School District #742 (SCASD). After the Board selected HYA to assist in its search for a new superintendent, an assessment instrument was prepared to solicit responses which would be used to help the Board clarify the characteristics it should seek in the new superintendent. The Board distributed the questionnaire to a variety of stakeholders including administrators, faculty, support staff, parents, students, retired teachers, college administrators and community groups. The Board invited a number of individuals and groups to meet with the consultants on January 29 and 30, 2008 to discuss these characteristics in greater depth. Approximately 115 completed forms were reviewed by the consultants. In addition, the consultants met with approximately 85 individuals during their visit in the District.

In developing this *Leadership Profile Report*, the consultants sought opinions, recommendations and general comments with respect to preferred candidate traits and qualifications as well as District strengths, issues and concerns which could bear upon future leadership requirements and influence the selection criteria for the next superintendent of schools. In an effort to ensure that the process was inclusive, the consultants noted that the Board was seeking the views of a broad range of individuals to assist in the search process. It was agreed that the consultants would report the findings to the Board without revealing the identity of any individual contributor, enabling the Board to use the data as it proceeds to define the leadership characteristics and selection criteria to be used in identifying the next superintendent. It also was understood that the Board had the responsibility to define these characteristics and would use its prerogative to do so.

The responses provided with some consistency by the individuals, focus groups and those who completed questionnaires are presented in this report. Groups represented included Board members, administrators, faculty, parents, students, support staff, retired teachers, college administrators and community leaders. The comments are listed alphabetically since no attempt was made to prioritize them. **It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the District's stakeholders or the respective groups to which they are attributed. Items are included if the consultants believe they warrant the Board's attention.**

The consultants wish to thank Mary Kustermann for her able assistance in arranging the interviews and keeping us on schedule. We also thank those with whom we met for their cordiality and responsiveness, in addition to all who took the time to respond by email or written form.

SIGNIFICANT STRENGTHS OF THE ST. CLOUD AREA SCHOOL DISTRICT

CONSISTENTLY REPORTED

- Bright, energetic students
- Broad range of excellent academic, arts, athletic and other activity programs
- Chinese and Spanish Immersion Programs
- Collaborative relationship with community achieved through open and honest communication
- Cooperation with local colleges provides resources for learning and talented student teachers
- Diversity of student population
- Effective student-centered leadership from Board and central office
- Excellent, knowledgeable School Board willing to address areas of concern
- Experienced, skilled, dedicated administrators, teaching and support staff
- Increased involvement of District in lobbying for education funding reform
- Outstanding special education program
- Partnerships with business community
- Positive relationship with media
- Reasonably good support by education-minded community
- Reputation for strong, innovative academic programs and high student achievement
- Solid curriculum, good initiatives and support for best practice teaching strategies
- Strong Advanced Placement program with extensive student participation and good test score results
- Strong support for excellent music, art and theater programs
- Substantial improvement in District's public image
- Well-maintained buildings and facilities

SCHOOL BOARD

- Good labor relationship with selected employee groups
- High level of trust and professionalism within the Board
- Q-Comp has energized teachers
- Selection by the Minnesota Minority Education Partnership and State University System as a major initiative district to improve college participation among minorities
- Solid corps of principals and teachers with great potential
- Three colleges and a regional health center provide educated residents, resources and support
- Urbanized district containing substantial undeveloped areas with potential for suburban growth

ADMINISTRATORS

- Data-driven decisions create exceptional learning opportunities for diverse student body
- Effective extended year programming for at-risk learners
- Effective initiatives: vertical teaming, curriculum mapping, etc.
- Excellent grant writer whose success brings in much-needed extra dollars
- Strong staff development opportunities
- Unified curriculum, consistently implemented in all buildings

COMMUNITY

- Ability to address the needs of diverse populations
- Availability of college staff and programs to address social and emotional needs of students
- Community partnerships and collaboration promote understanding of District needs
- Commitment to continual improvement
- Commitment to data-driven decision making at district, building and student levels
- Core group of parents who understand challenges District faces
- Development of a long-range plan for growth
- High performance expectations held by community
- Knowledge of emerging research and best practice in curriculum and instructional design
- Modern technology
- Presence of three colleges underscores the importance of education to the area
- Receptivity to partnering with higher education institutions on grant proposals and programs
- Sensitivity to family values of diverse student population
- Success in becoming a respected voice at legislative level when addressing educational needs

FACULTY

- Broad range of courses and activities for college- and non-college-bound students
- Focus on continuous improvement
- Staff that understands the needs of a diverse student population

PARENTS

- Approachability and accessibility of teachers and administrators
- Excellent music programs for students, particularly in orchestra and chorus
- Focus remains on improving student achievement in a community that values education
- Good communication between teachers and parents
- One-on-one instruction for children when appropriate
- Stable fiscal situation until recently

- Systematic and steady approach to problem solving
- Transparency of District's actions and communication
- Wide array of student support services

STUDENTS

- District cares about students and deals effectively with racial diversity
- Comfortable entry for new students at high school
- Great internship opportunities and options for getting college credit
- Teachers who “go the extra mile” for students
- Willingness to support change

SUPPORT STAFF

- Cutting edge technology in schools
- District works effectively with community groups to enhance schools
- Long-term employees who are loyal to the District
- Resilience of District in solving problems
- Strong PTSAs

CHALLENGES AND ISSUES FACING THE ST. CLOUD AREA SCHOOL DISTRICT

CONSISTENTLY REPORTED

- Address increasing competition from private, parochial, charter and neighboring public schools
- Concern that insufficient revenue will dilute educational programs and accelerate white flight which would further reduce state funding
- Continue to improve the image, trust and support of I.S.D. 742
- Critical need to pass operating levy referendum in November 2008
- High average teacher costs compound revenue shortfall
- Impact of complying with mandates of No Child Left Behind Law
- Importance of settling teacher contract negotiations with SCEA and working together to increase student achievement and state funding
- Increased class size
- Instructional, organizational and communication issues related to the increasing number of “at risk” children in the District to include ELL and Special Education students
- Maintain high expectations for student achievement and improve test scores
- Need for comprehensive performance evaluation of administrators and staff, with individuals being held accountable
- Perception that the demands of strong SCEA leadership reflect a secondary interest in the educational consequences for students and financial impact on the community
- Promote collaboration and teamwork among principals to create a cohesive unit
- Provide services to address special needs of increasing number of ELL and low income students without short-changing regular students
- Recruit and retain highly qualified administrators and teachers as an aging workforce retires
- Remain fiscally accountable
- Special Education deficit arising from failure of the State to fund federally mandated services

BOARD

- Expand opportunities to engage voters without children in school by engaging them in Community Education programs and by inviting public use of District’s facilities
- Keep District’s Number One focus on Increasing student achievement
- Lack of intramural sports opportunities in high schools
- Location of Regional Center in St. Cloud attracts many families with special needs children
- Need to establish an academic foundation
- Strengthen junior high school athletic program to prepare students for high school sports
- Teacher overload from handling large classes and complying with state and federal mandates
- Unsustainable and volatile cost of health care insurance

ADMINISTRATORS

- Ability to sell the importance of passage of the levy referendum to non-parent community
- Address cultural issues that separate ethnic groups and cause conflict among students in middle and high schools
- Challenge of promoting residents' feeling of connection in a 250 square mile School District
- Examine issues of racial discrimination to prevent creation of "ghetto" schools with disproportionate numbers of low-income and minority students
- Find ways to help principals feel supported as part of the administrative team
- Lack of respect for principals encouraged by SCEA leadership
- Low pay for groups other than licensed staff
- Need to prioritize and align the abundance of initiatives
- Provide preschool programs to prepare all children for kindergarten
- Perception that scarce resources are being used to support a systemic bureaucracy

COMMUNITY

- Enhance opportunities for children at all levels, including those with special needs
- Keep up with technology
- Increase community understanding of District's financial needs far in advance of referendum
- Improve maintenance of aging buildings
- Inadequate support for consistent responses to disruptive student behavior
- Maintain accountability and consistency throughout the District at all levels and at all schools
- Maintain good relationships between and among the Board, administrators and teachers
- Need to meet federal and state testing mandates
- Outdated textbooks
- Provide more alternative educational opportunities for students disrupting regular classes
- Resolve collective bargaining issues and return to student-centered environment

FACULTY

- Arbitrary labeling of schools who fail to meet AYP as mandated by the federal NCLB Law must be explained to concerned parents as not condemning the educational program
- Examine the need for the number of administrators and people in non-teaching roles
- Expand community support with assistance of all District employees
- Need to replace Tech High School
- Need to upgrade science departments
- Provide parent education
- Teacher burn-out and low morale
- Too many initiatives without focus being imposed on teachers

PARENTS

- Ensure equitable allocation of resources among buildings
- Ensure opportunities for all learners, not just advanced courses
- Exodus of students to other school districts or private schools
- Loss of teacher assistants in middle and elementary schools
- Major increases in healthcare costs exacerbate District's financial problems
- Need for a long-range facilities plan

STUDENTS

- Challenge of getting all students to be respectful to teachers and get along with other students
- Equal and proportionate enforcement of discipline policy
- Find a superintendent who cares about students as Bruce Watkins did
- Increase support of community to pass the next referendum
- Keep kids on the right path to success
- Lack of money to buy supplies and pay teachers
- Loss of activities and cuts in sports due to lack of funds
- Need to upgrade buildings and facilities
- Reduction of racism; need to find more effective ways to deal with discrimination
- Settling the teacher contract
- Too many students transfer to Tech High School for sports, which makes Apollo look bad

SUPPORT STAFF

- Address the learning needs of the Somali students
- Build strong employee support for the District and the referendum
- Lack of consistency in regard implementing policy in various buildings
- Low morale, feeling of burnout by support staff who feel over-worked, understaffed and underpaid with no affordable insurance
- Need to improve internal communication
- Work collaboratively with the parents and community to help students become more respectful, responsible and accountable

DESIRED CHARACTERISTICS IN THE NEXT SUPERINTENDENT

CONSISTENT REPORTED

- Ability to develop and articulate a vision of future direction shared by constituents
- Ability to set goals, delegate authority to administrators and hold them accountable
- Ability to use a planning process that involves all stakeholders to develop a strong long-term educational improvement strategy
- Actively involved and visible in the community
- Collaborative leadership style that inspires all groups to work together to benefit students
- Embraces the challenge of increased diversity as an opportunity for greater growth and success
- Experience in a school district of similar complexity and sophistication
- Experience with developing positive relationships with the media
- Experience working with legislators and lobbying for education/funding reform
- Fair and courageous decision-maker; willing to defend recommendations that benefit students
- Fiscal management skills
- Honest, accessible, approachable, open to new ideas,
- Intelligent, innovative, forward-looking thinker, with a genuine love of knowledge
- Knowledge of and experience with negotiations
- Knowledge of curriculum, best practice, current educational trends and assessment
- Outstanding communication skills (listening, speaking and writing)
- Self-confident; comfortable acting transparently and reporting problems truthfully
- Sense of humor
- Solidifies partnerships with community groups (business, SCSU, other districts, minority groups, etc.)
- Strong team-building skills which produce collaborative relationships between and among administrators, teachers, Board and community
- Unquestioned integrity
- Visible in the schools and community, interacting comfortably with students, staff and area citizens

BOARD

- Ability to take complex issues and make them readily understood
- Comfortable discussing "at risk" student issues with minority parent groups
- Commitment to language immersion schools
- Commitment to strengthen and support the administrative team and principals
- Delegator with time-management skills; "knows when to go home"
- Effective community presence with ability to continue developing the community connection
- Handles pressure and criticism well
- Leads by vision, inspiration, inclusion and loyalty, rather than by fear, division and power
- Visionary/forward outlook, builds on current accomplishments, identifies new directions
- Willing to learn

ADMINISTRATORS

- Charismatic cheerleader for St. Cloud I.S.D. 742 goals and successes
- Good people skills, personal warmth, interacts comfortably with all kinds of people
- Leads, respects, supports and brings administrators together
- Makes decisions based upon tangible data
- Strengthens administrators' relationships with teachers
- Strong sense of justice, integrity and ethics
- Team builder, capable of building respect, trust, accountability both internally and externally

COMMUNITY

- Ability to stand up under pressure
- Believes in accountability for self and staff
- Believes in data-based research
- Classroom teaching experience
- Collaborates with city governments/faith-communities, etc. on tax and bond referenda
- Competence in multi-cultural education and relationships with non-white community
- Enthusiastic about his/her role in moving District forward in challenging times
- Forceful advocate for public education
- Inspirational leader/mentor/coach and boss for administrators and teacher leaders
- Long-term commitment to District
- Willing to take responsibility for making tough decisions

FACULTY

- Ability to see multiple sides of an issue and facilitate common ground discussions
- Problem solver, who listens to views of those affected, make decisions and communicates the rationale behind decision
- Understands the importance of positive morale among staff
- Values what all District employees bring to their job
- Willing to use teacher expertise to improve instruction strategies
- Works well with teacher leadership

PARENTS

- Ability to communicate the urgency of the financial situation to community
- Ability to connect and empathize with all stakeholders
- Ability to identify and prioritize District needs, then delegate implementation
- Great political skills
- Willing to listen and converse with all staff, parents and community members

STUDENTS

- Able to commit to the best solutions for kids and take action
- Enjoys interacting with students and won't be a hermit in his/her office
- Enthusiastic, progressive, sincere, trustworthy; fair
- Friendly; hard worker; organized
- Great budget manager
- Identifies problems and deals with them efficiently and effectively
- Kind; understanding; super nice
- Knows what is going on in schools and is able to relate and deal with it
- Someone who says he will do something and actually does it
- Spends money wisely, not on frivolous things like stickers
- Wants to see children succeed
- Willing to promote and participate in school events

SUPPORT STAFF

- Ability to compromise
- Able to make decisions, not just form task forces or committees
- Appreciates all points of view
- Commitment to fair and equitable treatment of all employees
- Consistent leader with clear goals
- Straight shooter when answering difficult questions

Ranking Summary

Respondents were asked to rank the following characteristics in order of importance from 1-14 with 1 being most significant.

	Board	Admin.	Comm.	Faculty	Parent	Student	Supp. Staff
Effective communications skills: verbal, written and listening	1	1	1	3	3	4	1
Accountable, and holds everyone in the organization accountable for his/her respective area of responsibility	2/3	4	3	4	2	6	3
Experience as a superintendent	2/3	13	11	12	13	14	5
Organizational/management skills	4	7	5	7	6	10	7
Ability and willingness to deal directly and fairly with faculty, staff, students and parents	5	2	2	1	1	1	2
Collaborative	6	3	4	2	10	7	8
Personal interest and involvement in the community	7	5	6	8/9	5	2	9
Understanding of leadership in a multi-cultural environment	8	8	8	8/9	9	3	11
Decisive	9	6	9	6	8	5	6
Understands the respective, yet complementary roles of the Board and the Superintendent	10	11/12	10	11	11/12	11	10
Belief in data based decision-making that focuses on the individual needs of students	11	10	12	10	4	8	13
Fiscal management expertise	12	9	7	5	7	12	4
Knowledge of emerging research and best-practice in the area of curriculum/ instructional design and implementation	13	11/12	13	13	11/12	9	14
Awareness of instructional and administrative applications of technology	14	14	14	14	14	13	12

Ranking of Criteria – Average Ranking

Respondents were asked to rank the following characteristics in order of importance from 1-14 with 1 being most significant. The average rankings given to each item are presented in this chart.

	Board	Admin.	Comm.	Faculty	Parent	Student	Supp. Staff
Effective communications skills: verbal, written and listening	3.00	2.89	2.48	4.00	4.36	5.94	2.11
Accountable, and holds everyone in the organization accountable for his/her respective area of responsibility	3.67	5.33	5.42	5.90	4.18	7.06	4.89
Experience as a superintendent	3.67	11.89	8.77	10.20	10.36	12.25	5.44
Organizational/management skills	4.67	7.00	6.35	6.80	7.64	8.56	7.11
Ability and willingness to deal directly and fairly with faculty, staff, students and parents	5.33	4.44	4.13	3.40	3.82	3.00	3.89
Collaborative	5.67	5.00	5.45	3.90	8.91	7.19	7.67
Personal interest and involvement in the community	6.00	6.00	7.23	7.20	6.36	5.13	8.22
Understanding of leadership in a multi-cultural environment	8.00	7.67	7.90	7.20	8.73	5.19	10.67
Decisive	8.33	6.22	8.29	6.70	8.09	6.31	6.89
Understands the respective, yet complementary roles of the Board and the Superintendent	9.33	9.33	8.58	9.60	9.36	8.69	9.33
Belief in data based decision-making that focuses on the individual needs of students	11.00	9.22	9.13	9.10	5.00	7.81	11.22
Fiscal management expertise	11.67	8.78	7.71	6.30	7.73	9.13	5.22
Knowledge of emerging research and best-practice in the area of curriculum/ instructional design and implementation	11.67	9.33	10.74	10.90	9.36	8.00	11.33
Awareness of instructional and administrative applications of technology	13.00	13.00	12.39	12.70	11.09	11.00	11.00

Ranking of Criteria – Range for Rankings

Respondents were asked to rank the following characteristics in order of importance from 1-14 with 1 being most significant. The range of each respondent groups' responses are presented in this chart.

	Board	Admin.	Comm.	Faculty	Parent	Student	Supp. Staff
Effective communications skills: verbal, written and listening	1-5	1-7	1-9	1-8	1-9	1-13	1-4
Accountable, and holds everyone in the organization accountable for his/her respective area of responsibility	2-5	1-11	1-11	1-14	1-11	2-13	1-14
Experience as a superintendent	1-8	4-14	1-14	1-14	4-14	6-14	1-12
Organizational/management skills	1-7	2-12	1-13	3-10	4-11	1-13	4-9
Ability and willingness to deal directly and fairly with faculty, staff, students and parents	4-7	1-10	1-10	1-9	1-10	1-7	1-9
Collaborative	3-8	1-11	1-13	1-7	2-14	3-13	2-10
Personal interest and involvement in the community	3-8	2-12	1-14	2-13	1-13	1-14	1-11
Understanding of leadership in a multi-cultural environment	2-13	3-13	2-14	5-11	1-14	1-11	5-14
Decisive	4-12	3-12	3-14	4-10	4-13	2-12	1-12
Understands the respective, yet complementary roles of the Board and the Superintendent	6-12	5-14	2-14	6-14	4-14	2-14	4-14
Belief in data based decision-making that focuses on the individual needs of students	10-13	4-14	4-14	1-13	1-11	1-14	7-14
Fiscal management expertise	11-13	3-14	1-14	2-11	1-13	3-14	2-11
Knowledge of emerging research and best-practice in the area of curriculum/ instructional design and implementation	9-14	1-13	3-14	4-14	2-14	2-14	5-13
Awareness of instructional and administrative applications of technology	11-14	11-14	5-14	10-14	6-14	5-14	9-13