

Emily Dillard

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CETL? Yes

Detailed overview of your professional experience in education technology, including specific roles, responsibilities, and accomplishments. I began my career in education technology as an elementary teacher in North Carolina, where I piloted new instructional tools and became the district's first full-time school-based technology facilitator in a 1:1 environment. I later served as the district's Lead Teacher for Technology Integration and Professional Development while completing a Master's in Educational Technology Leadership from George Washington University.

I went on to serve as an academic technologist at a PreK-8 independent school in Washington, DC, and earned K-12 Administration and Supervision certification from Johns Hopkins University.

In 2016, I joined Alexandria City Public Schools (VA), progressing from Coordinator to Director of Instructional Technology and now Interim Chief Information Officer. I lead the Technology Services Department, direct the division's AI initiatives, and serve as the primary point of contact for cybersecurity.

I hold an Ed.D. in Educational Leadership and Administration, am a Certified Education Technology Leader (CETL), a 2024 graduate of CoSN's CTO Academy, and was named one of Alexandria's 40 Under 40 in 2025 for my leadership across the school division. I also serve as an adjunct professor at George Washington University.

Nationally, I serve on CoSN's AI Committee and was President of ISTE's Education Leaders Network. I am also a member of the City of Alexandria's Commission on Information Technology. I regularly present at professional conferences, including CoSN, VSTE, and ISTE, and contribute as part of a cross-division team working with Amazon and Virginia Tech to expand computer science opportunities for students.

Identify the top two priorities that you believe CoSN should prioritize over the next three years.

The first priority I believe CoSN should continue to elevate is artificial intelligence. CoSN has already provided important guidance, including the AI Maturity Matrix, which is helping districts think about where they are and what steps come next. The need for this kind of support will only grow. While generative AI is the most visible, other tools, such as predictive analytics and recommendation systems, are already shaping how schools operate, whether districts are aware or not. Districts need clear ways to evaluate these tools, set policies, and make decisions that keep students safe while encouraging innovation. In my role leading AI work for Alexandria City Public Schools and as a member of CoSN's AI Committee, I see both the potential and the uneven readiness across the country. CoSN can continue to lead by offering practical resources, model practices, and professional learning that meet districts where they are.

The second priority is data privacy and cybersecurity. These challenges are not new, but they are only becoming more pressing as digital tools multiply. In my division, I oversee application vetting, data privacy agreements, and a streamlined workflow for requests, along with the cybersecurity team's work to protect our systems and respond to incidents. CoSN's continued leadership, including advocating for funding, sharing effective practices, and equipping school leaders with the tools to keep information safe, is critical. The combination of privacy and cybersecurity will remain at the heart of protecting students and schools in the years ahead.

Outline your pertinent leadership experience within nonprofit entities (e.g. board involvement, event management, and fundraising). Highlight any notable engagement with state or national education and/or educational technology associations.



I have been fortunate to serve in leadership roles with national, state, and local nonprofit and professional associations. Nationally, I served for five years on the leadership team of ISTE's Education Leaders Network, including as President in 2019–2020, supporting more than 3,000 members worldwide. In this role, I helped coordinate programming, including playground sessions at the ISTE conference. I also vetted board slate selections and reviewed book proposals for ISTE and ASCD publications.

At the state level, I actively engage with the Virginia Society for Technology in Education (VSTE), which also serves as the Virginia CoSN Council. I have presented at both the annual VSTE Conference and the Leading Ed Forum, facilitated webinars, and currently support staff involvement in the VSTE Coaching Cohort.

In 2024, I graduated from CoSN's CTO Academy and earned my CETL certification. I also serve on CoSN's AI Committee, helping shape national conversations on artificial intelligence governance and implementation.

Locally, I serve as the ACPS representative on the City of Alexandria's Commission on Information Technology, collaborating with business, nonprofit, and city leaders to address digital equity and infrastructure.

I also remain engaged with George Washington University's Educational Leadership program, where I volunteer in a variety of capacities to support program initiatives and aspiring leaders.

These experiences reflect my commitment to service, collaboration, and building strong professional communities at the local, state, and national levels.

Detail your prior engagement with CoSN and/or our state chapters.

As a CoSN member, I have engaged at both the national and state levels. Nationally, I was selected for the 2023–2024 Early Career K-12 CTO Academy. As part of this program, I presented my capstone project at the 2024 CoSN Conference in Miami. After completing the Academy, I returned to serve on a panel for the following year's cohort during their in-person session in Greenville, SC. I also completed the semester-long CETL Foundations Course and earned my CETL certification.

I continue to learn and contribute through CoSN's conferences, presenting in 2025 in Seattle and scheduled to present again in 2026 in Chicago. In addition, I serve on CoSN's AI Committee, where I co-lead a subcommittee supporting districts with their first interactions with the AI Maturity Matrix. Our team developed a reflective chatbot that gives leaders an accessible entry point, helping them identify where they are in the framework and where to begin their AI journey.

At the state level, I am an active member of the Virginia Society for Technology in Education (VSTE), which also serves as the Virginia CoSN Council. I regularly attend and present at the VSTE Conference and the Leading Ed Forum, which connect division leaders with the Virginia Department of Education. I have also facilitated webinars for VSTE, and members of my team participate in the VSTE Coaching Cohort.

I see my continued involvement with CoSN as both an opportunity to contribute and to grow alongside other leaders shaping the future of educational technology.
