



# Education Market Personas

Developed by Clarity Innovations



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**At Clarity Innovations, we're looking at this specific moment of education and asking questions, including:**

- What does it mean to educate in the first fully 1:1 context that intentionally bridges in-person, hybrid, and fully online settings?
- What are educators looking for now, and what specific challenges do they face?
- How can technology best support teaching, leading, and learning?

These personas will help you explore the experiences and challenges of educating in 2023-24 and beyond. We believe personas are one of the key elements of the user experience design process; working with personas frequently uncovers aspects of a proposed product or service that may not have been defined until much later during development. Use them to put yourself into the shoes of your staff, customers, users, or colleagues.

We hope these perspectives will spark ideas and conversations about how we can all better support students, educators, schools, and districts through innovative approaches to designing and building the future of education.

**Personas are fictional characters that edtech providers often employ to represent their typical users. At Clarity Innovations, we create personas as part of our design and discovery process to help substantiate educator and learner needs, behaviors, and goals.**



## Natasha Westlund

Early Elementary 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

Early Elementary 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.



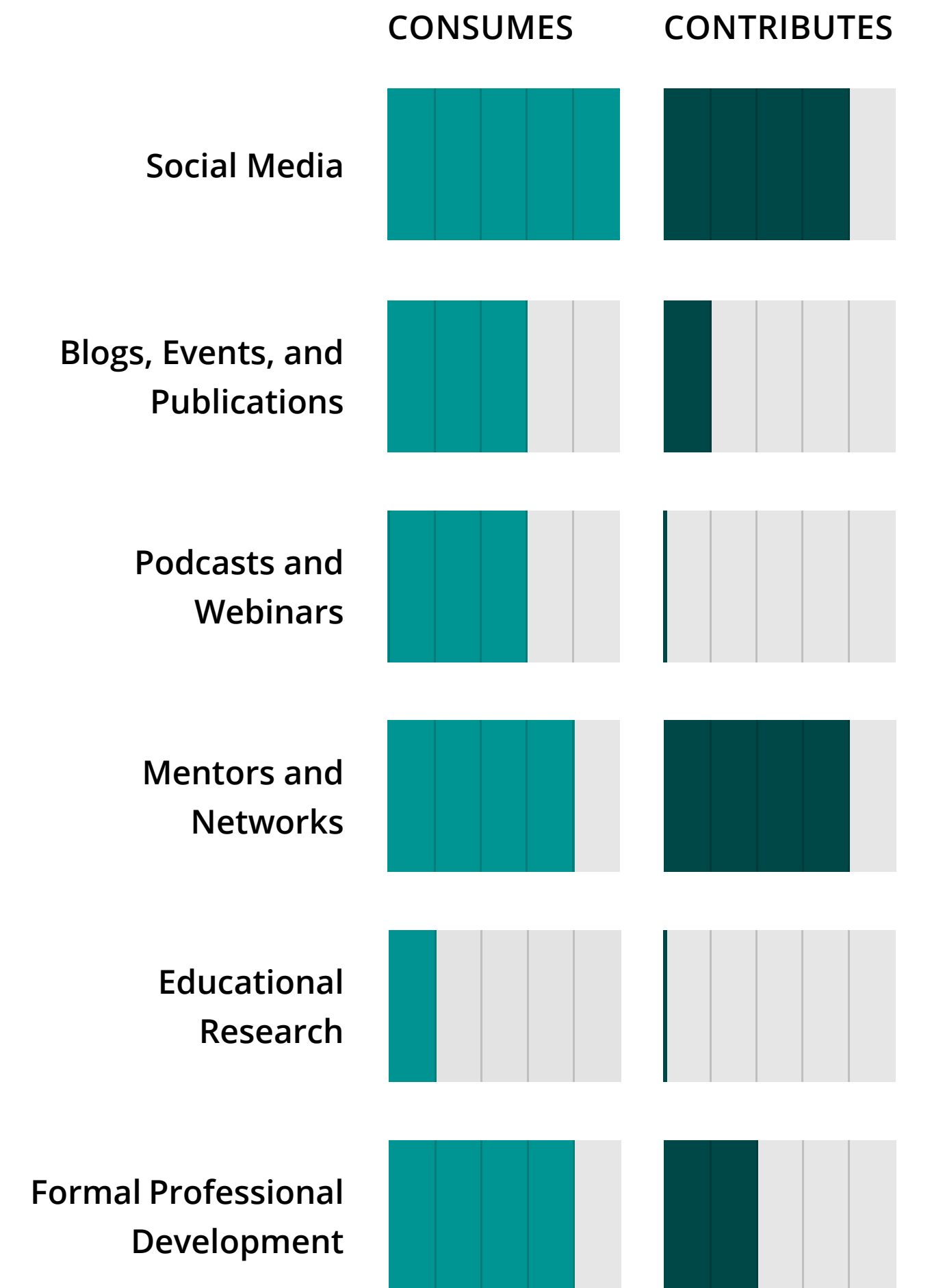
### PRIORITIES

- 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





## Russell Dibben

Middle School Math Educator

### Education

Master of Arts in Teaching Mathematics

### Career Stage

EARLY

LATE



### Tech Fluency

LOW

HIGH



### District Size

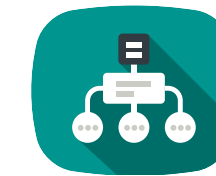
SMALL

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.



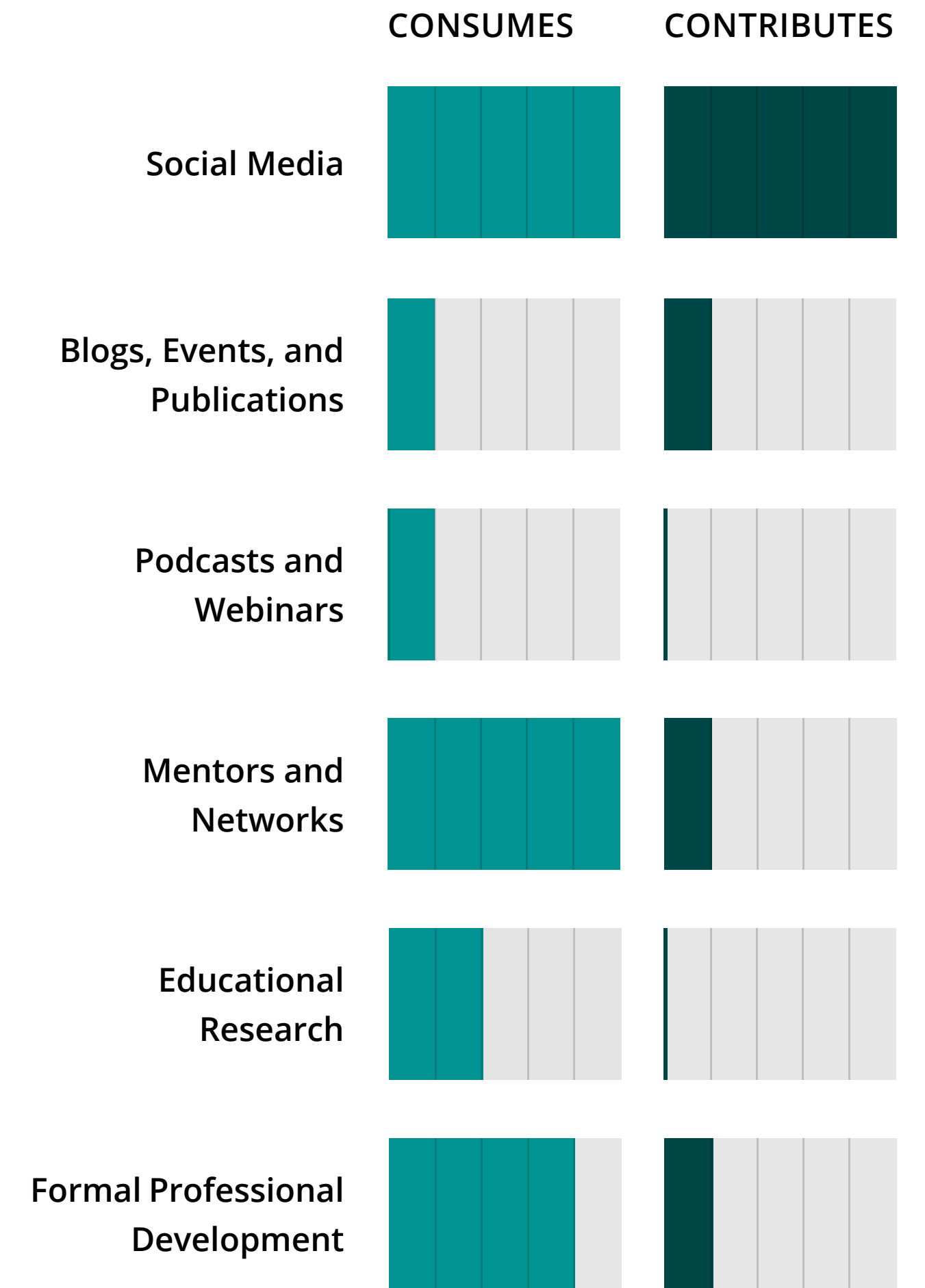
**PRIORITIES**

- 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

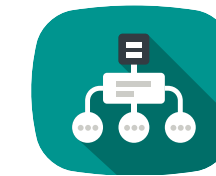
SMALL

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.



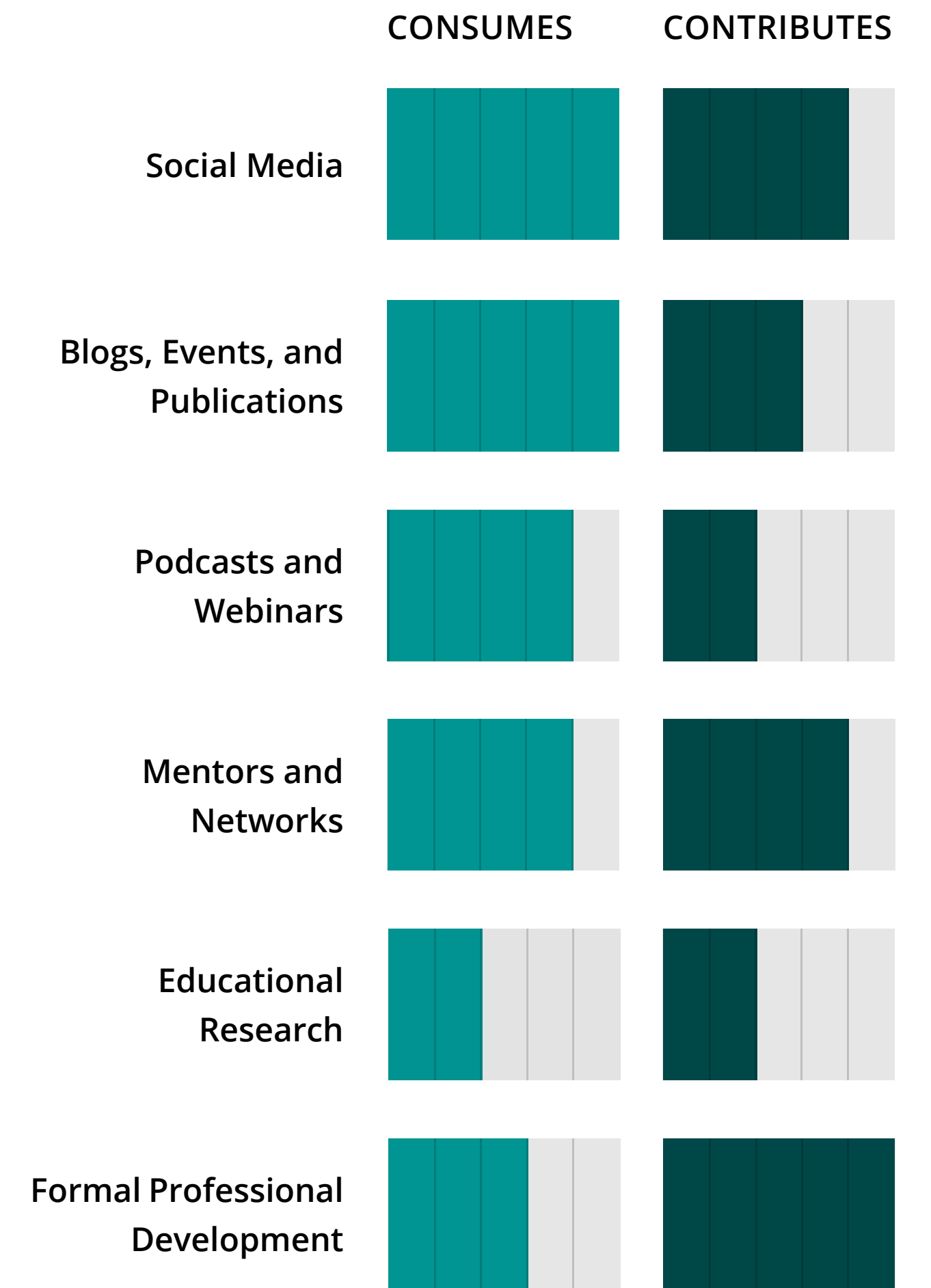
**PRIORITIES**

- 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







## Marta Vasquez

Assistant High School Principal

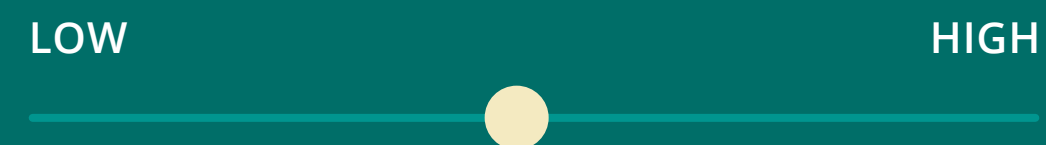
### Education

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

### Career Stage



### Tech Fluency

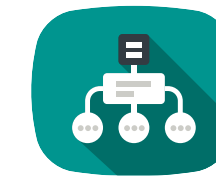


### District Size



*“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.



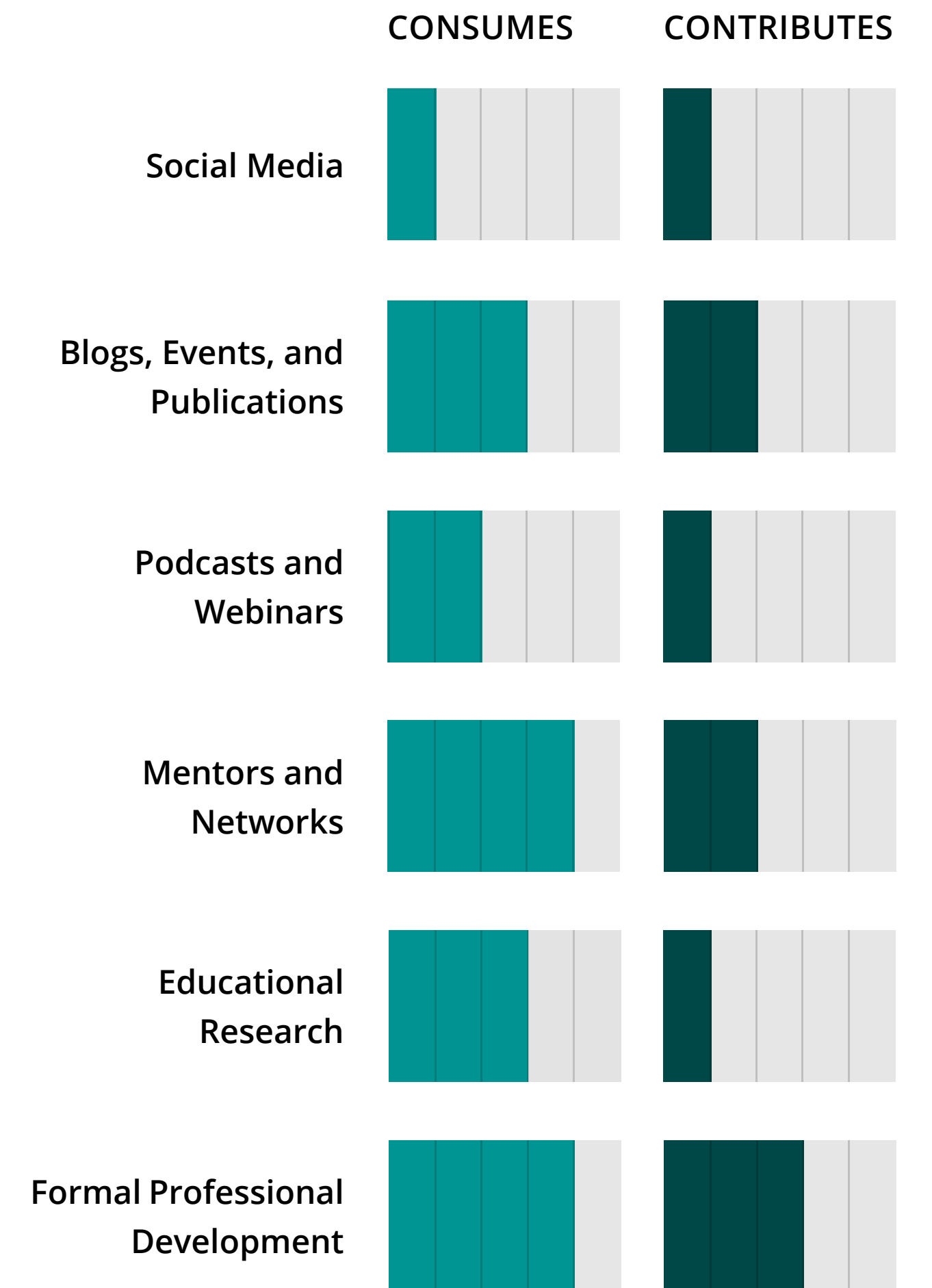
### PRIORITIES

- 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





## 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

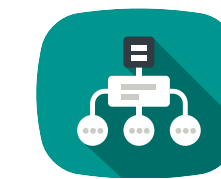
SMALL

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.



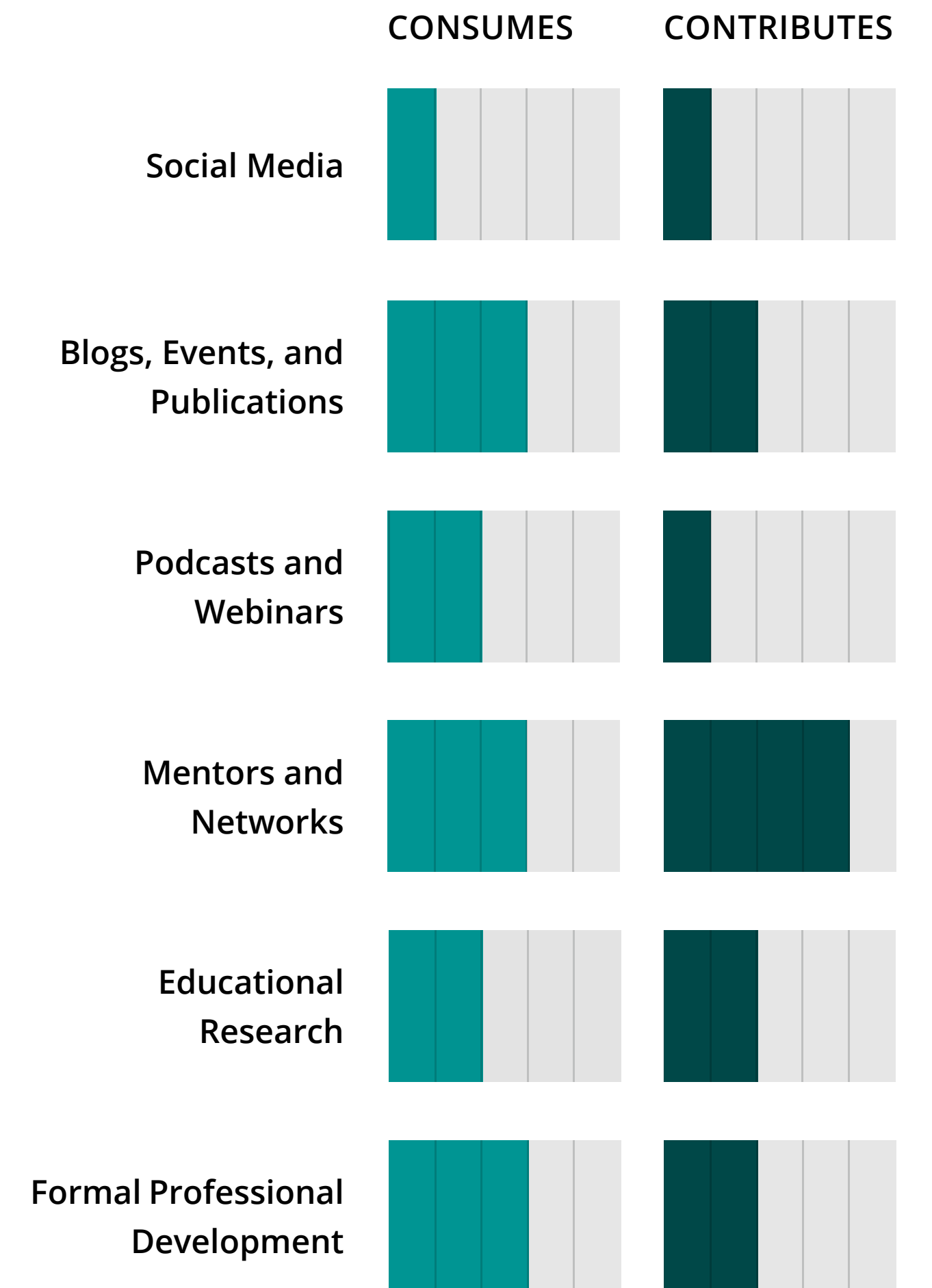
### PRIORITIES

- 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





## Shana Bell

District 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 Google Champion, Shana has been instrumental in helping her district’s 15 schools adopt and implement Google Workspace for Education and Google Classroom as the K-12 learning management system. 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

District 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.



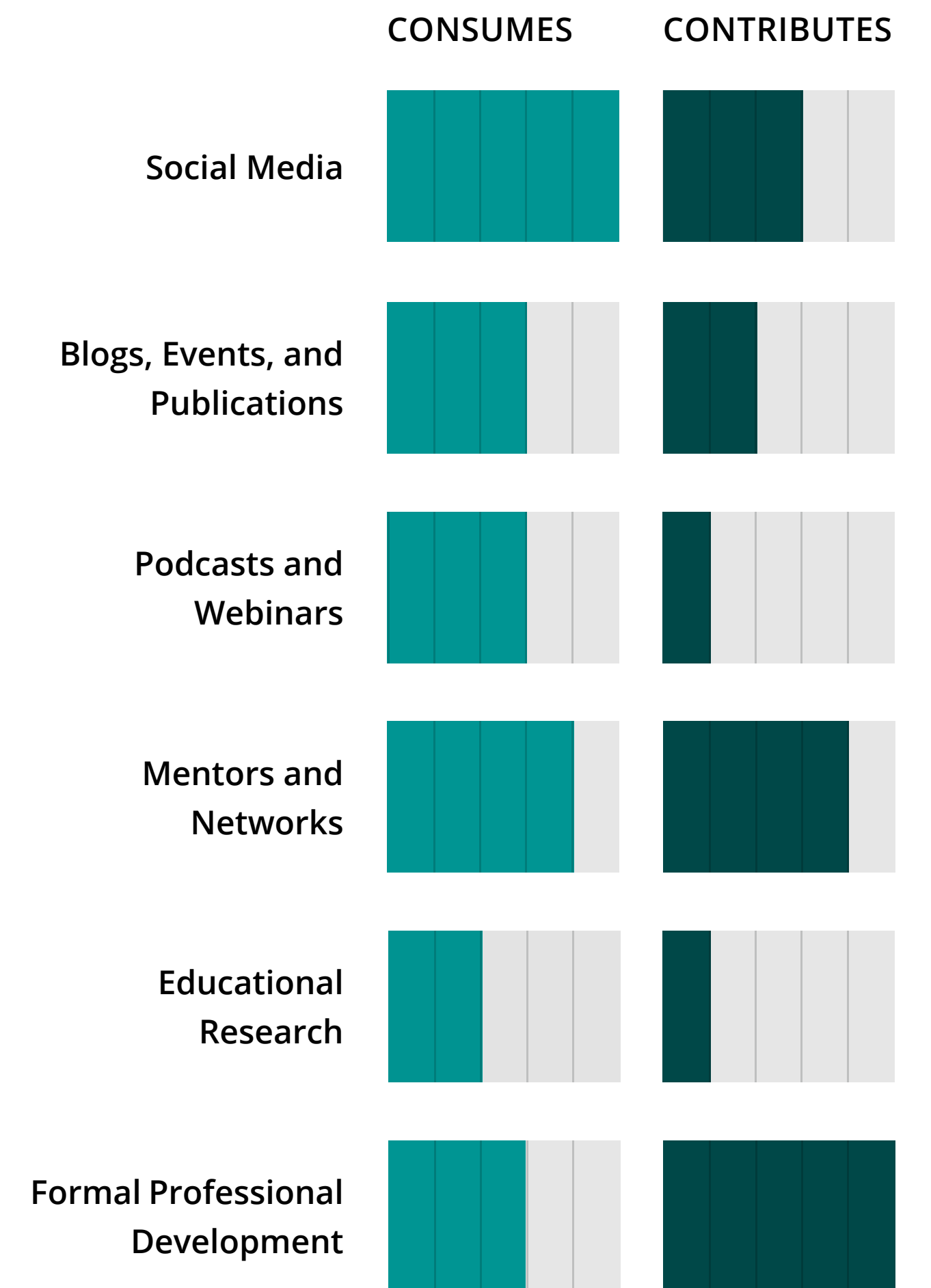
### PRIORITIES

- 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





## Alex Marrero

Assistant Superintendent of Curriculum & Instruction

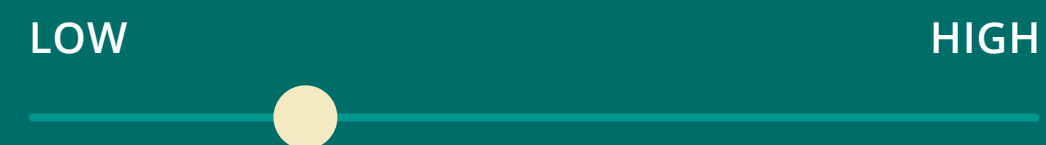
### Education

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

### Career Stage



### Tech Fluency

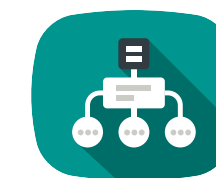


### District Size



*“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.



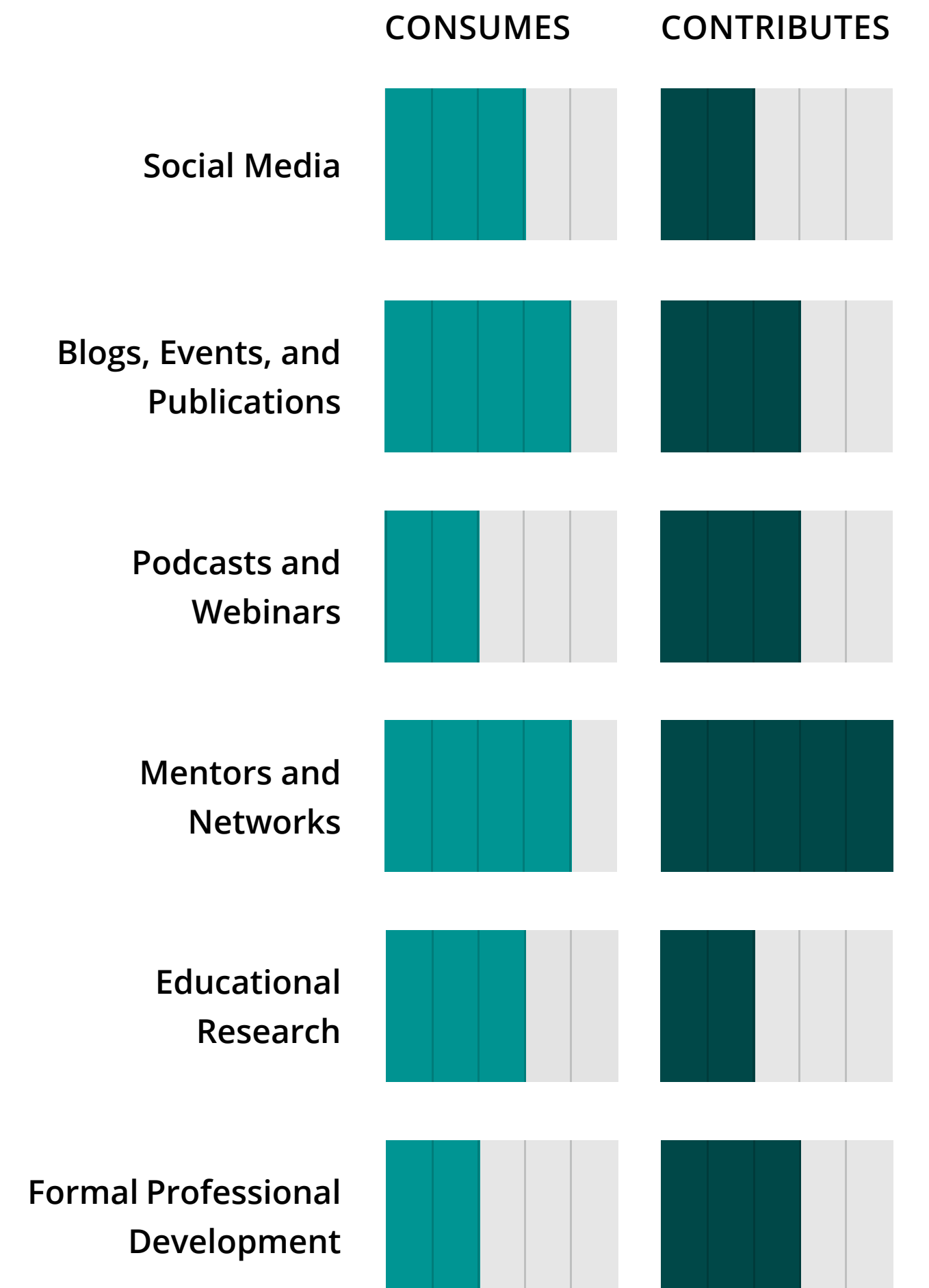
### PRIORITIES

- 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







## 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

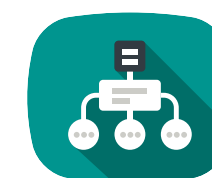
SMALL

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.



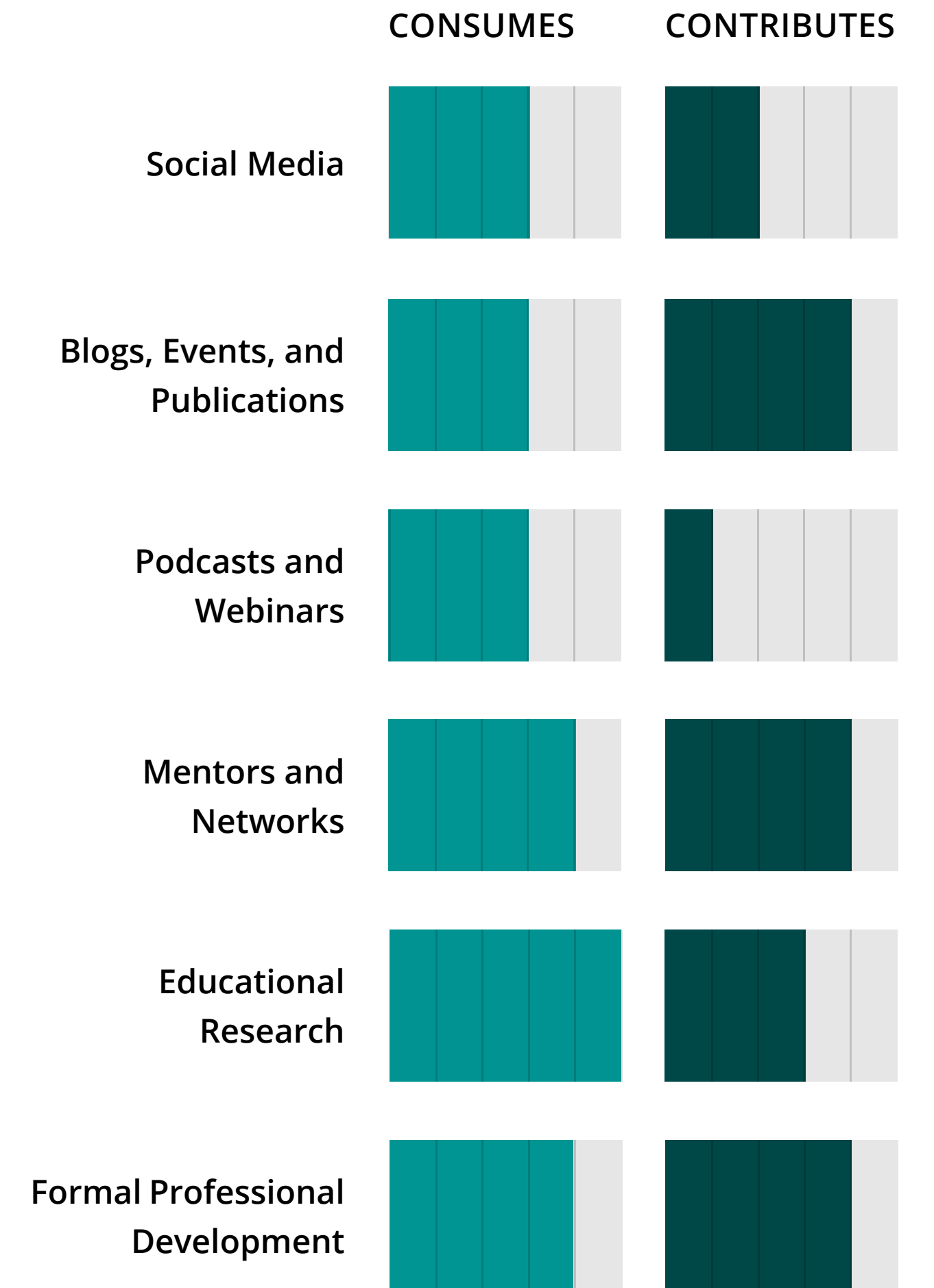
### PRIORITIES

- 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





## 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

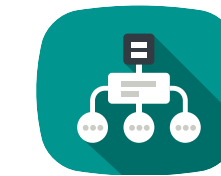
SMALL

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 LGBTQ+ club and Black Student Union, as she is known to be an ally to students in these organizations.



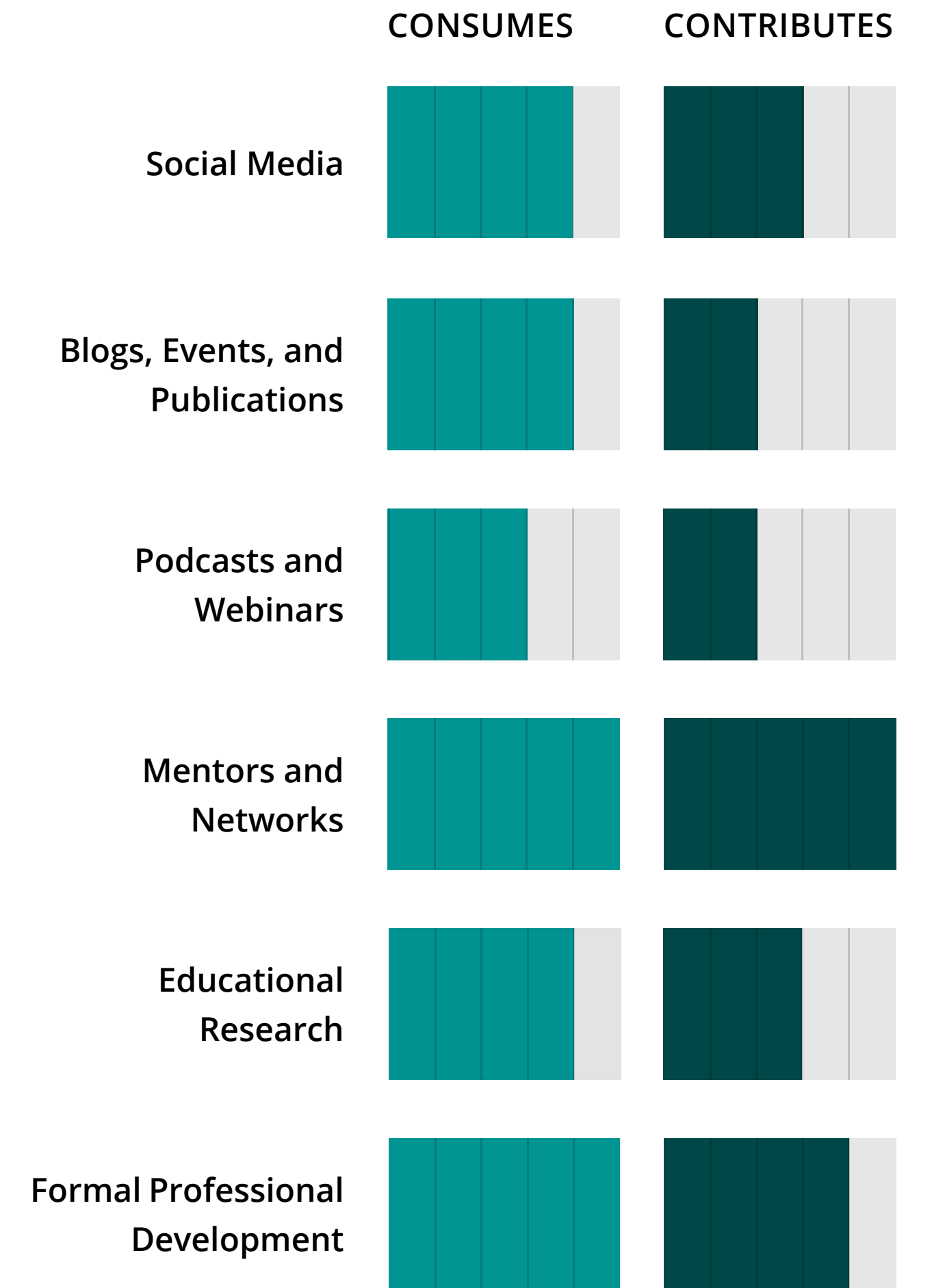
### PRIORITIES

- 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





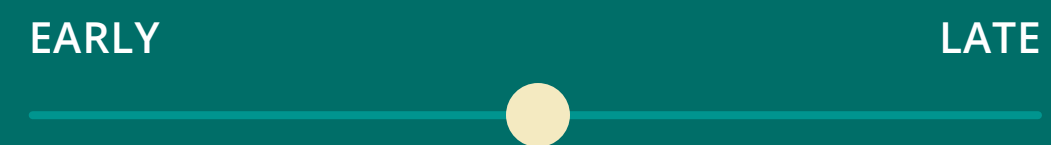
## Franchesca Wong

Middle School Principal

### Education

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

### Career Stage



### Tech Fluency

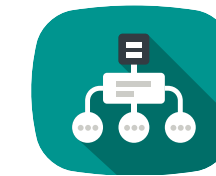


### District Size



*“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.



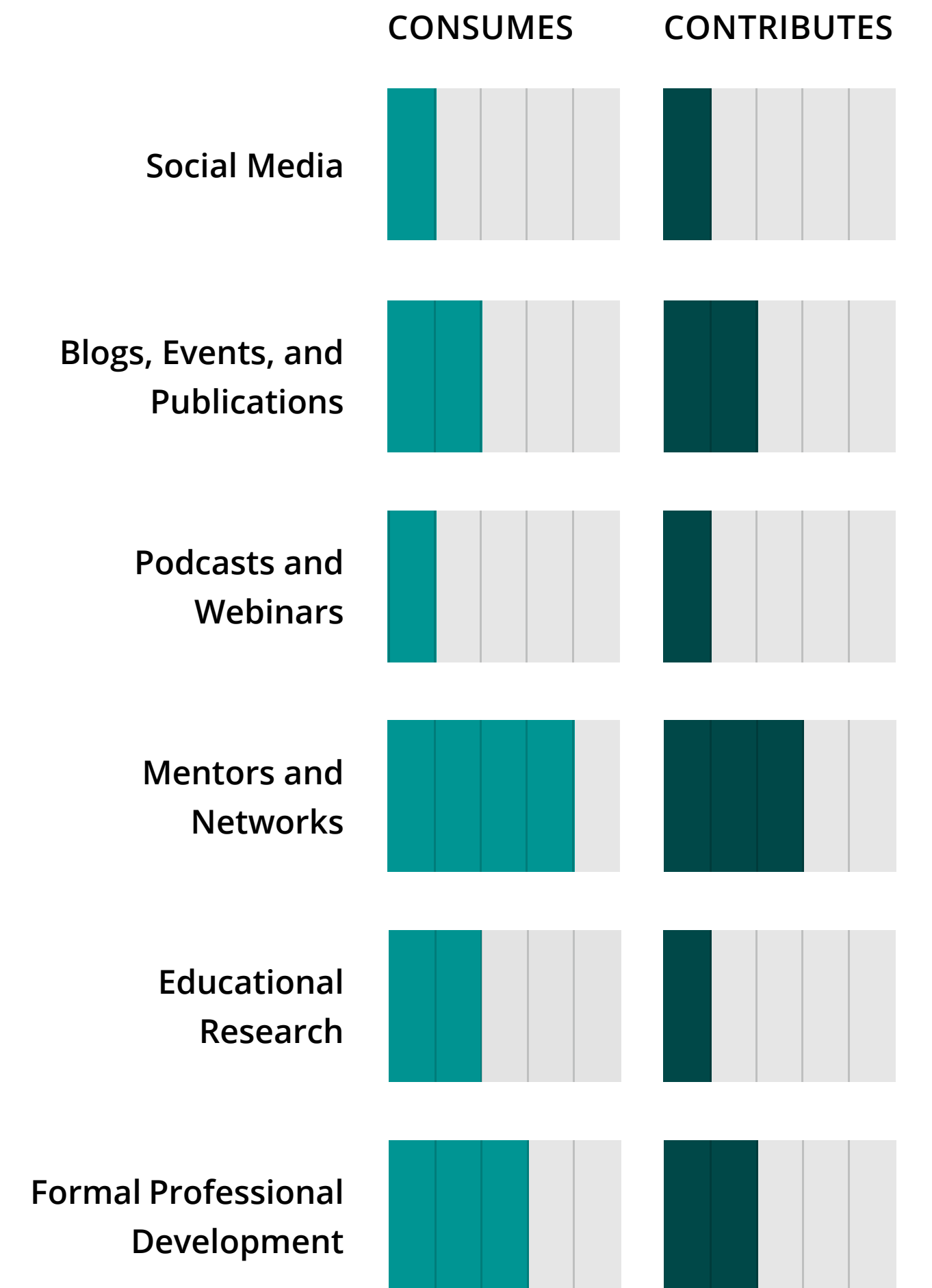
### PRIORITIES

- 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





## 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



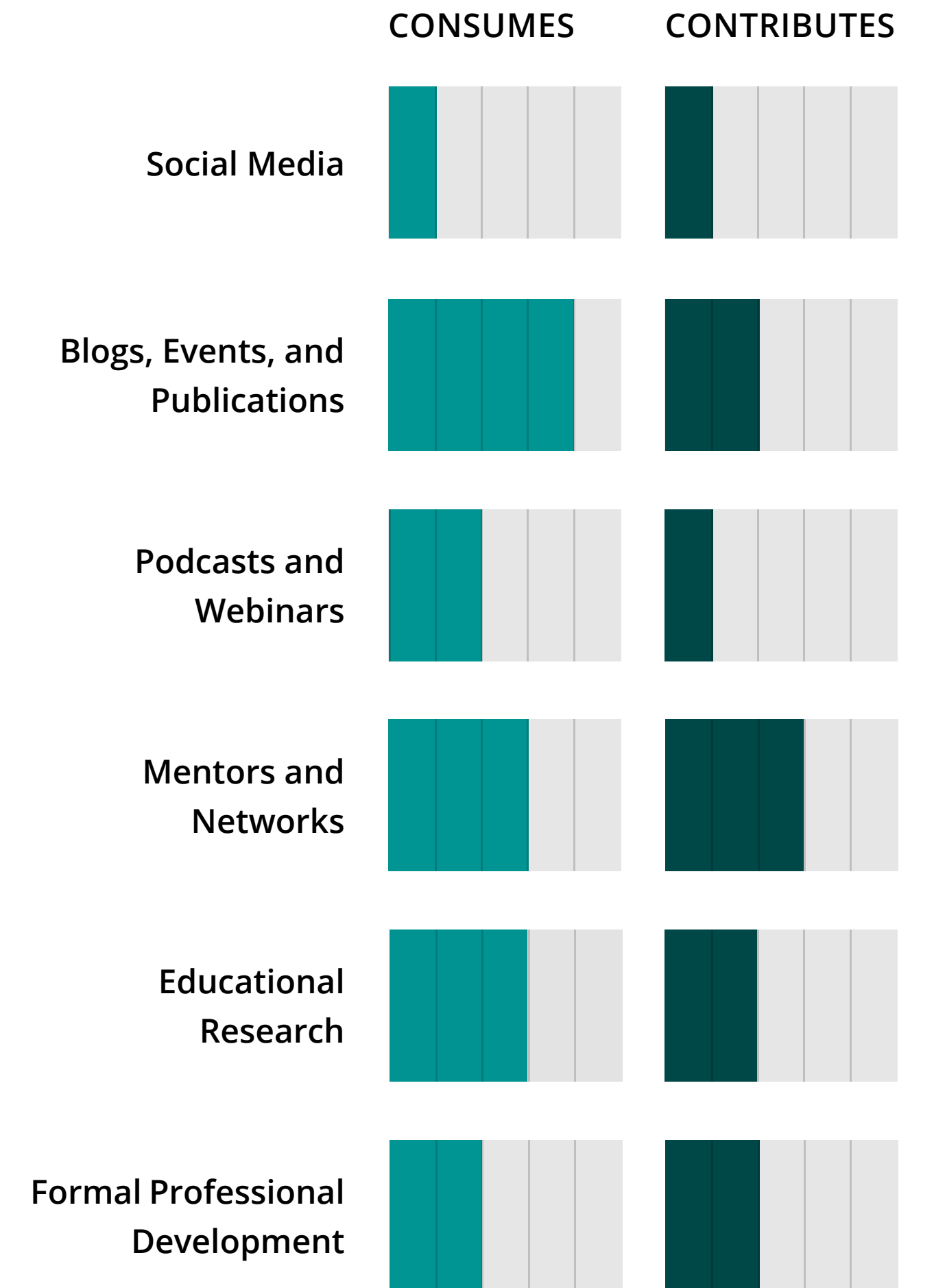
### PRIORITIES

- 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







## 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

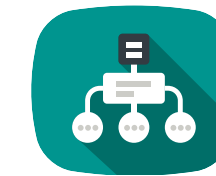
SMALL

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.



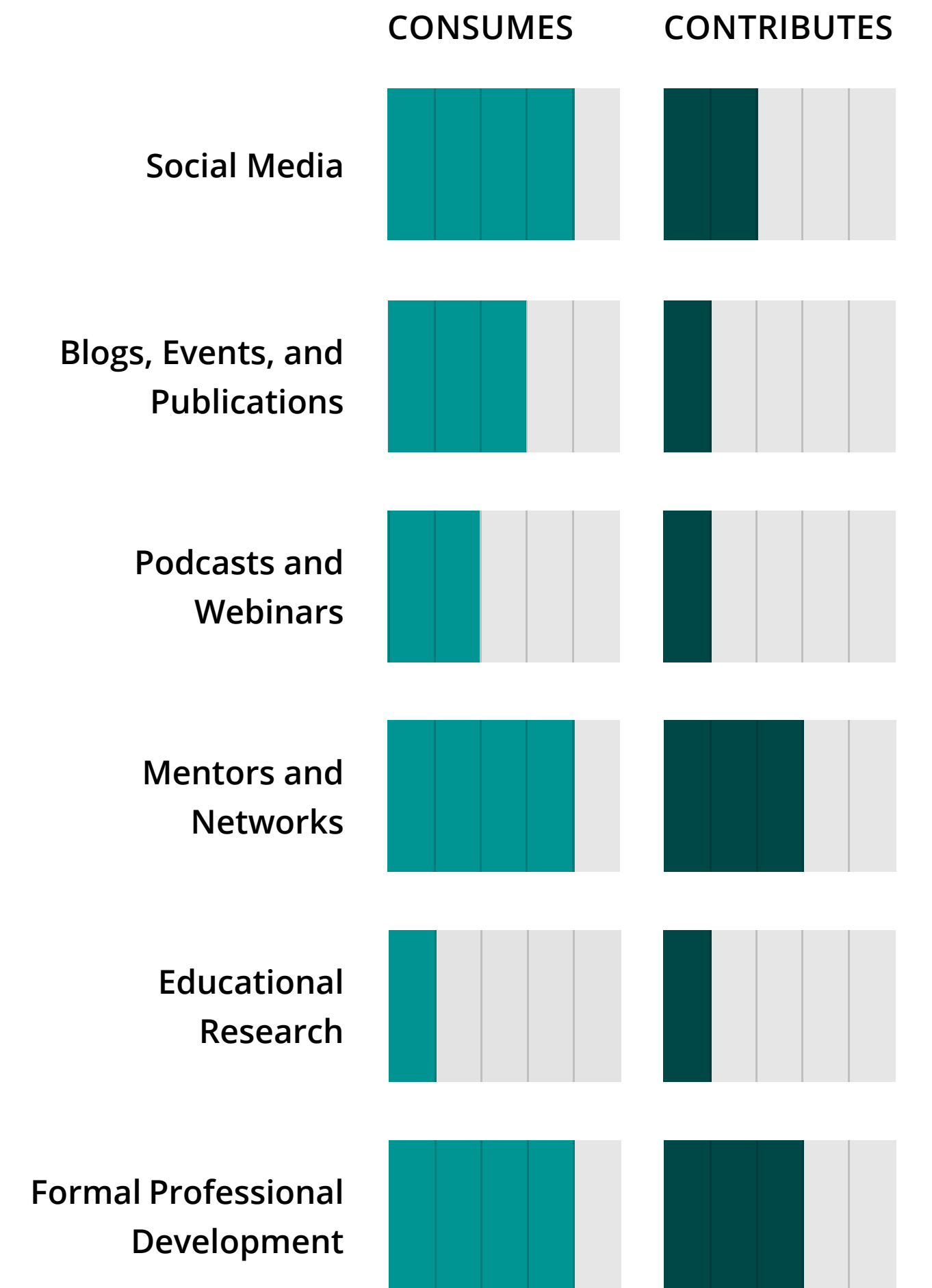
### PRIORITIES

- 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





## Amira Saad

Middle School 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

### Middle School 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.



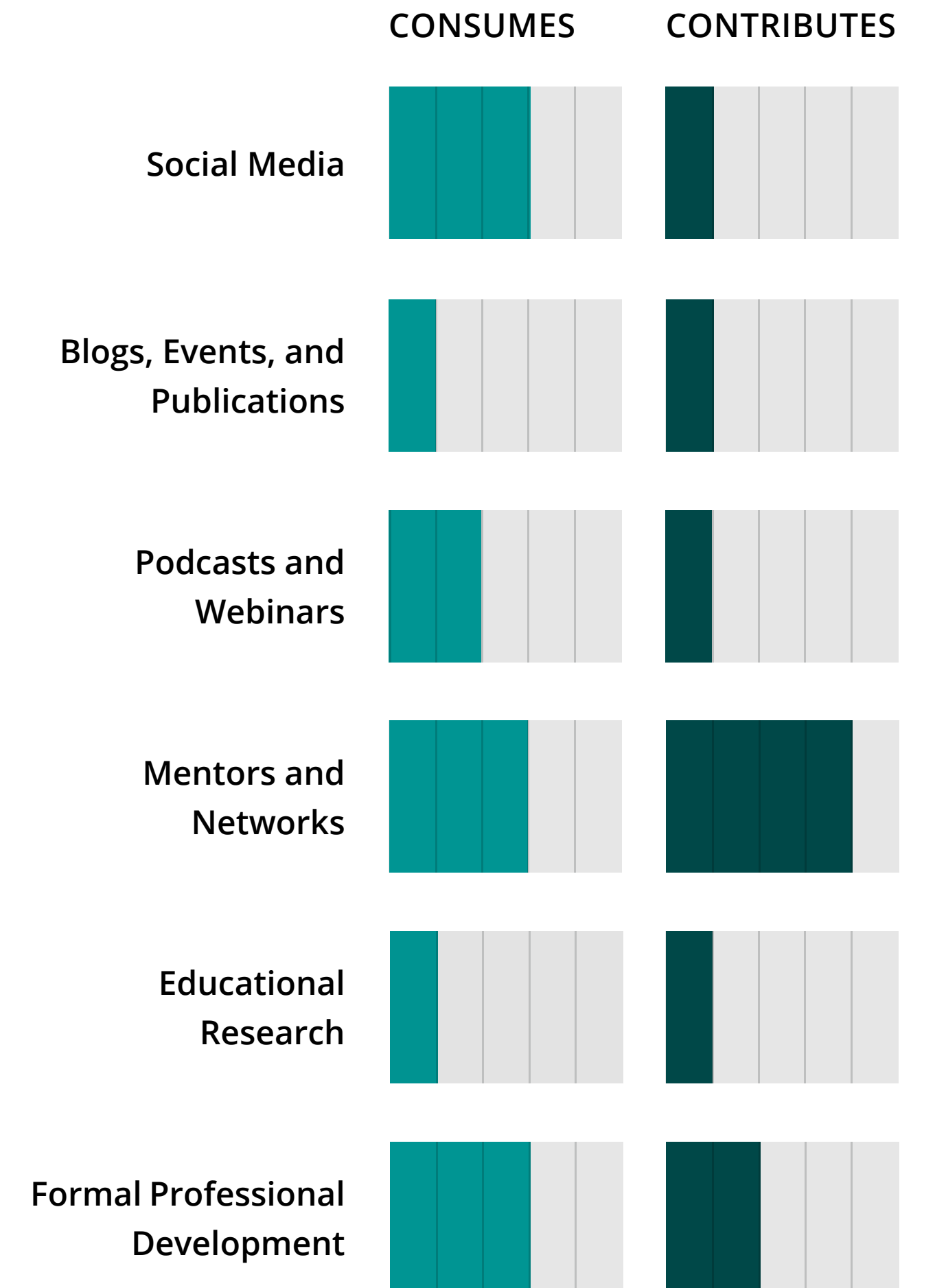
### PRIORITIES

- 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





## 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.



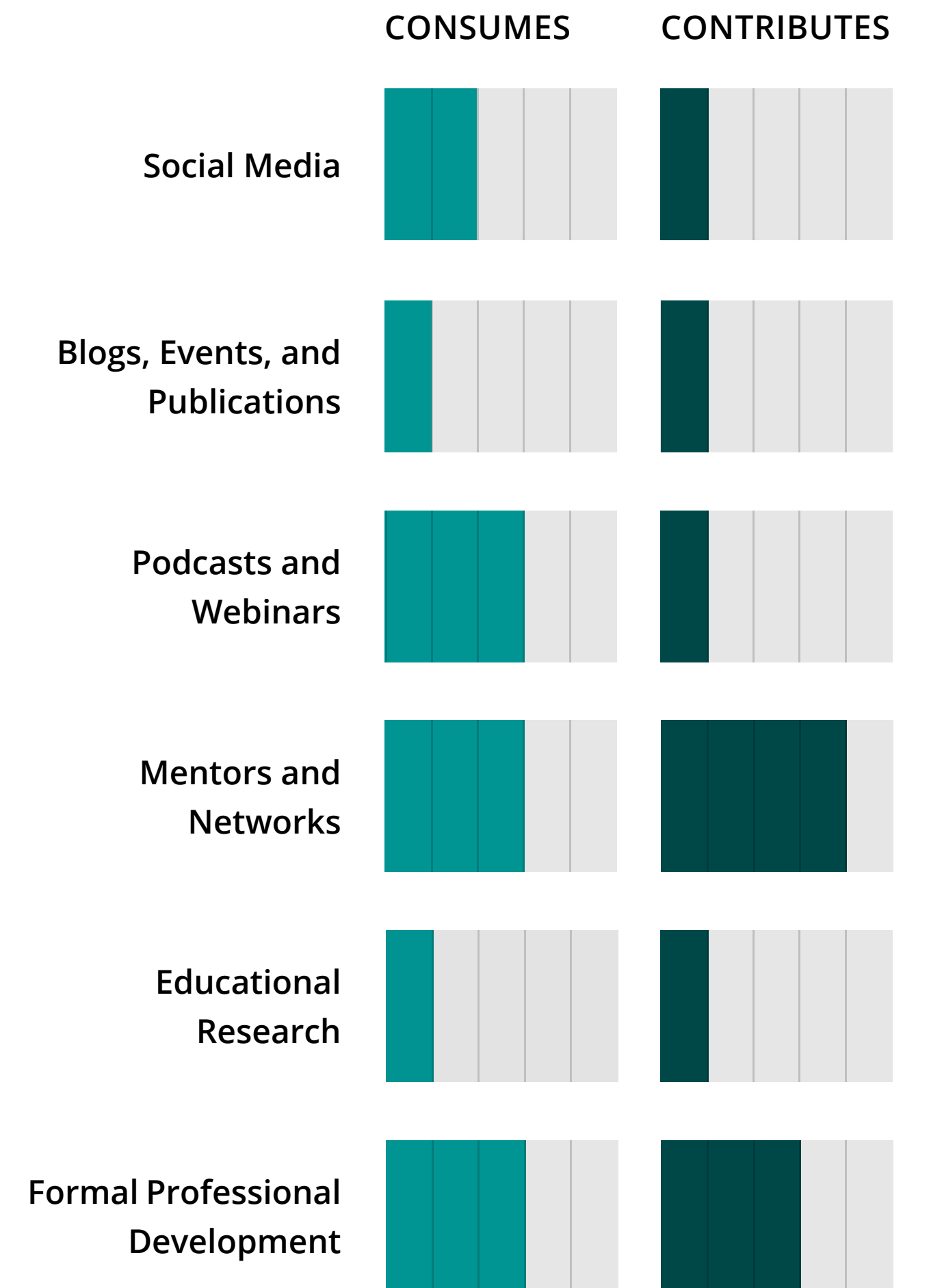
### PRIORITIES

- 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





## Henrik Andersen

Procurement Manager

### Education

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

### Career Stage



### Tech Fluency



### District Size



*“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.



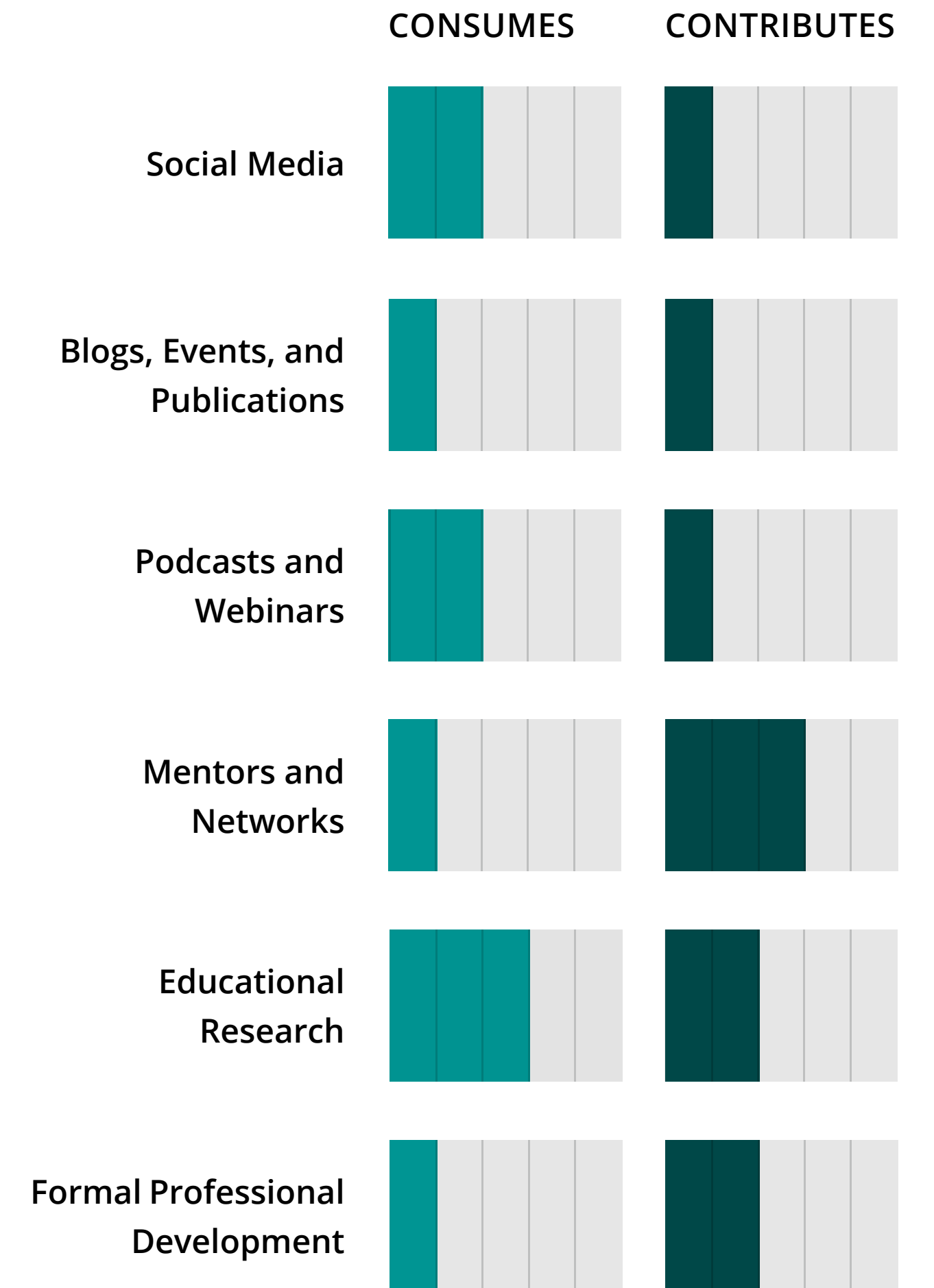
### PRIORITIES

- 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







**Esme Delgado**  
Systems Administrator

**Education**

Bachelor of Science in Computer Science

**Career Stage**



**Tech Fluency**

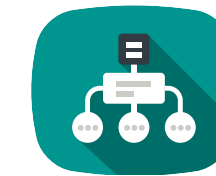


**District Size**



*“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.



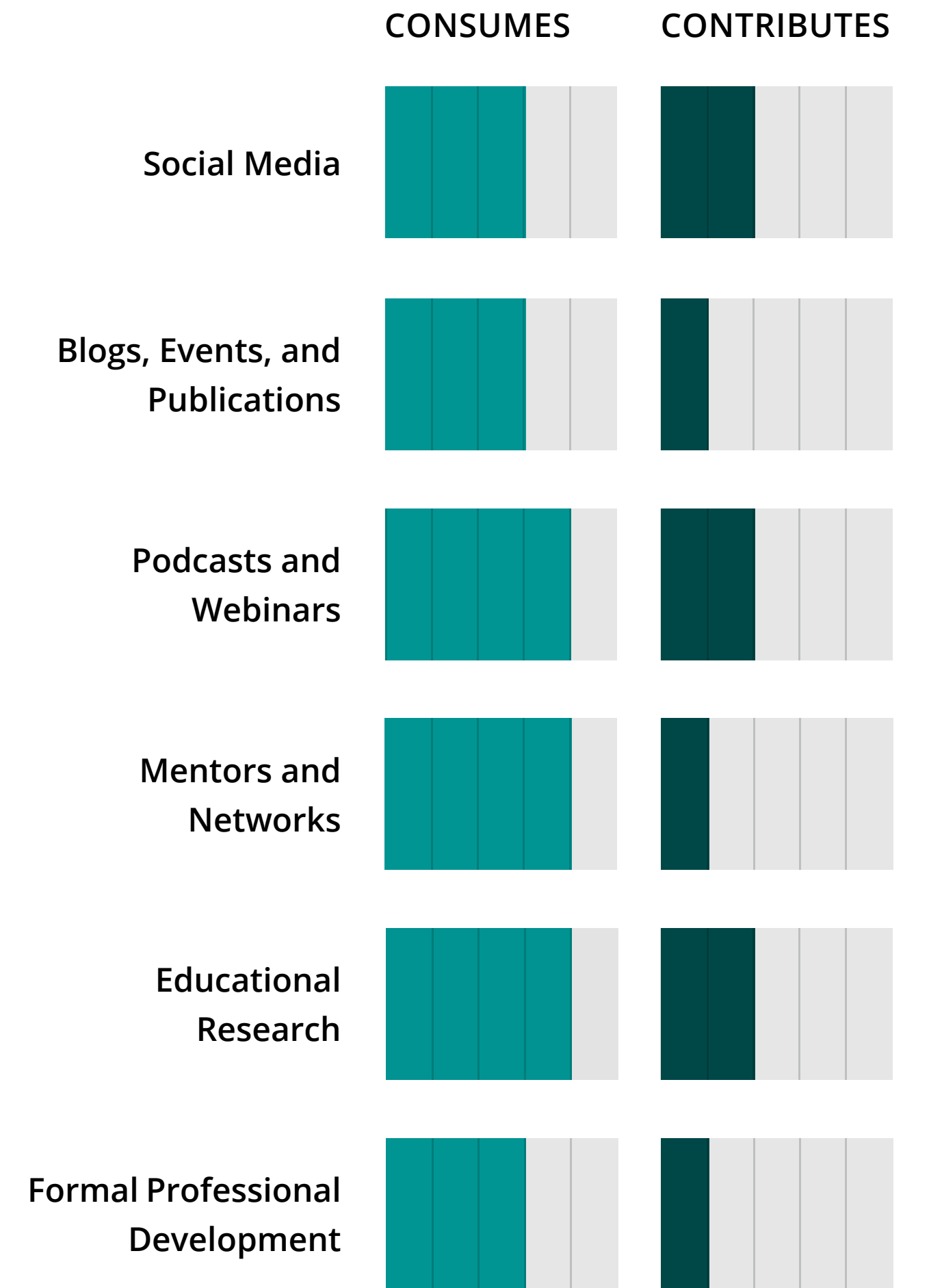
### PRIORITIES

- 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





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