NETS-A Standard 5 Brief Paper

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EDIT 760 Section D1

July 9, 2019

Introduction

As stated by Metcalf and LaFrance (2013), NETS-A standards help leaders develop the knowledge and skills necessary to lead technology rich schools. NETS-A standard five states that educational administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture. It is essential that leaders be able to support students and teachers to ensure that optimal benefits from technology are in place (Knezek, 2009). At St. James Elementary (SJE) it is evident that standard five is exhibited.

Performance Indicators

As stated in standard five indicator one, educational administrators ensure equitable access to appropriate digital tools and resources to meet the needs of all learners. They understand that equity issues are broad and far reaching. In addition, educational administrators understand that equity is a multi-layered issue. Administrators meet with key stakeholders to discuss what is happening to address equity issues and solicit input on equity issues from external groups. Lastly, as indicated in standard five indicator one, educational administrators demonstrate the importance of equity through evidence in planning, meetings, discussions, and/or training.

At St. James Elementary educational administrators ensure equitable access to appropriate digital tools and resources to meet the needs of all SJE students. Every classroom has access to various technology tools. As students grow academically, they need access to more technology resources. At SJE, each grade level is given the tools appropriate for their learning needs. Pre-K, Kindergarten, and first grade classrooms have desktops in their rooms and can check out I-pads and Laptops from SJE's media center. Second and third grade classrooms have

three desktops, three laptops, and one I-Pad for every two students within their classrooms. They can also check out additional I-Pads or Chrome Books from SJE's media center. Fourth grade, the highest grade level within the school is allotted one I-Pad for every student in the grade level. Fourth grade classroom also have three laptop computers within the classrooms. As these students have I-Pads readily available there are not desk top computers within the classroom.

At SJE educational administrators demonstrate the importance of equity through planning, meetings, discussions, and trainings. Administrators plan in two different ways. They assist in planning instruction to incorporate technology. They also plan ways in which additional technologies can be acquired, whether it be borrowing from the DIS (digital integration specialists) or purchasing after fundraising has occurred. Administrators hold meetings with teachers, district personal, students, parents, and community members throughout the year to discuss technologies available, receive thoughts on technology integration, and inform stakeholders about new technologies.

Standard five indicator two ensures that educational administrators promote, model, and establish policies for safe, legal, and ethical use of digital information and technology. They convene stakeholder groups to form a committee that will recommend policies and procedures for safe and equitable technology use. Additionally, educational administrators understand district-level policies and align school policies. Also, indicator two requires educational administrators to determine what safety precautions and policies are in place currently (technologically and procedurally). Lastly, as stated in standard five indicator two, educational administrators determine how the current policies and procedures are being evaluated and improved systematically.

At SJE educational administrators promote, model, and establish policies for safe, legal, and ethical use of digital information and technology. At SJE teachers and students only utilize websites and technologies deemed safe and appropriate by Horry County Schools. Teachers are also expected to abide by copyright laws, as posters explaining these are displayed in the teacher work rooms.

As referenced in NETS-A standard five indicator three, educational administrators promote and model responsible social interactions related to the use of technology and information. They attempt to understand the level of use of electronic communications, including social networking as a mechanism for student-to-student, teacher-to-student, and teacher-to-teacher communication within a school. Administrators openly discuss the policies and ethics surrounding the use of electronic communications within a school setting. Lastly, as indicated in standard five indicator three, educational administrators ensure that school employees know that their use of school technology resources can affect their careers.

At SJE educational administrators promote and model responsible social interactions related to the use of technology and information. They promote the use of electronic communications (email, Google Classroom, PowerSchool, and Facebook) for student-to-student, teacher-to-student, and teacher-to-teacher communication within a school.

The fourth, and final indicator under standard five of the ISTE NETS-A guidelines requires educational administrators to model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools. Educational administrators support and encourage the learning community within a school to try and understand how technology is used around the world as a

learning tool. They also support and encourage the learning community within a school to understand the societal, political, and economic issues which affect the use of technology as a learning tool in other cultures. Additionally, administrators support and encourage the use of technology to authentically learn about learners and scholars in other cultures. Lastly, as indicated in standard five indicator four, educational administrators support and encourage the use of technology to authentically communicate with learners and scholars in other cultures.

With the rapid changes on the global economy, technology, transportation, and immigration policies, we find ourselves in increased contact with people who are socioculturally different from us in various contexts (Ting-Toomey, 2018). For this reason I believe it is important that educational administrators model a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools. SJE is lacking in the demonstration of standard five indicator four. I will be identifying this issue in my synthesis paper, as well as suggesting improvements in my improvement plan. I believe it is important to understand the societal, political, and economic issues which affect the use of technology as a learning tool in other cultures.

Summary

Standard five as stated by ISTE NETS-A states that educational administrators model and facilitate an understanding of social, ethical and legal issues, and responsibilities related to an evolving digital culture. At St. James Elementary it is evident that standard five is being addressed, although there is room for improvement.

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