NETS-A Standard 3 Brief Paper

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EDIT 760 Section D1

June 21, 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 one states that educational administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. 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 it is evident that standard three is exhibited.

Indicators

The first indicator under standard three of the ISTE NETS-A guidelines states that it is essential that educational administrators allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration. Educational administrators must identify the technologies they regularly use to support their work and discuss examples. They need to regularly self-assess their technology skills to determine their effectiveness. Administrators should articulate ways they model technology use and provide examples. It is essential that educational administrators recognize that effective technology use requires ongoing education. Therefore, it is noted in standard three indicator one that they regularly choose an area of technology use for personal skill improvement. In addition, it is beneficial that they seek out fellow educators who have similar interests and work collaboratively to improve skills. Lastly, as standard three indicator one advises, educational administrators should self-evaluate their progress to determine whether new skills are benefitting them in their work.

At SJE standard three indicator one is adequately demonstrated. Educational administrators, Mrs. Carol Foster and Mrs. Felisa McDavid, allocate time, resources, and access

to ensure ongoing professional growth in technology fluency and integration. They have scheduled sessions with Horry County Schools Digital Integration Specialist (Terra Bodtkins) to ensure teachers are offered professional development sessions that promote technology fluency and Integration. Professional Development Sessions are also offered by co-workers to share their knowledge of specific technologies. For example, I led a sessions on Google Forms, Google Classroom, Coding, and ConnectEd. Jason Mederious led sessions on Google Sheets and Adobe Spark. Ali Phansmhit led a session on an application specific to primary grades.

The second indicator under standard three of the ISTE NETS-A guidelines urges educational administrators to facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology. Educational administrators must examine current expectations for faculty and staff use of technology to improve productivity. They should identify ways leaders currently model the appropriate use of technology in their work. It is key that administrators identify existing professional development opportunities for faculty and staff related to technology. High-quality, evidence-based professional development is essential to ensure that teachers obtain the knowledge, strategies and skills necessary to positively impact student learning (Gaumer Erickson, 2017). In addition, they must identify the current use of technology-based communication. Lastly, standard three indicator four requires educational administrators to describe how expectations, models, and professional development opportunities were adopted.

The second indicator is acted upon at SJE as well. Educational administrators facilitate and participate in learning communities through the study and use of technology. As articulated by Whitworth and Chiu (2015), school leaders are not just a contextual factor, but rather an integral part of the process and should be integrated into and considered part of any professional

development model in education. Mrs. McDavid and Mrs. Foster are always in attendance at professional development sessions offered by Digital Integration Specialists as well as co-workers. They play an active role in each session by asking questions and demonstrating proficiency. These educational administrators often identify how technology is currently used and share the information with staff member through emails, video demonstrations, and professional development sessions.

The third indicator under standard three of the ISTE NETS-A guidelines requires educational administrators to promote and model effective communication and collaboration among stakeholders using digital-age tools. Recognizing that there are various forms of technology-based communication systems is an essential task for educational administrators. It is essential that administrators understand that community demographics may dictate alternative forms of communication to reach all parents and community members. It is key that educational administrators are familiar with existing forms of technology-based communication on-site, in the district, and within the community and understand the various functions of each form. In addition, they must effectively use various forms of technology-based communication to determine strengths and weaknesses to determine whether changes must be made in the current systems. It is the responsibility of administrators to research various communication tools to determine their usefulness. They must model effective personal use of technology-based communication. Educational administrators are required to support the district-wide learning community by becoming an active participant. In doing so, they often facilitate staff and faculty participation in this learning community through incentives. Above all, educational administrators must have realistic expectations for self and others. An essential role of an administrator, as indicated in standard three indicator three is to deal immediately with obstacles

and issues that arise. Lastly, as required by this indicator, educational administrators use a shared decision-making model when making decisions affecting the school, district, and community.

Communicating and collaborating through the use of digital tools, as addressed in standard three indicator four, is continuously utilized at SJE. Educational administrators communicate through email (Outlook and Gmail), a school webpage (created using Weebly), and Google Drive (Google Docs, Google Forms, Google Sheets, and Google Classroom). Google Docs is used throughout the year to collaboratively plan weekly lessons. Teachers then use Google Docs to share Tests, Quizzes, Lesson Documents, Games, and other digital files. In understanding that community demographics may dictate alternative forms of communication to reach all parents and community members SJE conveys information through various digital and non-digital methods. When conveying information to parents a paper copy of the information is usually sent home. Educational Administrators utilize email, the SJE webpage, the SJE Facebook page, and send recorded phone messages. Teachers are also expected to share information through their classroom Facebook page and Remind Messenger. I have also observed digital translators being used to communicate with parents who do not speak English.

The fourth, and final, indicator addressed in standard three of the ISTE NETS-A guidelines charges educators with the responsibility to stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning. Educational administrators should regularly review feedback about staff development. They must recognize that in addition to training about technology, various technologies can be used to support staff development in other areas. Administrators determine whether technology is currently in use on-site or within the district for sustained, job-related professional development. It is essential for administrators to

research and learn about various technology delivery methods for staff development. In doing so, administrators should also become familiar with service providers including consultants, county or regional offices of education, and commercial staff development firms.

At SJE standard three indicator four is acted upon. After professional development sessions a Google Forum is administered so educational administrators can assess feedback pertaining to the development. In addition to trainings about technology, technology is used to support staff development in other areas. For example, ConnectEd (EveryDay Math's Digital Platform) is utilized to provide additional resources and trainings tied to the school's mathematics curriculum. Lastly, educational administrators are familiar with service provider including consultants (such as John Antonetti), county providers such as curriculum specialists and digital integration specialists, as well as commercial staff developments (such as Kagan).

Summary

Standard three as stated by ISTE NETS-A states that educational administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. School and district leaders play a significant role in the planning and implementation of professional development, as well as providing ongoing leadership to support teacher change (Whitworth and Chiu, 2015). At St. James Elementary it is evident that educational leaders play a crucial role in implementing standard three.

References

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