Clarity Innovations

Education Market Personas

Summer 2025

Personas help avoid costly design flaws, usability problems, and market misalignment.

We compiled these to highlight the breadth of experience and perspective in education today.

The personas describe the needs, behaviors, and priorities of a variety of roles in education and represent typical users, influencers, or buyers.

While the names are fictional, each is based on real data compiled from dozens of interviews, observations, surveys, and focus groups.

Use them to put yourself in their shoes—as a user of your product or service.

Working with personas early in the product development process avoids costly changes later by revealing aspects of your product or service that may need further refinement to best address the goals or constraints of your users.

We hope these personas will spark ideas and conversations about how you can better support students, educators, administrators, and others using your product or service.

Clarity Innovations is a trusted group of K-12 education industry veterans that provides education strategy, content creation, engineering, and design solutions. We bring decades of classroom experience, market insight, and product wisdom to help clients improve the processes and practices of teaching and learning.

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Natasha Westlund

Grade 3 Educator

Education

Master of Arts in Elementary and Early Childhood Education

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"I've been in the classroom for fifteen years, but I feel like now more than ever we have an opportunity to use technology to help our younger learners develop reading skills."

Natasha has taken on the role of lead mentor educator for her grade, providing professional support for her colleagues and modeling methods of intentionally using technology for instruction, particularly focusing on literacy and social skills, in lower grades. While she doesn't claim to have it all figured out, Natasha is very reflective in her practice and her teammates benefit from her insight and constant willingness to improve.

RESPONSIBILITIES

- Plans and delivers instruction that is hands-on, developmentally appropriate, and meets individual student needs
- Uses tools like Microsoft Reading Progress and Reading Coach for individualized reading instruction that provides age-appropriate learning supports
- Collaborates with instructional coaches and specialists
- Coordinates student supports and services with special education educators and literacy specialists

Natasha Westlund

Grade 3 Educator

Natasha's Influence

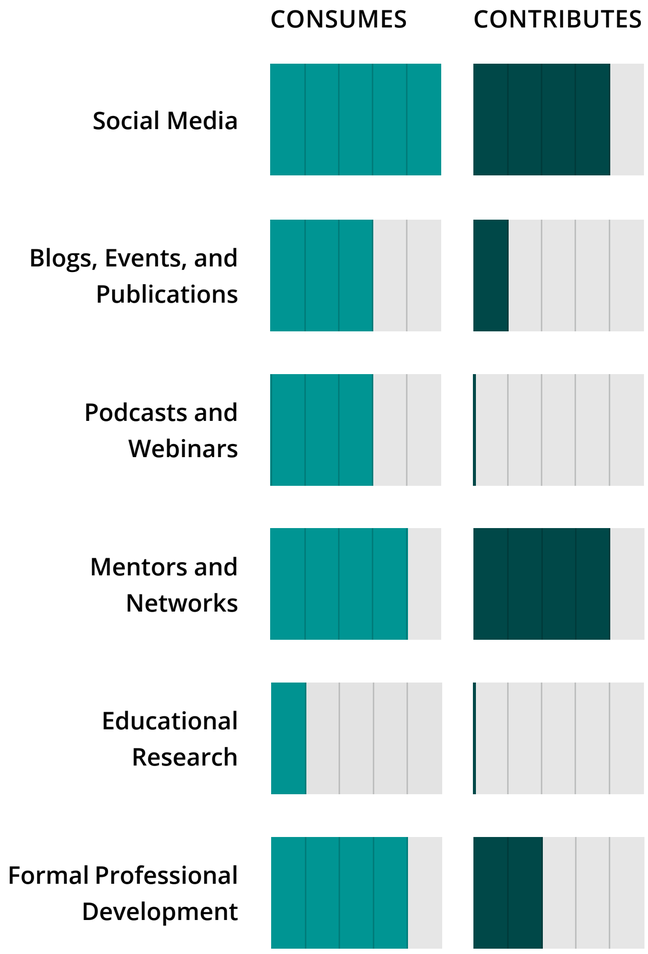
Natasha regularly consults with her peers and principal, gives input and recommendations about math and literacy products, and helps her peers implement strategies as part of the school's multi-tier system of supports.

PRIORITIES

- Ensuring that students are ready and able to learn using technology
- Attending to the social-emotional well-being of her students through trauma-informed practices
- Fostering healthy relationships and positive communication with students' families

CONSTRAINTS

- Wide range of student instructional levels and learning styles
- Limited time for both one-on-one instruction and instructional planning
- Social-emotional development of students



Amira Saad

Reading Specialist

Education

Master of Arts in Elementary Education, Reading Specialist Endorsement

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"I want to help each student develop a passion for reading. I'm stretching myself to find new ways to balance developing literacy skills while fostering a love of reading."

As a Reading Specialist serving four of her district's eight elementary schools, Amira works closely with classroom educators to help support student literacy success. She serves on the district's multi-tiered systems of support (MTSS) team, representing her elementary schools in designing intervention strategies and programs. Amira was twice named her district's educator specialist of the year and is an enthusiastic advocate for building passion and interest in reading.

RESPONSIBILITIES

- Assists in identifying students with reading difficulties and collaborates with educators on instructional strategies
- Utilizes district-approved reading intervention methodology and instruction for elementary students
- Works with district-level reading and literacy specialists on curriculum decisions
- Works alongside educators to evaluate and monitor student reading progress
- Assists with district and state-level reading assessments

Amira Saad

Reading Specialist

Amira's Influence

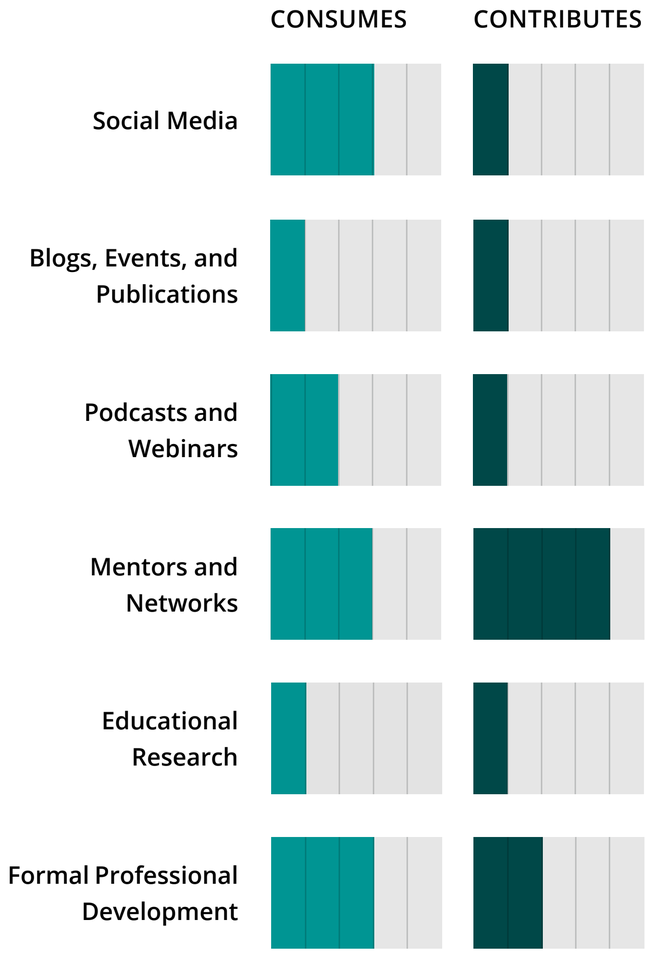
Amira works closely with school principals to ensure that reading curriculum and instructional strategies are being implemented effectively across each grade level. Educators in her district depend on Amira to demonstrate and model strategies they can use in their classroom reading instruction. Amira also helps to drive district decision-making for curriculum and textbook adoption for elementary schools.

PRIORITIES

- Connecting with developing readers using a mix of strategies and tools
- Supporting educators with implementing teaching strategies that build students' reading strengths and address their weaknesses
- Exploring best practices in assessment and monitoring student progress
- Implementing state-required literacy program

CONSTRAINTS

- Student literacy skills have seen a sharp decrease
- Limited professional learning time to explore using technology for reading intervention
- Shortage of digital resources offered by the district's adopted reading intervention program



Elijah Jones

Elementary School Principal

Education

Master of Arts in Teaching,
Master of Education in Educational Leadership

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"I am here to serve and support these children, first and foremost."

As someone who lives in his school's community, Elijah understands the needs of his student population and their families. He serves as an advocate for his neighborhood and often attends meetings with local organizations and government to secure resources and engage the community.

RESPONSIBILITIES

- Shapes and implements a shared school vision
- Nurtures the school climate and creates engaging instructional programming
- Manages people, data, and processes to produce a safe and effective learning environment
- Collaborates with staff, families, and the community
- Interacts within the wider political, social, legal, and cultural contexts of schooling

Elijah Jones

Elementary School Principal

Elijah's Influence

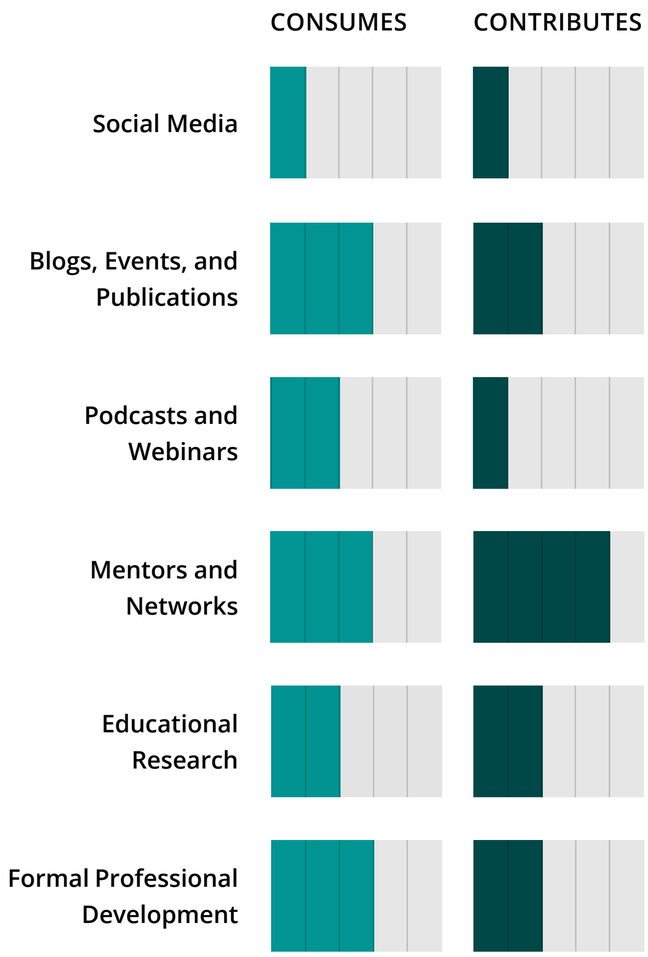
Elijah actively coaches his faculty and staff, has the ear of the district's Assistant Superintendent of Curriculum and Instruction, and is a key stakeholder on district-level technology decisions about equitable student access.

PRIORITIES

- Supporting educators so they can provide a quality education to a population of traditionally underserved children
- Bringing an increased focus on equity to the hiring process so that the staff represents the student population
- Ensuring that students have access to healthy meals
- Creating a plan to ensure the school thrives after his upcoming retirement

CONSTRAINTS

- Lack of resources for educator training on using digital learning tools for instruction
- Limited technology budget
- Too many tasks and demands on his schedule
- Plans to retire after next school year



Elizabeth Hosteter

Elementary Speech Therapist

Education

Master's degree in Speech-Language Pathology, Bachelor's degree in Communication Sciences and Disorders

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"My passion is breaking down communication barriers, one child at a time, to unlock their boundless potential. The moments when they experience their potential and are able to freely express themselves keeps me going on the more challenging days."

Elizabeth Hosteter, a speech therapist in a suburban elementary school with 12 years of experience, is dedicated to empowering students with effective verbal communication skills. They tailor therapy plans to each learner's unique needs. Elizabeth stays current with technological advancements in their field, using podcasts and blogs to integrate digital tools into therapy sessions. Their passion and dedication drive them to help students overcome speech and language obstacles, ensuring a brighter future for every child they serve.

RESPONSIBILITIES

- Assesses speech and language disorders in students by evaluating their communication skills, identifying needs, and determining intervention strategies
- Develops and implements individualized speech therapy plans including to improve speech articulation, language comprehension, and communication fluency
- Collaborates with educators, parents, and other specialists to ensure a coordinated approach to supporting students with speech and language challenges. Communicates progress, strategies, and recommendations to all stakeholders

Elizabeth Hosteter

Elementary Speech Therapist

Elizabeth's Influence

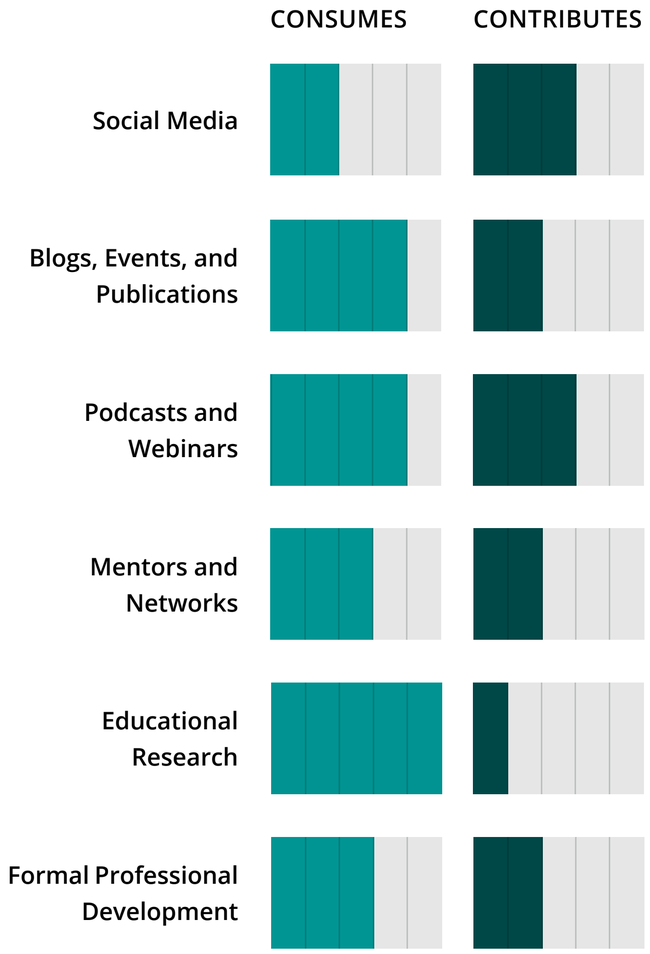
Elizabeth's work as a speech therapist improves students' communication skills, fosters inclusivity, and raises awareness about speech and language development. They advocate for equitable access to services, making them a valuable member of the educational community.

PRIORITIES

- Providing students with effective speech therapy services that help them improve their communication skills and overall quality of life
- Promoting equity and ensuring that all students, regardless of their socioeconomic background, have access to speech therapy services
- Communicating with educators, parents, and other support professionals

CONSTRAINTS

- Limitation of resources, including funding, materials, and support staff that affects their ability to provide comprehensive speech therapy services to all students in need
- Increased caseload effected by limited early childhood social interaction for current cohort of younger elementary students
- Documentation and administrative tasks take time away from their work with students



Russell Dibben

Middle School Math Educator

Education

Master of Arts in Teaching Mathematics

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"I believe technology can enhance the ways we teach and learn like nothing before."

Russell is new to the classroom relative to his colleagues, but what he lacks in experience he makes up for in enthusiasm. He believes technology can enhance his teaching, and he desires to use non-conventional methods to teach math in a more hands-on, visual way. He's eager to share his ideas with a wider network of math educators.

RESPONSIBILITIES

- Plans and delivers instruction using Google Classroom and other online tools
- Meets 1:1 with students to assess their progress, including using diagnostic assessments
- Collaborates with instructional support coaches and specialists on student learning progression plans
- Updates the curriculum based on new state standards while loading it into the school's online learning management system

Russell Dibben

Middle School Math Educator

Russell's Influence

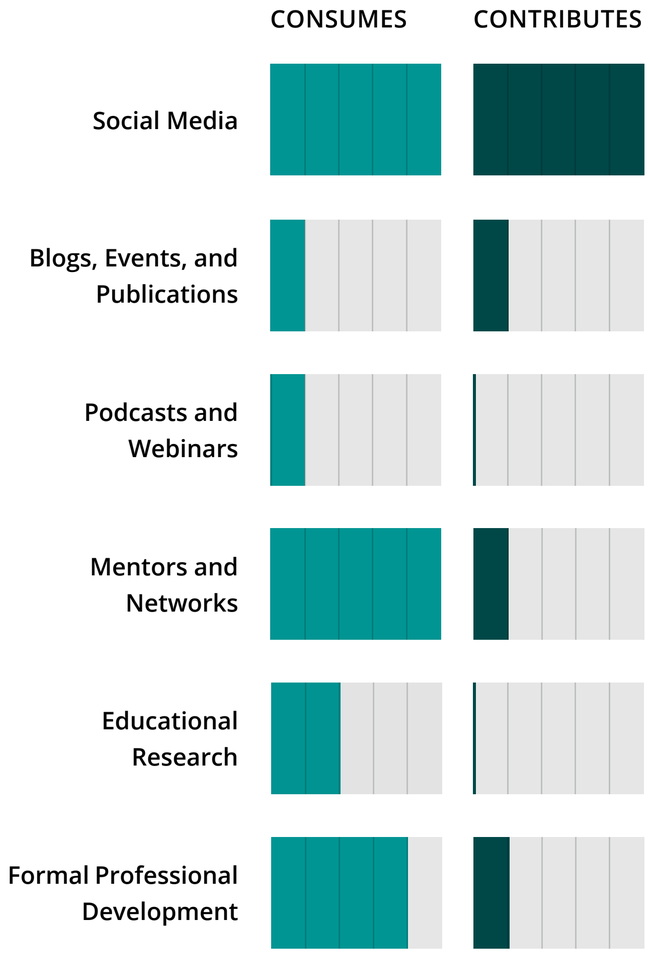
Russell often collaborates with his grade-level peers on cross-curricular projects, gives his department chair recommendations about free and paid software, and co-chairs his school improvement team.

PRIORITIES

- Ensuring that all students feel "seen" and supported as their math skills grow
- Getting support to help improve his students' digital citizenship and technical skills: computer navigation, keyboarding, and using Google Classroom
- Accessing a consistent professional learning community of educators

CONSTRAINTS

- Mandated no cell phone policy for students
- Insufficient student technical fluency
- Lack of support resources for students requiring basic technology skills



Traci Williams

Middle School Media Specialist

Education

Master of Science in Library and Information Studies

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"Each day I hope to support educators to help them design innovative learning experiences for our kids."

Last year Traci received a grant to add more titles from BIPOC voices to the school's library and was featured in a blog on diversifying the collection. The post highlighted her efforts to create a more welcoming and student-centered space by genrefying her collection to help students access engaging books more easily.

RESPONSIBILITIES

- Maintains and adapts check-out programs
- Acts as the instructional technology liaison for her school
- Curates resources and provides professional learning experiences for educators on media literacy and integrating technology into instruction
- Creates and maintains makerspaces for students and educators

Traci Williams

Middle School Media Specialist

Traci's Influence

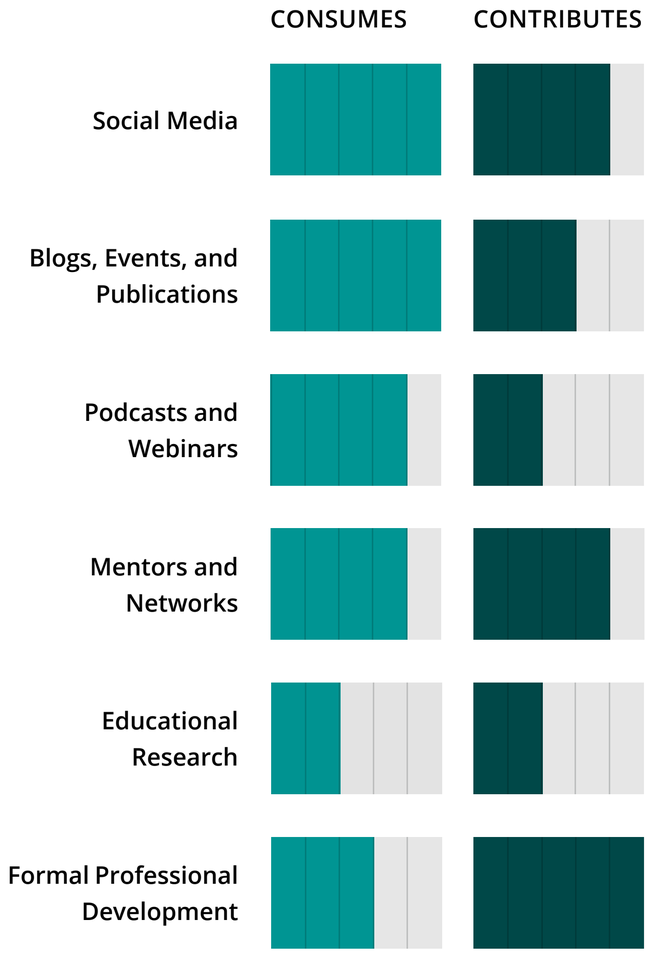
Traci frequently helps educators in her building make instructional decisions to enhance learning. She is often asked by her principals to weigh in on the school's instructional goals and technology plan. Traci also contributes to professional learning experiences for educators across the district.

PRIORITIES

- Supporting educators with best practices in technology integration for daily teaching and learning
- Securing funding and creating a diverse reading collection that is easily accessible for students and educators
- Finding time, money, and flexibility for collaborating with educators and her own professional learning

CONSTRAINTS

- Collection challenges from the community
- Limited district-approved digital tools, resources, and software
- Varied levels of technology fluency among educators



Franchesca Wong

Middle School Principal

Education

Master of Arts in Education Leadership,
Teaching Credentials in Math and Science,
English Language Development Certification

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"My goal is to support our students as they become future-ready learners."

Franchesca works in a rural area with a student population largely composed of migrant families, many of whom are highly mobile and non-native English speakers. As a second-language learner herself, Franchesca understands the barriers and challenges that are faced by her school population.

RESPONSIBILITIES

- Advocates for resources for her school
- Supports a diverse and high-mobility population
- Provides culturally-sensitive leadership for educators
- Offers professional development opportunities for educators

Franchesca Wong

Middle School Principal

Franchesca's Influence

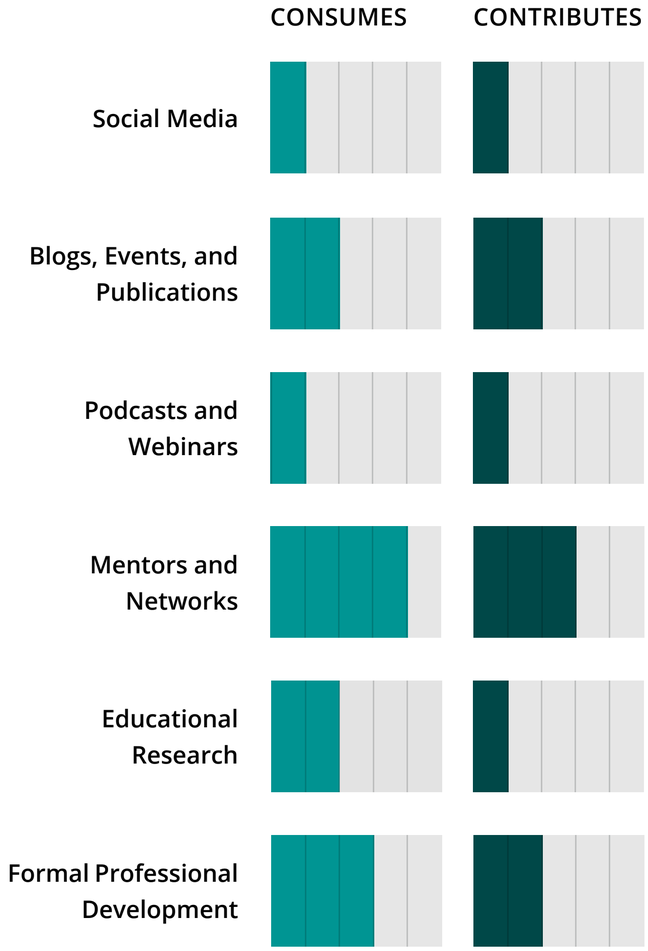
Franchesca is well-regarded in the community and has demonstrated a commitment to the needs of her students. To that end, she often attends school board meetings and meets with the superintendent to advocate for her school. Recently, her school was provided with materials for a makerspace due to her advocacy.

PRIORITIES

- Ensuring that all children have access to nutrition
- Providing information to families in different languages and through different channels such as email, web, text, and print
- Encouraging and providing opportunities for underrepresented populations to have STEM-focused learning experiences
- Establishing a makerspace at her school for both formal and informal use

CONSTRAINTS

- A limited annual budget that has resulted in staff reductions
- Fluctuating student populations throughout each year and year-over-year
- Lack of technology access or connectivity at students' homes



Marta Vasquez

Assistant High School Principal

Education

Master of Science in Educational Administration, Bachelor of Science in Special Education

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"I got into education because I love kids' energy and inquisitiveness. I love dropping into classrooms and asking the students about what interests them outside of school. I've been in so many TikTok dance videos, heard about their after school jobs, and how they dream about impacting the world."

Marta worked closely with her faculty to develop and institute an accelerated learning program to help close learning gaps. She has also coordinated with special education case managers, Multilingual Learner managers, and guidance to foster community engagement and support for the program.

RESPONSIBILITIES

- Supports her principal's management of the day-to-day operations of the school
- Documents school performance to demonstrate how the school meets federal and state guidelines
- Ensures the safety of students and applies disciplinary measures when required
- Supports the budget planning process for the building, staff, and operations
- Serves as a liaison between students, educators, parents, and other principals

Marta Vasquez

Assistant High School Principal

Marta's Influence

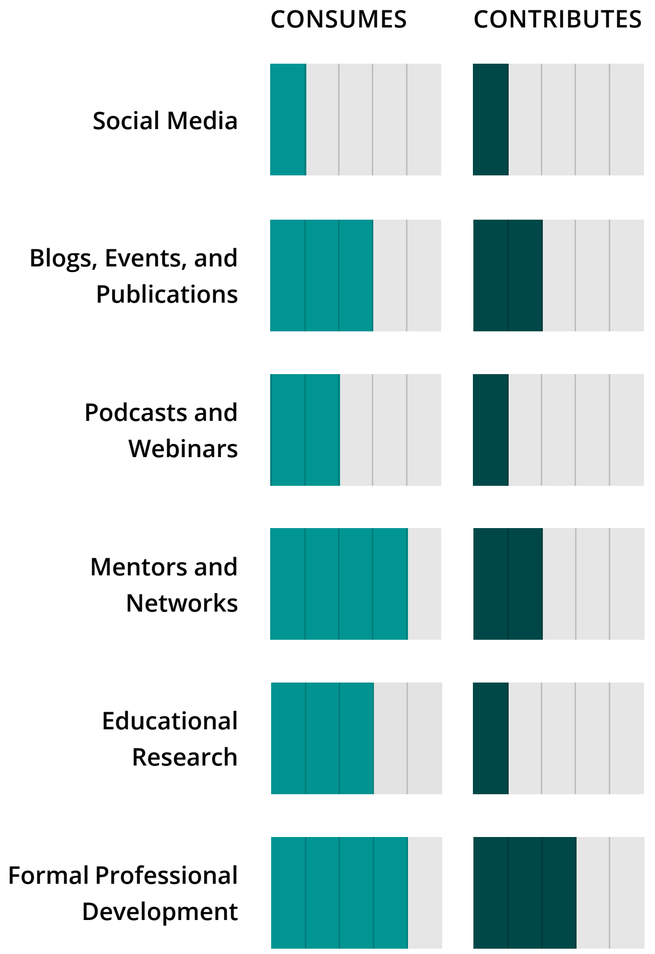
Marta collaborates closely with her principal, keeps educators informed of the latest research, helps coordinate family and community engagement through the school's Parent educator Organization (PTO), and supports her team of counselors doing scheduling and registration each semester.

PRIORITIES

- Meeting with parents and community members to discuss student learning needs and opportunities
- Evaluating wide-ranging data to determine areas where the master schedule can better support student success
- Developing, budgeting for, and implementing school and mental health safety procedures

CONSTRAINTS

- Lack of consistent school or district policies and guidelines for accelerated learning programs
- Need for additional funding to ensure student safety and provide equitable support
- Increased student and staff mental health and well-being needs



James Clifton

High School Computer Science Educator

Education

Bachelor of Science in Business Administration, Teaching Certification in 9-12 CTE

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"Whether I'm teaching Computer Science or Principles of Business, I teach students first. I want them to feel heard, seen, and cared for. Then learning can happen."

During his time as a Career and Technical Education (CTE) educator, James was selected by his district to participate in the Code.org Professional Learning Program for Computer Science (CS) Principles. James then secured a position with a regional CS Principles partner as a trainer for their five-day summer workshops hosted throughout the state. In addition to championing Advanced Placement (AP) CS Principles in his school, James has become a leader in helping implement computational thinking and Computer Science across grade levels.

RESPONSIBILITIES

- Designs and delivers instruction using district-approved tools
- Meets 1:1 with students weekly to offer instructional support and assess student well-being and progress
- Prepares students for successful completion of the AP performance tasks
- Works with colleagues and digital technology coaches to expand the district's Computer Science course offerings

James Clifton

High School Computer Science Educator

James's Influence

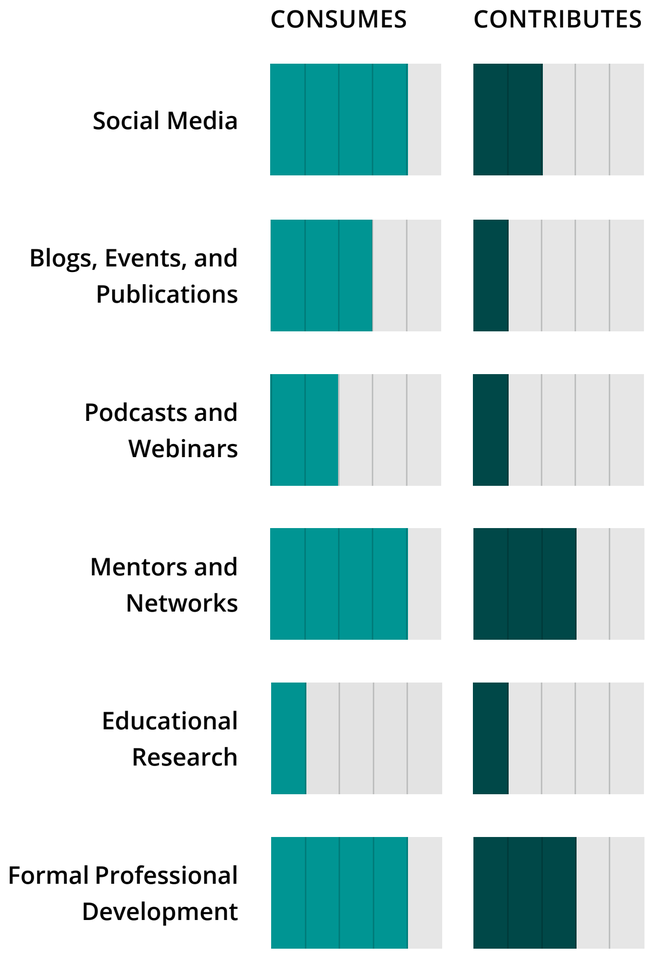
James is instrumental in getting more CS opportunities into the district's CTE course catalog. Many elementary school educators rely heavily on him for simple ways that they can support computational thinking in their classrooms. James also influences educators in his region who are new to teaching AP CS Principles.

PRIORITIES

- Growing the district's CS program, including computational thinking and Computer Science, through a partnership with elementary and middle schools in the feeder pattern
- Adapting and redesigning current curriculum for new state CTE standards
- Using class time with students to foster connection and deliver instruction
- Providing equitable assessments and real-time feedback to students

CONSTRAINTS

- Inconsistent online connectivity for all of his students when accessing digital resources at home
- Lack of collaborative planning time to adapt and redesign curriculum
- Hands-off support from principals and district administrators



Chuck Cooper

High School English Educator

Education

Bachelor's degree in Secondary Education, Minor in Journalism

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"I love teaching. There is nothing more fulfilling than helping my students discover their voice and start using it."

Chuck grew up writing for his school newspaper and later serves as his college's editor. For 23 years, he's brought that passion into his classroom. Many students credit him with inspiring their love of writing,reflected in essay competition wins and writing-related careers. While colleagues express concern over community pushback on curriculum, Chuck feels it rarely affects his work. He's open to classroom technology but hasn't found many tools that truly enhance writing instruction.

RESPONSIBILITIES

- Designs lesson plans and instructional materials that align with curriculum standards.
- Adapts curriculum as needed to meet the diverse learning needs of students
- Delivers engaging and effective instruction to develop students' reading, writing and critical thinking skills. Facilitates district and regional writing workshops for educators

Chuck Cooper

High School English Educator

Chuck's Influence

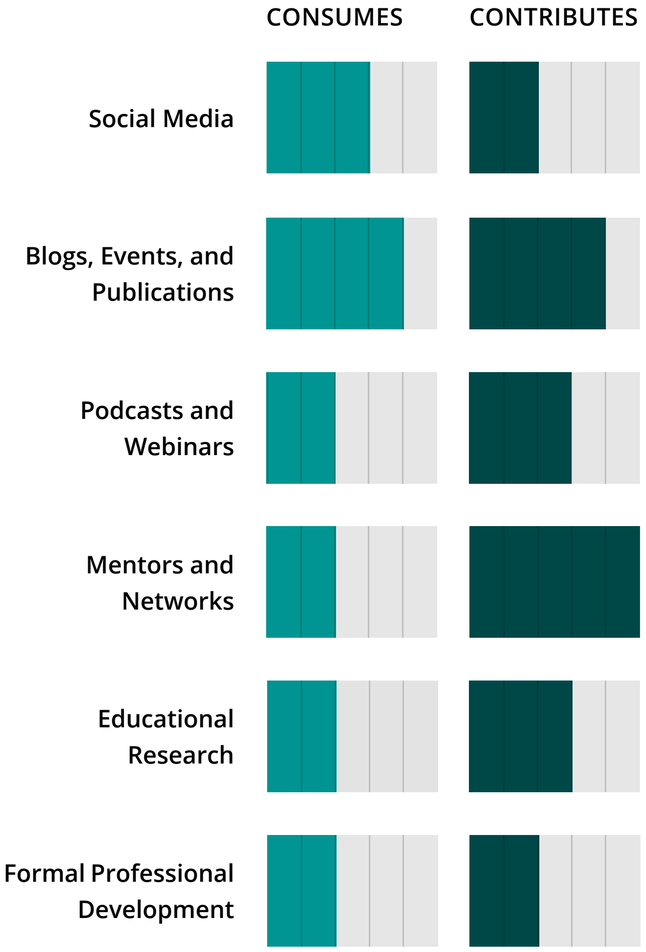
Chuck has a major impact on the local and regional high school writing community. Educators across the region seek Chuck's mentorship and guidance for building successful student writing programs. When it comes to local decision making, Chuck frequently advocates to the Assistant Superintendent of Secondary Instruction for financial support for his program, regular field trips, and visiting authors.

PRIORITIES

- Cultivating student interest and administrative support for a dual enrollment journalism program
- Establishing partnerships with local journalists, bloggers, and marketers
- Aiding students in preparing for post-secondary education and careers

CONSTRAINTS

- Curriculum challenges from community members
- Fewer dedicated writing electives compared to larger and more affluent suburban districts
- Few opportunities to partner with local businesses or higher education institutions
- Maintaining administrative support for non-tested elective or potential dual enrollment course



Nia Davis

High School Guidance Counselor

Education

Bachelor of Arts in Education, Master of Arts in School Counseling

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"I want to help students overcome challenges and learn how to set themselves up for success."

Nia believes mental health is always critical, and even more so now. Challenges in recent years—from psychological to financial—have impacted many students at her school, and Nia goes out of her way to assist those who are struggling. With a heavy caseload, she works hard to assist students in making post-secondary academic and career plans while overcoming barriers to success.

RESPONSIBILITIES

- Assists students with academic and social and emotional challenges
- Consults with and helps students develop their college and career plans
- Works with colleagues on the student support team to aggregate student data
- Plans professional learning opportunities for the school community on trauma-informed instruction, wellness, and mental health

Nia Davis

High School Guidance Counselor

Nia's Influence

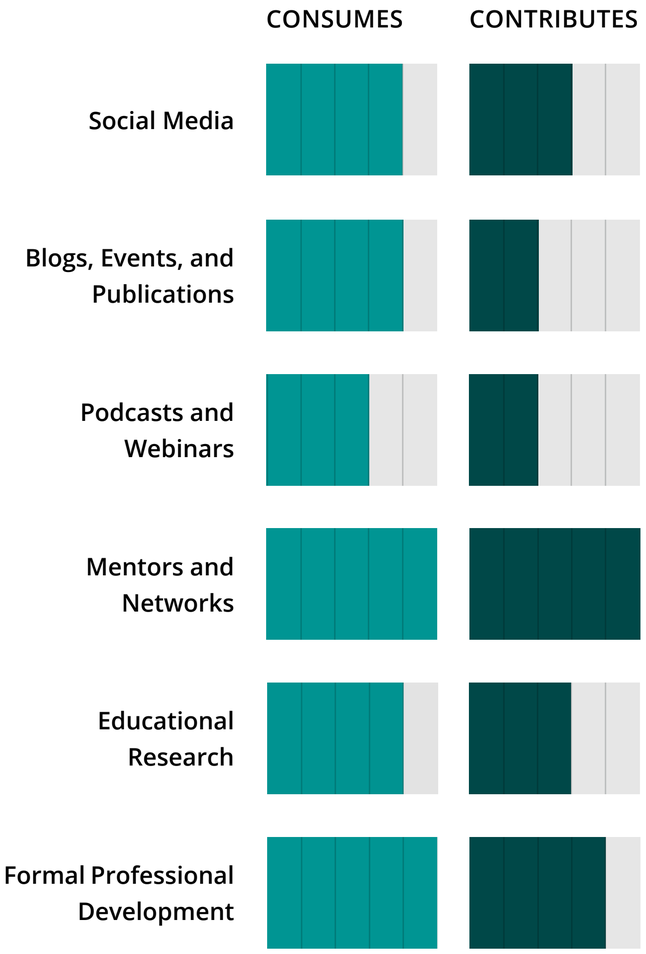
As one of the more senior counselors, Nia provides guidance to principals on counseling programs and opportunities. She serves on a district committee focused on equity issues and brings ideas back to her school. Students seek out Nia for advice and mentorship, particularly those in the LBGTQ+ club and Black Student Union, as she is known to be an ally to students in these organizations.

PRIORITIES

- Ensuring that all students have equitable access to courses and college and career opportunities at school
- Providing support to those students most in need, especially those from historically underserved groups
- Using restorative justice strategies to address concerns of students, parents, and staff as they arise

CONSTRAINTS

- Not enough time to handle her student caseload
- Resistance from other counselors and vocal community members to train in restorative justice practices
- Lack of engagement from some families/ guardians to strengthen their child's success
- Emerging state and local legislation impacting ability to meet certain student groups' needs



Jessica Nelson

High School Librarian

Education

Master of Library Science (MLS), Bachelor's degree in Secondary English Education

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"For years, I've worked to make sure that each of my students could find texts that they can see themselves and others through, regardless of local politics. To me, it's always about helping students develop media literacy and become part of a more informed citizenry."

Jessica began her career as an English teacher and became the high school librarian four years ago.he curates a diverse, inclusive collection to ensure every student feel seen in the library's resources. Beyond curation, she leads occasional professional to support digital literacy.. Despite the challenges and heavy demands of her role, Jessica is grateful for the unwavering support from her principal.She continues to be a driving force in creating an inclusive learning environment for students and staff.

RESPONSIBILITIES

- Curates and manages a diverse library collection, including print and digital resources
- Aligns materials with the curriculum and caters to students' diverse interests and needs
- Teaches research and information literacy, guiding students in evaluating and using sources effectively
- Promotes a culture of reading by organizing programs, book clubs, and literary events
- Serves on the School Technology Committee to support digital learning initiatives

Jessica Nelson

High School Librarian

Jessica's Influence

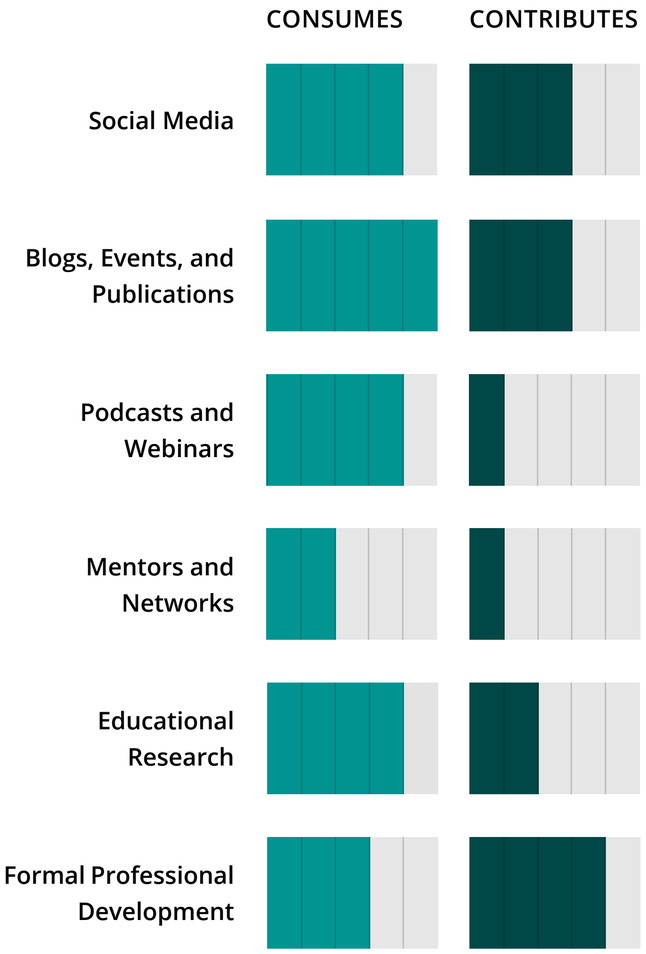
At the school level, Jessica has one of the largest impacts on purchasing outside of the administration. She leads the library's purchasing decisions and contributes to broader digital learning efforts through her work on the technology team. Colleagues and administrators rely on her for insights into educational trends, inclusive curation, and aligning library materials to instructional goals.

PRIORITIES

- Ensuring that students and staff have strong information literacy skills by teaching them how to find, evaluate, and use information effectively in an age of abundant digital resources
- Maintaining a library collection that reflects diversity and inclusivity by reviewing and updating the collection to include books and materials that represent different cultures, backgrounds, and perspectives. Recently, this also means collecting justifications for including resources that could potentially lead to community objections
- Aligning library resources with the school's curriculum and improvement goals

CONSTRAINTS

- Collection challenges from community members
- Budget constraints can impact the number of resources that Jessica can purchase
- Accessibility and formats of the resources for all learners including balancing digital and print resources



Alex Marrero

Assistant Superintendent of Curriculum & Instruction

Education

Ed.D. of Educational Leadership,
Master of Arts in Curriculum and Instruction,
Administrator Endorsement, ESL Endorsement

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"Our students' needs and challenges impact how we teach and what learning looks like. Even with all of the pivots, there's one constant–it's always about the kids."

Alex is a trailblazer and featured speaker in School Superintendents Association (AASA) webinars. He is starting to develop a district initiative offering Computer Science courses as a part of career and technical education in secondary schools. Alex also oversees a new two-year mentorship program for beginning educators and has evolved the district's professional development catalog offerings into an on-demand microcredential program that helps individualize professional learning.

RESPONSIBILITIES

- Leads and manages all district-level instructional coaching staff
- Manages educator performance evaluation and assessment with an emphasis on building capacity and providing data-driven reports to the school board and cabinet
- Develops, implements, coordinates, and evaluates instructional programs at all grade levels
- Maintains and evaluates the district's professional learning catalog
- Oversees beginning educator mentorship and induction programs
- Leads district assessment programs for students

Alex Marrero

Assistant Superintendent of Curriculum & Instruction

Alex's Influence

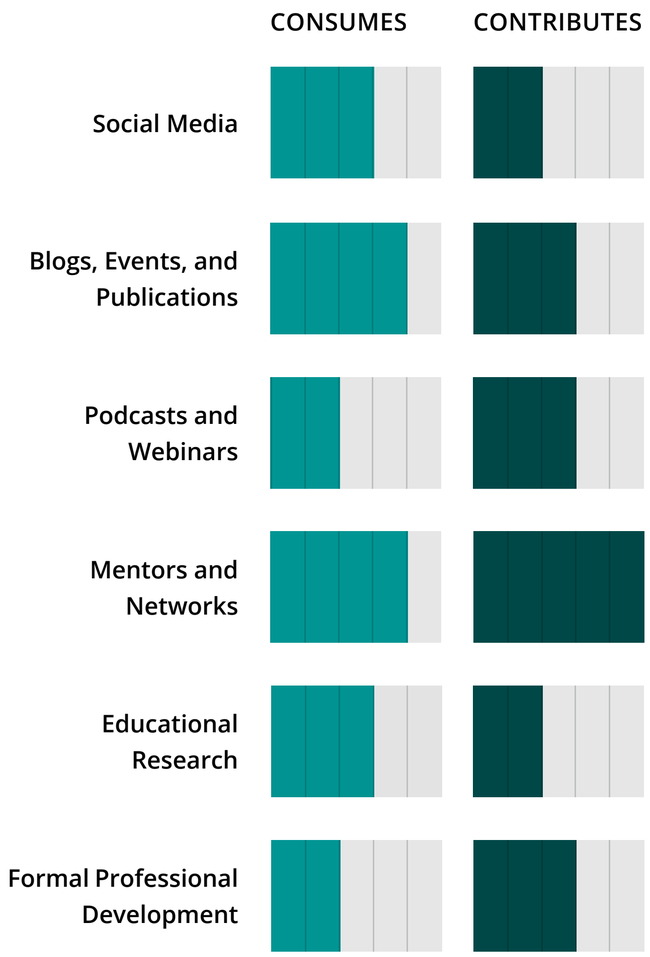
Alex sets the priorities for his team of district-level instructional and technology coaches, counsels other superintendents in his AASA network regarding organizational change, and leads decision-making for adopting district-wide curriculum and instructional programs.

PRIORITIES

- Expanding access to online courses to provide all learners an opportunity to take classes that the state and local community college offer through programs such as dual enrollment
- Creating an individualized microcredential catalog for educators with a focus on equity, technology integration, and innovative pedagogical practices
- Developing and supporting Computer Science as a part of career and technical education opportunities for students
- Exploring information and resources for research-based best practices in supporting and mentoring beginning educators

CONSTRAINTS

- Rapidly changing instructional and mental health needs of educators across the district
- State mandates on formal assessments
- Lack of adequate funding for instructional programs
- Developing a cohesive vision for transformative instruction across the district



Kwame Osei

CTE Coordinator

Education

Master's degree in Education Administration and Leadership, Bachelor's degree in Career and Technical Education

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

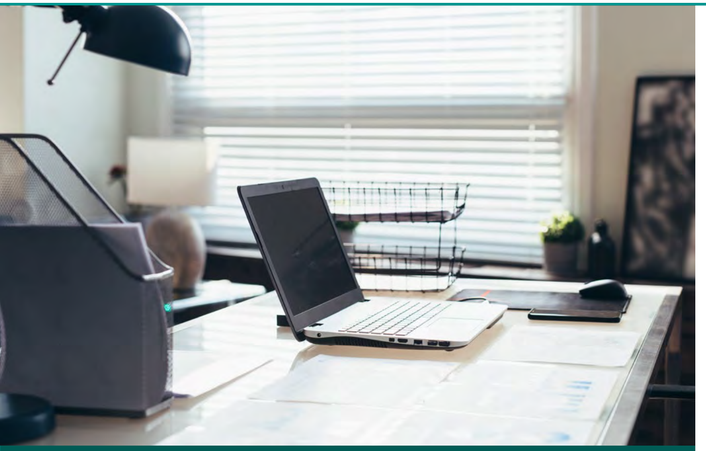
SMALL — LARGE

"Career readiness has never been more important for our students than it is today. As we enter the fourth industrial revolution, making sure that every student has the skills that they need to contribute in tomorrow's workplace is my greatest focus. I work tirelessly so that all of our career programs are well-funded and meet our learners' needs."

Kwame serves as the Career Technical Education (CTE) Coordinator for a suburban district, building upon his experience as a former CTE educator. He is committed to elevating career and technical education across the district. His objective is to align CTE programs with the dynamic workforce, equipping students with the skills and experiences needed to thrive in future careers. He integrates emerging technologies like AI, data science, and renewable energy into the curriculum. Staying current with industry trends and building partnerships with local businesses and colleges are central to his work as he prepares students for success in a rapidly evolving job market.

RESPONSIBILITIES

- Develops and updates CTE curriculum to align with industry trends and emerging technologies, preparing students for relevant careers
- Evaluates CTE program effectiveness by assessing student outcomes and performance to make data-driven improvements
- Manages budgets and secures funding for equipment, materials, and technology through Perkins Act Funds and other grants
- Establishes partnerships with local businesses and higher education for real-world experiences, internships, and hands-on learning



Kwame Osei

CTE Coordinator

Kwame's Influence

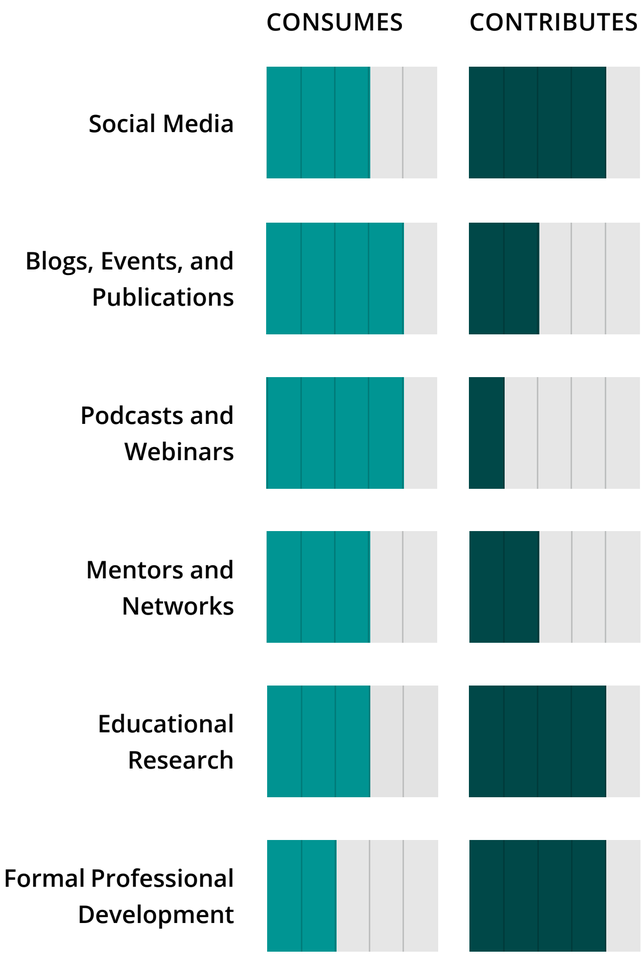
As career readiness gains traction across the community, Kwame's influence in his district continues to grow. Though grant writing can be tedious, he sees it as a strategic opportunity, securing vital funding that supports modern certifications, equiptment, and student opportunities. His advocacy at school board meetings and public forums helps elevate CTE visibility and build sustained support across the district.

PRIORITIES

- Expanding high-impact CTE programs to align with shifting workforce development needs
- Providing ongoing training and professional development opportunities for CTE educators to ensure they are well-versed in the latest technologies and instructional strategies
- Increasing the number and diversity of students who attain industry certifications and college credit through CTE classes
- Hiring CTE educators with industry experience in high-demand fields like cybersecurity, manufacturing, and healthcare
- Highlighting program success at school board meetings, community forums, and through social media

CONSTRAINTS

- Limited funding for advanced equipment, software licenses, and training programs
- Equity gaps in access to CTE career pathways and experiences , especially historically underserved students



Juliette Meads

Director of Technology

Education

Bachelor of Science in Computer Science, Bachelor of Arts in Middle Grades Education, Administrator Endorsement

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"We're not seeing a technology equity gap—it's actually more like a canyon. And we're facing it head-on, one day at a time, one family at a time, to build the bridge to equitable learning."

As someone who has served in schools most of her life, Juliette brings a wealth of knowledge and leadership to her district. Her dual degrees in Computer Science and Middle Grades Education make her uniquely qualified to understand both infrastructure and instructional technology requirements. Juliette has championed developing her district's five-year strategic technology plan with an emphasis on equity. Most recently, she has led the implementation of an Enterprise Resource Planning (ERP) system, a new phone system, and a Geographic Information System (GIS) data system for transportation planning and enrollment forecasting.

RESPONSIBILITIES

- Provides technological services and support to schools and families
- Leads and implements the district's technology strategic plan and E-Rate program
- Oversees and monitors security measures with network operations and IT staff
- Develops the technology budget and negotiates pricing and implementation of vendor contracts

Juliette Meads

Director of Technology

Juliette's Influence

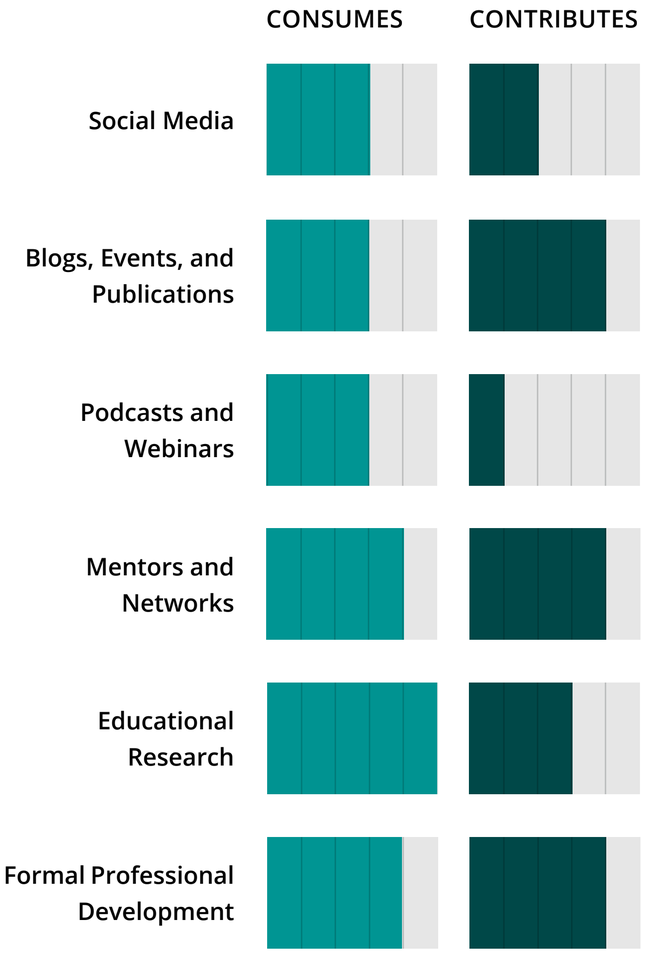
If it runs on a device, it's under Juliette's sphere of influence. She has a direct role in overseeing and deciding about the district's phone and messaging, student information, scheduling, network, device, document management, security, and third-party systems. She informs board policy about data privacy and security and oversees disaster planning and recovery.

PRIORITIES

- Coordinating all district technology operations (including IT support) and staff
- Providing devices and securing reliable online connectivity for all students and staff
- Securing networks and services to protect student data privacy and educating district staff about cybersecurity
- Migrating the district's file sharing, management, and collaboration tools to the cloud
- Refreshing devices purchased through initial ESSER funds

CONSTRAINTS

- Aging network infrastructure and on-premise data center
- Scarcity of consistent local funding after ESSER funds expire to create equitable district-wide technology programs
- Varied levels of school board member commitment to increase technology staffing



Shana Bell

Instructional Technology Coach

Education

Master of Arts in Curriculum and Instruction, Instructional Technology Certification

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"I strive for equity, making sure educators and students have the tools and information they need to be successful."

As a champion of digital pedagogy, Shana has been instrumental in helping educators in her district adopt and implement a variety of instructional tools. Using district-wide data, Shana created a catalog of just-in-time, interactive professional learning experiences to help educators build their technology confidence and their capacity for integrating technology into teaching and learning.

RESPONSIBILITIES

- Provides professional learning experiences for educators on integrating technology into instruction
- Co-creates student learning experiences with educators across the district
- Oversees and supports schools' technology distribution programs
- Offers instructional technology support for digital teaching and learning
- Creates district-level curriculum resources for media literacy and digital citizenship

Shana Bell

Instructional Technology Coach

Shana's Influence

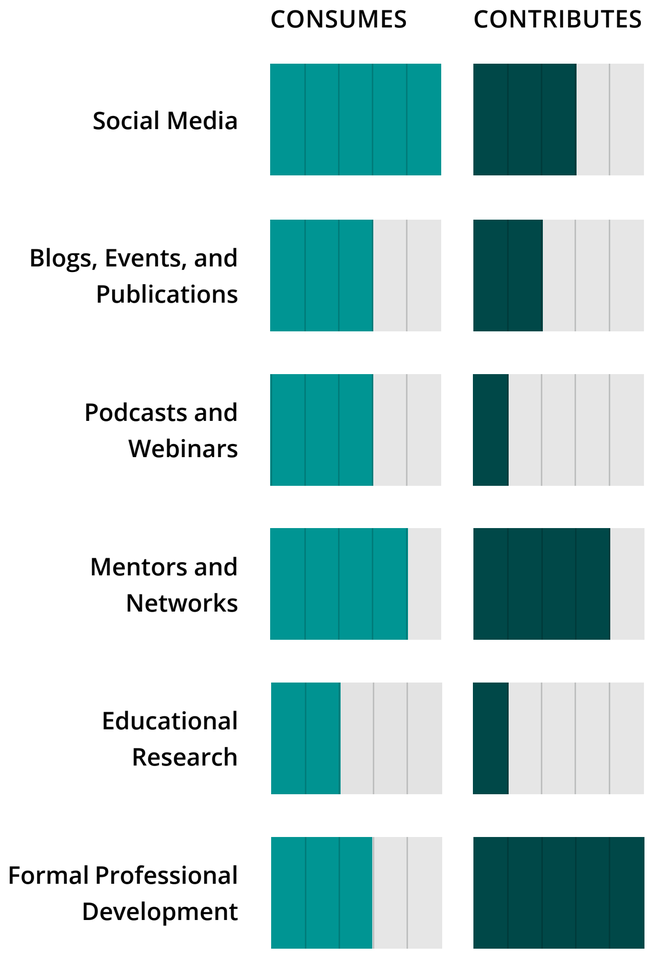
Educators, principals, and other coaches frequently seek out Shana's instructional advice and rely on her for guidance about technology decisions. When not working in buildings, Shana informs and supports district-level technology initiatives and creates professional learning opportunities for educators.

PRIORITIES

- Supporting educators with effective technology integration in their daily instruction
- Creating resources and materials to support students and families with digital learning
- Promoting the importance of media literacy and digital citizenship across grade levels

CONSTRAINTS

- Devices, operating systems, and digital learning subscriptions vary from school to school and across age levels
- Students have limited or intermittent connectivity when accessing digital learning resources at home
- Wide spectrum of technology knowledge and comfort levels of educators



Sarah Mitchell

Special Education Director

Education

Master's degree in Education Administration and Leadership, Bachelor's degree in Special Education

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"My heart is in this little rural community. Despite the challenges making sure every student has the support they need to thrive is the most fulfilling part of my work—every day, every student."

Sarah Mitchell, a former elementary special education teacher with 17 years of experience, now serves as the K-12 Special Education Director in a rural district. Her role centers on overseeing and enhancing special education programs for the district's 3,700 students. Sarah's professional passion revolves around creating an inclusive educational environment that empowers every student. Over the past three years, she has developed a professional learning series around making instruction more accessible for all students including sessions on read aloud tools, translation resources, and literacy strategies.

RESPONSIBILITIES

- Oversees all aspects of the district's special education programs, ensuring legal compliance and appropriate services
- Supports and develops special education staff, including educators, paraprofessionals, and support personnel, through training and coaching
- Builds partnerships with families and community members to foster inclusion and respond to student needs
- Allocate resources strategically to maintain high-quality programs within budgetary constraints

Sarah Mitchell

Special Education Director

Sarah's Influence

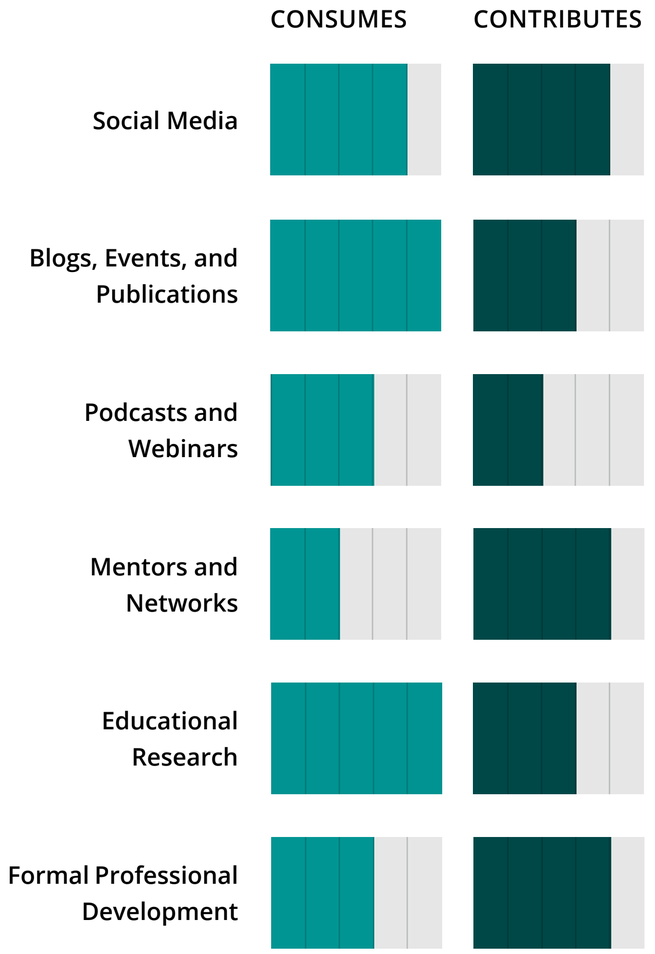
Sarah educates school leaders, administrators, educators, and the broader community on accessibility and inclusion. She shares insights and advocacy efforts through social media and presents at regional and state conferences, helping elevate special education practices in her district and beyond.

PRIORITIES

- Provide every student, regardless of ability, access to an inclusive, high-quality education
- Ensure compliance with state and federal special education regulations
- Advocate for accessible instructional resources, technology, and appropriate alternatives for students with diverse learning needs

CONSTRAINTS

- Difficulty recruiting and retaining qualified special education staff, including educators and specialists,especially in rural areas,
- Ongoing demands of compliance with state and federal special education laws
- Geographic barriers that limit access to specialized services and supports



Henrik Andersen

Procurement Manager

Education

Bachelor's Degree in Finance,
Master's Degree in Procurement or Purchasing

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"The last few years have been unlike anything I've ever seen before with the influx of ESSER money available. Things are starting to change drastically and it will be interesting to see what the next refresh cycle will look like."

Henrik unexpectedly found himself in the role of a school procurement officer after making the transition from the corporate sector. He spends time with leaders from across the Superintendent's cabinet, including the Chief Academic, Chief Technology Officer, and principals. Henrik prides himself on developing relationships with a wide range of vendors, closely following local policies, and helping schools meet students' needs.

RESPONSIBILITIES

- Leads the process of preparing and issuing Requests for Proposals (RFPs) to solicit bids from vendors for resources or services
- Evaluates vendor proposals and makes recommendations based on predetermined criteria
- Negotiates contracts vendors and ensures compliance throughout the process

Henrik Andersen

Procurement Manager

Henrik's Influence

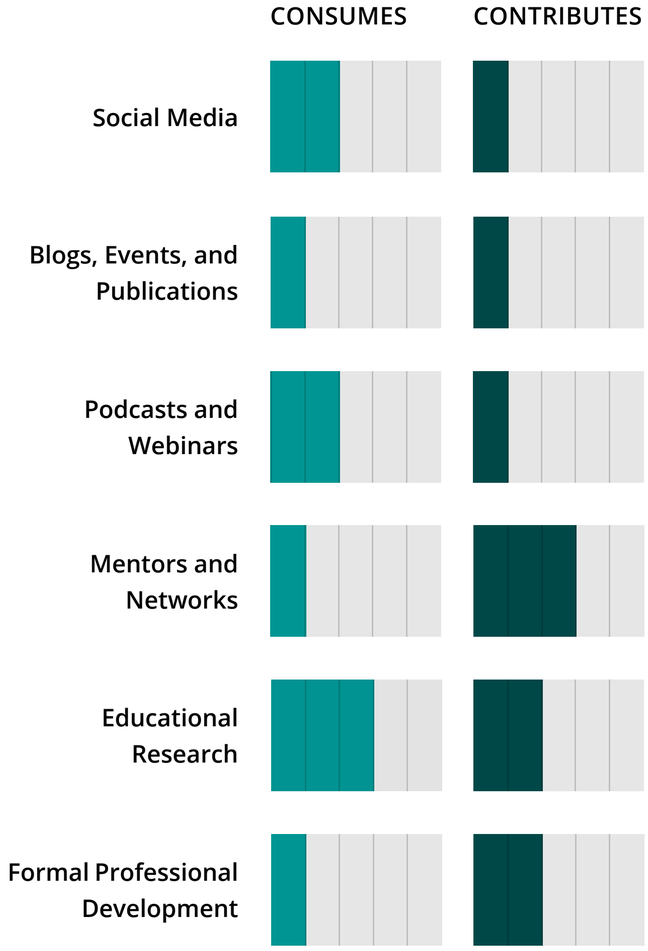
Henrik is a constant partner with district leadership as their guide through the RFP process, specifically maximizing cost savings, improving procurement processes, enhancing supplier relationships, and aligning procurement practices with the overall objectives of the district.

PRIORITIES

- Ensuring compliance with federal, state, and local regulations and policies, especially education-specific ones
- Developing processes that are timely and efficient in order to best meet operational and academic needs
- Aligning process and goals to the district's strategic planning including financial and instructional programs

CONSTRAINTS

- Supply chain limitations that severely impact ability to procure items in a timely and efficient manner
- Complexity of items needed for school setting which includes furniture, instructional materials, technology, and more
- Evolving budgetary constraints caused by inconsistent long-term funding



James Harris

Superintendent

Education

Master of Arts in Teaching Social Studies,
Ed.D. of Educational Leadership

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"Our students are the future. Together, we can equip them for a world that may not look like it does today."

Prior to becoming a district administrator and superintendent, James was a principal at a suburban high school; before that, he was a vice principal at a middle school. His teaching years were spent in international schools around the world. James firmly believes that schools need to do a better job of preparing students for the future. He is well regarded by educators, parents, and the school board, and can often be seen visiting schools and engaging with parents at community functions.

RESPONSIBILITIES

- Leads a cabinet of senior district administrators
- Analyzes data for district and school improvement
- Ensures that schools are abiding by district policies and regulations
- Agendizes, leads, and/or attends district, board, special education, community, and committee meetings
- Advocates for funding from local, state, and regional entities

James Harris

Superintendent

James's Influence

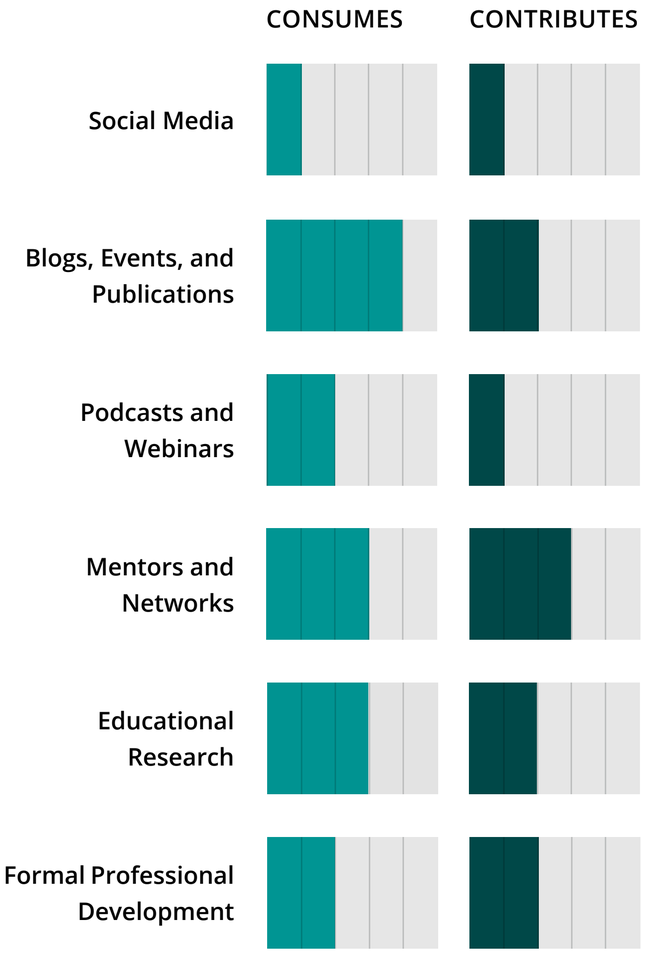
James has decision-making responsibilities across the district. He listens to principals and district leaders and brings issues to the school board. He also meets regularly with his administrative cabinet and all of the principals in the district to address their concerns and monitor their programs. James listens to input from district administrators to make budgetary decisions. Fostering a system of support for district leadership who provide

PRIORITIES

- Providing equitable resourcing for district schools
- Monitoring underperforming schools and providing support to those programs
- Influencing legislation related to new charter schools that open in the district

CONSTRAINTS

- Budget allocations to each school and program
- Increased administrator and educator turnover that has resulted in loss of institutional and professional knowledge and experience
- Addressing community challenges to curricular and instructional programs
- Evolving state standards and instructional legislation
- Lack of funding for programs requested by constituents
- Professional burnout and stress from constant pressures from grassroots organizers



Esme Delgado

Systems Administrator

Education

Bachelor of Science in Computer Science

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"Schools are completely different today than they were when I first made the transition from the healthcare industry about five years ago. With an influx of new devices, a far greater focus on cybersecurity, and huge changes in funding, it's been non-stop shifts for our whole department."

Esme embarked on a career path that involved aiding healthcare providers in the implementation of patient portals. Serving as the only system administrator in their district, Esme undertakes the responsibility of network upkeep, the execution of federal cybersecurity guidelines, and staying abreast of contemporary system trends within the educational sphere. This year, the department is placing a heightened emphasis on grasping the learning requirements of the classroom, and as part of this initiative, a "Tech Teaches" program has been introduced wherein each member of the department volunteers in a classroom once a month.

RESPONSIBILITIES

- Configure and maintain network connectivity and security as well as troubleshooting for end users
- Support and configure hybrid server environments. Currently leading the district's conversion to being fully in the cloud
- Protect school users, devices, networks, and servers from viruses, malware, unauthorized access, and other cyberattacks

Esme Delgado

Systems Administrator

Esme's Influence

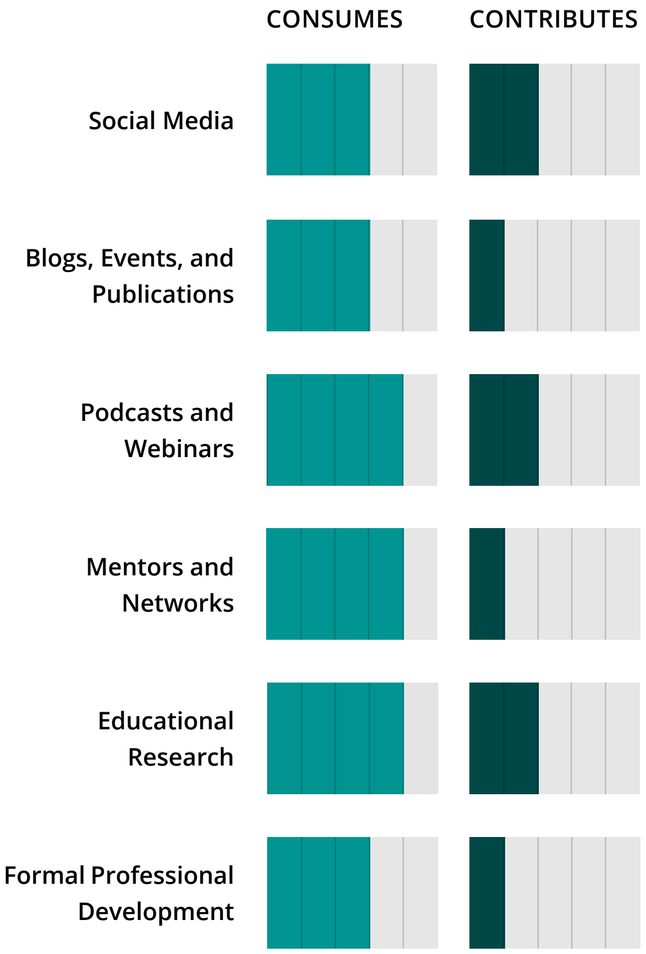
As a specialist in charge of a highly important aspect of modern schools, Esme is viewed as a pivotal voice within the Department of Technology. They periodically prepare reports and recommendations regarding network improvements and cybersecurity that the Director of Technology shares in the superintendent's cabinet meetings. About once a year, Esme will share a brief update to the school board updating them on the status of ongoing district priorities and requesting additional support for next year's projects.

PRIORITIES

- Ensuring the privacy of all sensitive student, staff, financial, and internal data. This includes setting appropriate access in order to prevent internal and external cyberattacks
- Maintaining a consistent, high-speed network that supports digital learning across all grade levels and each of the district's schools
- Evaluating and implementing regular system maintenance and upgrades to provide optimal network performance

CONSTRAINTS

- Lack of consistent local funding and support leads to the technology department being understaffed and trying to patch outdated solutions until the next round of federal funding
- Compliance to federal and state policies that are unique to education and are outside of Esme's healthcare background
- New demands on the network caused by influx of new devices over the past few years as well as increased frequency and complexity cyberattacks



Diana Beales

Technical Support Specialist

Education

AAssociate of Arts in Early Childhood Education, Google IT Support Professional Certificate

Career Stage

EARLY — LATE

Tech Fluency

LOW — HIGH

District Size

SMALL — LARGE

"It's all hands on deck, and my goal is to make sure that anyone contacting the help desk feels heard and has a solution in place."

Diana worked as a teaching assistant before moving into the district's technology department. During a district reorganization, she was asked to run the technology help desk due to her reputation for hands-on technology support when serving in classrooms. Diana has embraced her new role and has begun creating basic tutorial videos to assist educators, students, and families better use digital tools and resources effectively.

RESPONSIBILITIES

- Provides real-time phone and virtual help desk assistance to staff, students, and, on occasion, families
- Provides end-user technical support for technology, hardware, connectivity, and user account information
- Supports schools with device rollout procedures
- Creates technical documents and conducts basic trainings
- Assists the technology department in short- and long-range planning

Diana Beales

Technical Support Specialist

Diana's Influence

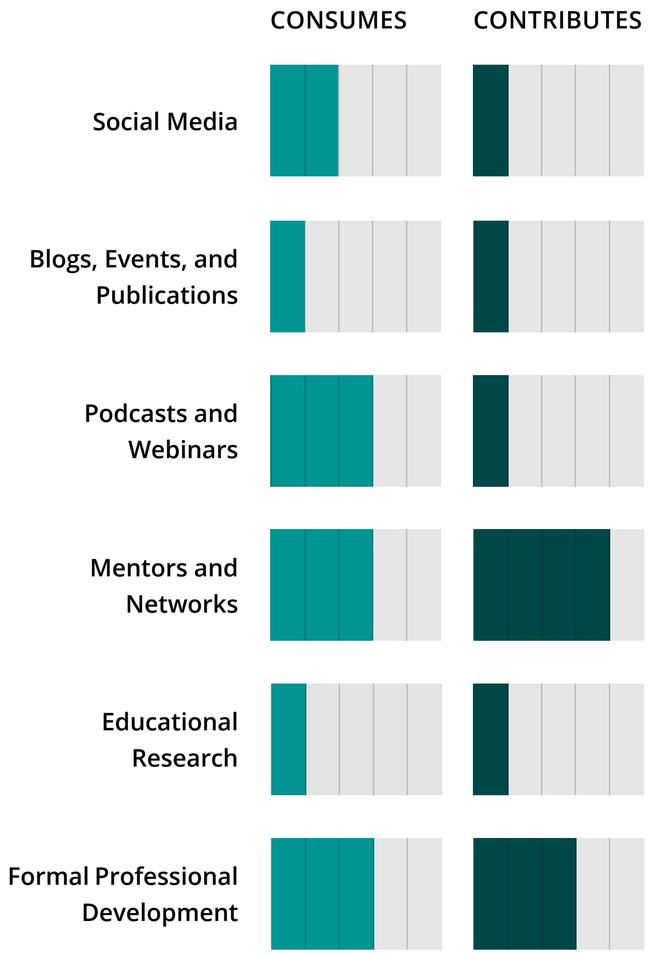
Diana's fellow IT staff and her peers in her paraprofessional learning community value her classroom experience and look to her for guidance on being more supportive to educators and students. She has also revamped documentation of the district's help desk operating procedures.

PRIORITIES

- Providing real-time help desk support and follow-up to staff, students, and families
- Ensuring that all technology–hardware and software–is updated and running smoothly for staff, students, and families
- Supporting educators and students with basic end-user training on the district's learning management system, conferencing tools, and Google Workspace for Education
- Participating in training on new technology that is implemented throughout the district

CONSTRAINTS

- Limited time to offer technology support for a variety of device types and operating systems
- Interrupted workflow disrupts ability to work proactively
- Less than reliable connectivity across the district
- Rapid implementation of too many technology devices and applications



Clarity Innovations

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