Certified Education Technology Leader (CETL)

Certification Handbook

Effective July 1, 2019

Table of Contents

Introduction

The Consortium for School Networking (CoSN) is the premier professional association for school system technology leaders. CoSN provides thought leadership resources, community, best practices and advocacy tools to help leaders succeed in the digital transformation. CoSN represents over 13 million students in school districts nationwide and continues to grow as a powerful and influential voice in K-12 education.

Our Challenge

Technology is an essential element of learning, yet the use and application of it is inequitable.

Our Vision

CoSN is a community of visionary technology leaders empowering every learner to achieve their unique potential in a changing world.

Our Mission

CoSN provides current and aspiring education technology leaders for PreK-12 with the community, knowledge, and professional development they need to create and grow engaging learning environments.

Certified Education Technology Leader (CETL) Certification

CoSN's CETL certification program and its body of knowledge were created by and for education technology leaders. For K-12 education technology leaders in the United States, earning the CETL certification will demonstrate to your staff, superintendent, and other stakeholders that you have mastered the knowledge and skills needed to define the vision for and successfully build 21st century learning environments in your school district. The program is governed by the Certification Governance Committee (CGC), which is comprised of education technology leaders with a combined total of more than 160 years of experience in the field. Following certification industry best practices, there is a distinct firewall between the CGC and the CoSN staff, professional development committee members and CoSN Board members. This ensures the integrity of the exam. The CGC has autonomy in setting policy and content related to the CETL program and those at CoSN responsible for creating preparatory materials for the exam do not have access to the exam's content.

The Purpose of the CETL Certification Program

Those who hold the CoSN CETL certification have demonstrated their mastery of the knowledge and skills needed to be a successful school district technology leader in the United States. Once certified, CETLs must recertify every three years in order to maintain their status, thus assuring their peers, their employers, and the students they serve that they are dedicated to staying current in the education technology field and will bring that knowledge to their school districts.

CoSN is an independent association representing school district technology leaders. These leaders go by many titles including Chief Technology Officer (CTO), Chief Information Officer (CIO), Director of Technology, and more. No matter their title, our members are committed to helping lead American school districts into the 21st century. We know that when appropriately implemented with strong leadership and a clear vision as well as sufficient professional development, that technology can be profoundly powerful and transformative. District technology leaders are the professionals responsible for overseeing and implementing the technology that is

increasingly complex, greater in number and scope, and ever more integrated into the daily instructional and administrative routines of today's school districts. CoSN developed the CETL certification to clearly identify the district technology leaders who have mastered the skills needed to bring the technology our students need *today* to compete in the global marketplace of their *future*. CoSN believes that our certification program will

- Enable strategic and systemic use of technology to improve learning in K-12 schools.
- Recognize the evolving role of the CTO and address the gap between the dual aspects of a CTO's job – both educational and technical – thereby serving as a self-assessment.
- Create a clearly identifiable role for the CTO within a district's leadership structure and to elevate the profession and encourage districts to ensure that the CTO is participating in conversations at the Cabinet level.
- Help CTOs and aspiring CTOs identify and find necessary professional development opportunities that will help them acquire or strengthen skills and competencies required for success as 21st century education technology leaders.

Statement of Non-Discrimination

CoSN endorses the principles of equal opportunity. Eligibility criteria for examination and certification as a Certified Education Technology Leader is applied equally to all individuals regardless of age, race, religion, gender, national origin, veteran status or disability.

The Benefits of Earning your CETL

By becoming a CETL, you are joining thousands of other dedicated professionals in enhancing the status and credibility of your profession.

1. **Certification grants you more credibility.** Certification serves as an impartial, third-party endorsement of your knowledge and experience against the Framework of Essential skills of the K-12CTO.

2. **Certification can improve career opportunities and advancement**. . Certification can give you the "edge" when being considered for a promotion or other career opportunities.

3. **Certification prepares you for greater on-the-job responsibilities.** Certification is a clear indicator of your willingness to invest in your own professional development.

4. **Certification improves skills and knowledge.** Achieving CETL certification requires training, study, and "keeping up" with changes. CETL certification showcases your individual mastery by confirming proficiency and knowledge in the field. CETL certification also requires recertification every three years, proving you stay ahead of the curve and are invested in continual learning.

5. **Certification demonstrates your commitment to your profession**. Earning the CETL certification shows your peers, supervisors, and other stakeholders your commitment to your chosen career and your ability to perform to recognized standards.

The CoSN certification program is specifically designed for CTOs and those aspiring to be CTOs. Holding the CETL demonstrates to your colleagues, superintendents, and subordinates that you:

- Have mastered the body of knowledge needed to bring 21st century technology to K-12 school districts
- Are dedicated to remaining current in the education technology field
- Will work with your school district to ensure that technology is considered and implemented in all aspects of your school district's strategic planning

If you aspire to achieve these goals, the CETL certification is right for you.

The CETL Certification Process

The following steps outline the process to apply for the CETL exam.

Step 1: Create a profile on the [CoSN Website](#).

Step 2: Prepare for the exam. Taking a professional certification exam should be approached thoughtfully and with care. It is recommended to start with the CETL Self-Assessment available on the CoSN website, which can assist candidates in identifying areas to concentrate their studies.

CoSN offers a [Knowledge Center](#), which includes resources linked to areas of the CETL Detailed Content Outline, as well as a number of online courses which may assist in filling knowledge gaps.

Step 3: [Register, pay for the exam, and complete the application](#). Within 5-7 business days of submitting payment, candidates receive an email with a link to submit an online exam application. Candidates will document their education, experience, and commitment to the *CETL Certificant Code Conduct and Terms of Confidentiality* (see Appendix B).

Step 4: Applications are reviewed for completeness and adherence to eligibility requirements. Candidates are notified upon approval of their application 5-7 days after the application is submitted.

Step 5: Approved candidates receive an **Authorization to Test (ATT)** email that will include an Eligibility ID# and instructions on how to schedule a personal testing appointment. The exam is administered at a Prometric Testing Centers on the date and time of the candidate's choosing. Exams are also administered in conjunction with the CoSN Annual Conference. **Candidates have 90 days from approval to take and pass the exam**.

Step 6: Schedule the Part I of the CETL exam. Candidates then schedule their exam using the details provided in the ATT email. It is advised to schedule in advance to obtain one's preferred testing date and time.

Step 7: Take and pass Part I. Candidates who pass Part I are emailed instructions for taking Part II within three (3) business days. Candidates who do not pass Part I may retake it after the required 90 day waiting period for a reduced fee.

Step 8: Take and pass Part II. Candidates have thirty (30) days to access to the exam. Once the exam is opened, candidates have seven (7) days to complete the exam. Scores for Part II of the exam are sent within thirty (30) days. Candidates who do not pass Part II may retake it after the required 90 day waiting period for a reduced fee.

Eligibility Requirements

In order to qualify for the CETL certification, you must meet the following criteria:

- **Education**: a minimum of a Bachelor's degree
- **Experience**: four (4) years of education technology experience in a K-12 educational setting.

"Education technology experience" is defined as: *Demonstrable experience in the tasks included on the Detailed Content Outline for the CETL exam, which fall into three broad categories: Leadership & Vision; Understanding the Educational Environment; and Managing Technology & Support Services*

In addition, candidates are required to sign a *Code of Conduct and Terms of Confidentiality (Appendix B)* before an application is accepted for review.

Waiver of Education Requirement

If a candidate does not meet the minimum **education** requirement, the candidate may submit an appeal demonstrating at least seven (7) years of experience in education technology. This appeal must be writing and must include the following:

- A current CV or resume
- A cover letter outlining a minimum of seven years of experience in education technology, specifically relative to the content areas covered in the Detailed Content Outline
- A signed recommendation from the candidate's supervisor attesting to their experience.

This request may be sent via hard copy to: Certification Governance Committee – Eligibility Request, Consortium for School Networking, 1325 G Street, NW, Suite 420, Washington, DC 20005. A pdf of the signed request may also be emailed to certification@cosn.org.

These applications are reviewed by the Appeals Committee of the CGC. If deemed eligible, candidates are granted a waiver of the education requirement.

No requests for a waiver of the **experience** requirement may be made.

Application Audits

CoSN audits 10% of all CETL applications. Candidates randomly selected for audit will be asked to provide:

- A current CV or resume
- Job descriptions for positions in which experience in education technology was gained.
- A signed letter from a superior attesting to that work experience.
- An official transcript from your college or university showing your highest degree achieved.

The CETL Certification Exam

There are two parts to the CETL certification exam. Candidates must pass both parts of the exam to earn certification.

1. Part I is a four-option, multiple choice exam consisting of 115 items. Of the 115 items, 100 are scored and 15 are pretest questions are being tested to make sure they are psychometrically sound and do not count toward your score. The exams are administered, on demand, at secure testing sites using Prometric Testing Centers. Candidates are given two (2) hours to complete Part I and results are provided immediately, along with diagnostic details their performance in each of the three major domains. Candidates who pass Part I are emailed instructions for taking Part II within three (3) business days.

2. Part II is an open-book essay exam. There are four (4) essay questions, all of which must be answered. This part of the exam is not proctored and may be completed using your own computer. You must submit

your responses to the essays via a secure testing portal. Those who pass Part I are sent email instructions on how to complete this essay-based portion of the exam. Candidates have seven (7) days to submit their essays (submission instructions and the deadline will be included with the email), which are graded by a panel of subject matter experts specifically trained by testing specialists using a pre-determined rubric. Candidates receive scores thirty (30) days after final submission.

Exam Fees

- **CoSN Member:** $349
  - Retake fee: $220 per exam part, per retake

- **Non-CoSN Member:** $599
  - Retake fee: $220 per exam part, per retake

Exam fees are non-refundable.

Member Discounts
In order to receive the CoSN member discount for the CETL exam, candidates must have a Corporate, Institutional, or Individual membership with CoSN. All affiliate members of a CoSN Corporate or Institutional member will receive the member discount (see "Affiliate Membership" below for more information). An outline of CoSN membership categories appears below.

Corporate Membership
For corporate participation through membership and sponsorship opportunities.

Institutional Membership
For school districts, educational service agencies, charter or independent schools, state departments of education, colleges and universities, or other associations.

Affiliate Membership

An individual officially associated with a Corporate or Institutional Membership account (e.g., district staff, corporate employees, organizational members).

Affiliate members must be registered with CoSN to be eligible for member rates. The CoSN key   contact person within an institutional or corporate membership is responsible for approving and registering Affiliate Member accounts on the CoSN site. Once the account is set up, the affiliate member will receive a User ID, which will be used when applying to obtain the member discount. If you are an employee or associate of a CoSN Corporate or Institutional Membership and do not have a CoSN membership number, contact the CoSN key contact at your school or organization to ask to be added as an affiliate member.

Individual Membership

For individuals with an interest in educational technology issues, such as recent retirees, graduate students, or ed tech consultants.

Non-members

If you are not a CoSN member and do not wish to become one, you must create an online user account in order to register for the CETL exam. Please note that the full exam price will be charged to those with non-member CoSN online user profiles; creating an unpaid online user account does not constitute membership.

Preparing for the Exam

The CETL exam is based on the [Framework of Essential Skills of the K-12 CTO](#), as defined in the *Detailed Content Outline* (Appendix A). Individuals come to the CTO field in a variety of ways (e.g., from a technology background, from an educational background), therefore assessing one's personal experiences in and knowledge of the education technology field should be the first step in preparing for the exam.

CoSN suggests that candidates review the Detailed Content Outline (Appendix A) and then take the Self-Assessment, available on the CoSN website, which helps identify the skill areas in which to concentrate one's studies. Once those deficiencies are identified, there are a number of ways to improve knowledge and skills:

- Visit the [CoSN Knowledge Center](#) to review CoSN's library of resources available to education technology leaders. All of these resources support concepts found on the *Detailed Content Outline* and are also linked to CoSN's Core Body of Knowledge, the *Framework of Essential Skills for the K-12 CTO*.
- Identify someone whose job role may be different, but covers the areas you may need to improve on and ask to shadow this professional.
- CoSN, and other related organizations, offer [online and in person training courses](#) that may assist in filling your knowledge gaps. Be sure to look for your state's CTO Clinic or State Conference which will have sessions to address your needs.
- Form a study group with members of your local CoSN Chapter or your colleagues from your district.
- Identify a mentor in the CTO field willing to guide you with your studies.

Exam Accommodations

In compliance with the provisions of the Americans with Disabilities Act (1990) and Title VII of the Civil Rights Act, as amended (42 USCG 2000e, et.seq.), the Certification Governance Committee (CGC) of CoSN provides qualified candidates with a disability, who supply appropriate documentation, reasonable and appropriate accommodations in order for the candidate to take the CETL exam. The Certification Governance Committee follows the *Principles of Fairness* set forth by the Institute for Credentialing Excellence.

A candidate requesting special accommodations must do so in writing by completing the Request for Special Accommodations Form. Candidates must first declare they will be requesting Special Accommodations as part of their online application for certification. Candidates should then submit a completed Request for Special Accommodations. The request must include proper documentation from a licensed professional or certified specialist who diagnosed the disability condition AND the specific testing aids or modifications being requested.

Accommodations, if approved, will be provided at no additional charge. CoSN Certification Staff will review the request and provide a response in writing to the candidate along with his/her eligibility determination. If the candidate has been deemed eligible to take the exam, the Authorization to Test (ATT) Notice will include the accommodations that have been approved.

All special accommodation forms and related documentation are confidential and will not be released without the written consent of the candidate. See Appendix D for further details and the Special Accommodations

Form.

Eligibility Extensions

If a candidate is unable to test during their initial 90 day eligibility period, they may request a one-time extension at no additional cost.

Extensions are only approved one new 90 day eligibility period. The extension request can be made at any time between the time of initial approval and the last day of the eligibility period. The candidate must request an extension in writing via email to certification@cosn.org. The candidate **must cancel** any previously scheduled exam appointments **directly with Prometric** in order to take advantage of this option, and all rescheduling or cancelation fees apply.

Candidates are permitted one extension only.

Extensions of eligibility and associated fees are applied only to the original candidate and are not transferable to another person, even if paid for by a third party.

Failure to Schedule an Exam

If a candidate does not schedule an appointment for, or take the exam in, the original 90 day eligibility period for which he or she was approved, and the candidate does not request an extension before the close of the original eligibility period for which he or she was approved, the candidate forfeits the exam fee.

Candidates will need to submit a new application, together with all current fees, to continue their pursuit of certification. Such reapplications will be subject to all eligibility criteria in effect at that time.

Canceling or Rescheduling an Exam

Once approved, candidates have 90 days to take and pass the exam. Candidates may reschedule their exam 30 days or more before their scheduled date and incur $0 in fees. If rescheduling 5-29 days before the exam date, candidate will incur a $35 cancellation/rescheduling fee paid directly to Prometric. Candidates may not cancel or reschedule the exam less than 5 days before the exam date.

It is mandatory that the candidate cancel their exam with both the testing agency and with CoSN to certification@cosn.org. Candidates must contact Prometric directly first and then must contact CoSN. Only the candidate may request a cancellation, regardless of whether the exam fee was paid by the candidate or another party.

Prometric is unable to honor cancellation requests received fewer than five (5) days prior to a scheduled exam appointment. All exam fees are forfeited. Once an exam appointment is cancelled, a candidate may be eligible to request an extension.

Failure to Appear for a Scheduled Exam

If a candidate fails to appear for their scheduled exam appointment , they forfeit all fees.

If a candidate arrives late for a scheduled exam appointment, entrance to the testing area is at the discretion of the Test Center Administrator. A candidate may not be allowed to test and will not be eligible for a refund.

Refunds will not be given for exams that are missed because a candidate was not able to locate the testing center or arrived late.

Emergencies

If a candidate is unable to keep their exam appointment due to an emergency that arises within the five (5) days prior to their exam appointment, the candidate is required to submit an Emergency Cancellation Form and official documentation to certification@cosn.org in order to avoid forfeiting fees. This information must be received by the CoSN Certification Department within seven (7) calendar days of the candidate's scheduled exam appointment. The following situations will be considered with documentation:

- Emergency room visit or hospitalization
- Severe medical condition requiring hospitalization (e.g., spouse, child/dependent, parent, grandparent, sibling)
- Death of an immediate family member (e.g., spouse, child/dependent, parent, grandparent, sibling)
- Jury duty
- Call to active military duty

Candidates who do not schedule an exam and fail to request an extension, who cancel within five (5) days of the exam and do not provide sufficient documentation of an acceptable emergency, or who fail to show up for a scheduled exam appointment will forfeit all fees.

What to Expect on Exam Day

Please plan to arrive at the testing center at least thirty (30) minutes prior to your appointment. You will be required to present one currently valid, government-issued photo ID with a signature (e.g., driver's license or passport) and bearing the exact same name you used on your application. The identification document must contain your photograph and signature.

If you are testing outside of your country of citizenship, you must present a valid passport. If you are testing within your country of citizenship, you must present either a valid passport, driver's license, national ID, or military ID.

Test Center Security

Prometric tests a variety of different professions on demand. Some professions have higher-stakes exams necessitating high levels of security at all Prometric testing centers. You should be prepared for a high security environment. This means all personal items must be locked in a locker for test security purposes, so please limit what you bring to the testing center.   Security procedures are strict and are designed to protect the intellectual property of exams being administered. Candidates will need to empty pockets and may have to pass through a metal detector.

You will not be permitted to bring into the exam room any reference materials, notes, dictionaries, language translation dictionaries or devices, cellular telephones or smartphones, PDAs, computers or tablets, calculators, cameras, video cameras, scanners, digital watches or smart watches, or other electronic or

communications devices, outerwear (coats, etc.), and handbags. We do suggest dressing in layers to allow for variations in room temperature. No food or drink will be allowed. If you need access to food for medical reasons, please contact the Certification Team for more information.

For complete details on the security procedures at Prometric testing centers, please click here. Additionally, you may wish to familiarize yourself with Prometric Testing Centers' break policies, found here.

Exam Scores

Part I

One point is granted for each correct answer. There is no penalty assessed for an incorrect answer; points are scored only for correct answers.

The "passing point" for each examination has been set according to accepted practices for standardized testing. A modified Angoff passing score study is performed to set the score for Part I. This is a common testing and measurement technique where a panel of subject matter experts reviews the examination.

There are 100 scored questions on each exam. Candidates must score a 72 or higher to pass Part I.

Candidates who are unsuccessful on Part I are issued a score report to help identify performance in each of the three major content areas to help direct continued studies.

Part II

There are four (4) essays in Part II of the CETL exam. All four essays must be answered. Essays are graded by a panel of graders using an established rubric to review each essay response. Each essay is scored on a scale of 0 – 3, as detailed below. Candidates must achieve a score of 8 or higher in order to pass Part II.

3=Outstanding: Candidates must provide an insightful and creative response to each element of the question. The responses must be legitimate and fully developed with supporting details. Each response element must be unique and reflect current topics. Responses will be written in a clear, concise, and persuasive using proper grammar and spelling.

2=Minimum Competence: Candidates must provide a correct response to each element of the question. The responses must be legitimately related to the question. Each response element must be unique. There should be few misspellings and grammatical mistakes. Answers will be organized and coherent.

1=Not Qualified: Candidate does not provide a response for each element of the question. The responses may include topics not related to the question. The responses contain multiple misspellings and grammatical mistakes.

0=Blank or inappropriate response: Candidate's response does not relate to the prompt.

Re-Examination

Candidates who do not achieve a passing score are permitted to retake each exam part after a three (3) month waiting period. Either exam can be retaken as many times as necessary during a two year period, as long as the three-month waiting period is observed. Your exam application remains valid for a two-year period. If you do not complete both parts of the exam successfully within the two year period, you must wait two years before reapplying as a new candidate.

Part I of the exam must be passed before a candidate is eligible to take Part II. If you fail Part I, the retake fee applies to a retake of Part I. When Part I is passed, a candidate may take Part II. If the candidate fails Part II, the retake fee applies when Part II is retaken.

Retake fees

CoSN Member:
- Retake fee: $220 per exam part, per retake

Non-CoSN Member:
- Retake fee: $220 per exam part, per retake

Official Notice of Certification

Within two (2) business days after receiving passing scores from Part II, candidates receive official notice via email of your certification status. Following this notification, certificants may add the CETL designation to their email signature and business cards.

When you receive notice of having been successful on Part II, CoSN will provide you with a variety of materials to help you promote your certification status. This includes:
- A hard copy certificate noting your achievement;
- A digital badge for use across social media platforms or to embed in your email;
- A sample press release to help make sure your colleagues and community know of your achievement.
- Opportunity for CoSN to notify your superintendent and school board of your achievement;
- Inclusion in the CETL Directory on the CoSN website.

Please note, use of the CETL mark, logo and/or badge must be in accordance with the *Use of the Certification Mark Policy,* found at the end of this Handbook.

Release of Certificant Information

Names of individuals holding CETL certification, which opted in, shall be available to the public via the CGC's online Certification Directory or inquiry to CoSN staff. This publically available information shall be limited to confirming an individual is "currently certified" or individual is "not certified". The Directory also contains most recent school district/employer and state.

No contact information or employer details is released. Any further details regarding an individual's certification status is only released upon receipt of a release signed by the certificant about whom information is being sought. Upon receipt of the signed release CoSN may only release the following information:

- Name of the individual
- Name of the designation
- Initial certification date
- Certification expiration date

Confidential information that will not be released, even if a signed release is provided, includes: names of candidates for certification; names of individuals who are not successful on the examination; and individual test scores.

If CoSN receives a subpoena or court order to release certificant information, it will comply with that order, regardless of candidate release.

Based on certification status, the following information will be released following receipt of a signed release form:

Never Certified:
"Individual is not currently certified."

Applicant/Candidate for Certification:
"Individual is not currently certified." No other information, including confirmation of the individual's status as an application or candidate, will be released.

Currently Certified:
Name of the certification program
Initial certification date
Certification expiration date

Expired/Decertified
Name of the certification program
Initial certification date
Certification expiration date

Only disciplinary action taken against a certificant or candidate, that the CGC has directed be made public, will be released.

Recertification

The CETL certification is valid for three (3) years from the date of issue. Certificants are required to stay current in the education technology field by completing 60 hours of continuing education activities (CEAs) or retaking and passing the CETL exam within that three (3) year period in order to remain certified, Recertification activities must take place within your three (3) year certification cycle.

Recertification through continuing education ensures the continued competence of each CETL and maintains the professional standard of those engaged in implementing and maintaining the integration of technology into K-12 learning environments.

The Continuing Competency requirements established by the Certification Governance Committee are that CETLs:
- obtain current professional development information;

- explore new knowledge in specific content areas;
- master new skills and techniques related to educational pedagogy and the use of technology;
- enhance approaches to effective use technology in learning environments, both within their specified job role and beyond;
- further develop professional judgment;
- conduct themselves in their role as education technology leaders in a legal and ethical manner.

The Certification Governance Committee expects that education technology leaders engage in lifelong development to maintain and improve knowledge and skills for competent practice. This includes continuous self-assessment to identify professional strengths and learning needs, establishment of short- and long-term goals for individual professional development, and selection of appropriate professional development to meet these goals.

Candidates for recertification should choose those professional development activities that provide them with the most benefit, keeping in mind that the length and rigor of a program contribute to its value. Advance planning for Professional Development enables candidates to choose more appropriate courses and also to control expenses more effectively. Professional development programs are one of the main methods for keeping up with professional practice.

Each candidate for Recertification must demonstrate that they meet the current requirements in order to successfully recertify and be permitted to continue to use the designation. Given that the average lifecycle of technology infrastructure is less than 5 years, a three year recertification period allows an appropriate amount of time for an education technology leader to become aware of new advances, thought leadership, and legal requirements and to be able to educate other members of the education community on those changes with sufficient planning time to ensure students can continue to thrive.

All CEAs must be tied to one of the knowledge and task statements found on the CETL Examination *Detailed Content Outline*. CEAs are exclusively a CoSN CETL measurement and are calculated as noted below. Credit is only awarded for education-related activities supporting elements of the *Detailed Content Outline* and furthering your knowledge of the profession (registration, exhibit hall, and meal time hours at education activities, should not be included in your calculations). CEAs may be earned in the following ways:

Continuing Education Activities (CEAs)

CoSN Conferences or Similar Conferences

Sessions at CoSN or other similar conferences count as 1 CEA per conference "hour" of at least 50 minutes. Maximum of **48** hours or up to **80%** of the hours can be achieved this way over 3 years.

Structured Continuing Education

Structured continuing education includes activities such as seminars, college courses, on-the-job professional development classes or similar vehicles that contribute to the certificant's knowledge and understanding of the profession. For most structured education, 1 education hour (at least 50 minutes) equals 1 CEA. For university/college courses, one credit hour equals 15 CEAs. Maximum of **48** hours or up to **80%** of the hours can be achieved this way over 3 years.

Professional Activities

Professional activities that contribute to the certificant's further knowledge and understanding of the profession can also earn CEAs. Such activities fall into the following categories:

- ***Project or Industry-Related Certification***
Four (4) hours will be awarded per project or industry-related certification earned, including micro-credentials, specifically for CoSN, PMI, Comp TIA, CISSP and select vendor certifications. Maximum of **12** hours or up to **20%** of the hours can be achieved this way over 3 years.

- ***Professional Membership***
Membership in CoSN, ISTE or another approved organization related to the education technology field earns 2 hours per year, per membership. Maximum of **5** memberships or up to **17%** of the hours can be achieved this way over 3 years.

- ***Published Works***
Articles, white papers, instructional materials, and other published works (paper or online) that impart significant knowledge related to one or more of the 10 skill areas earn 4 hours per publication. Maximum of **12** hours or up to **20%** of the hours can be achieved this way over 3 years.

- ***Teaching/Instruction***
Instruction including sessions on new technology-enhanced learning options for key personnel such as faculty or administration in the district or state is awarded for the first time the instruction is given. For each hour of instruction, one CEA is earned. Maximum of **30** hours or up to **50%** of the hours can be achieved this way over 3 years. **NOTE**: if course content changes significantly then can count as a first time presentation.

- ***Volunteer/Leadership Work***
Work performed as an active member of a CoSN committee, a CETL Ambassador, a study group leader, CTO mentor or other extra-job related activity involving one or more of the content areas founds on the *Detailed Content Outline (Appendix A)*. Volunteer hour can be reported, hour for hour, for up to a maximum of **21** hours or up to **35%** of the hours can be achieved this way over 3 years. **Example:** start a group/meetings in your local area that incorporates one or more of the *Detailed Content Outline* areas.

Recertification FAQs

How Much does it Cost to Recertify?
The cost to recertify is $165 ($330 for nonmembers). Your recertification application must be accompanied by this fee.

How Do I Submit My Recertification Activities?
Keep track of your CEAs as you accumulate them (see Appendix D for a sample form). Once you have accumulated the required 60 hours of CEAs, you may submit your CEAs for CoSN's review. Please do not submit your activities until you've accumulated the required 60 hours. If you have questions about what activities are eligible for recertification credit, please email certification@cosn.org. Please put "Recertification" in the subject line.

How Do I Provide Proof That I Have Completed an Activity?
You will only be asked to provide documentation of activities if you are audited; therefore, please keep a file of receipts and other proof of completion for at least six months after you have submitted your application. For conference attendance, we suggest you keep a check list of the educational courses you attended.

Can I Retake the Exam to Recertify?

Yes. Instead of accumulating 60 hours of CEAs, you may retake the exam before your three-year certification cycle ends. You must pay all applicable application fees. And, of course, you must pass the exam to remain certified. To recertify by exam, the exam must be taken in the final year of your certification cycle.

What if I Miss the Recertification Deadline?

If you do not submit your recertification application or retake the exam by the end of your three-year certification cycle, you will lose your certification and must begin the process again.

Will CoSN Send Me Alerts When My Deadline is Approaching?

CoSN will send email notifications when your deadline is approaching; therefore, please make sure your email is up-to-date in your online profile. Ultimately, however, it is your responsibility to keep track of your certification cycle end dates.

Appeals Process

The Certification Governance Committee (CGC) of CoSN makes every attempt to make fair and accurate decisions based on the information provided by the applicants and certificants. An appeal procedure is available to those who wish to contest any adverse decision affecting his or her application or certification status. Any individual who does not file a request for an appeal within the required time limit shall waive the right to appeal.

The CGC will review appeals of adverse certification decisions from CETL certified individuals ("certificants") and applicants for CETL certification ("applicants").

Candidates are permitted to appeal an adverse certification decision on the grounds that the CGC did not properly apply specified certification eligibility criteria or the decision was based on a factual error that affected the outcome. Adverse certification decisions include: denial of eligibility for initial certification, denial of recertification, suspension of certification or revocation of certification.

No appeal may be taken from an adverse decision based on an individual's receipt of a failing score on a CETL certification examination, Part I or Part II, absent extraordinary circumstances, as determined solely by the CGC.

Individuals cannot appeal (1) the passing score or actions taken in setting a passing score; (2) establishment of eligibility criteria; (3) individual test items; and (4) test content validity.

Privileged Information, including the nature, format, content and results of examinations administered by the CGC are considered privileged information. Due to the importance of exam security and item banking, neither exam forms nor answer keys will be disclosed or made available for review by candidates or any other unauthorized third party.

Upon receipt of the notice of an adverse decision, the applicant or certificant has the option to submit a written notice of appeal to the CGC Appeals Committee no more than fifteen (15) days following notice of the adverse decision.

In the written appeal, the applicant or certificants shall detail the nature of the request for appeal and the specific facts and circumstances supporting the request, and, all reasons why the action or decision should be changed or modified. The applicant or certificant must provide additional written, factual documentation to

support his/her appeal. The applicant shall bear the burden of proving the adverse decision was based on erroneous factual determination. There is no appeal on the basis of an incomplete application.

Applicants or certificants submitting a request for review to the CGC shall receive notification of the results within fifteen (15) days of receipt of the request. Should the candidate not be satisfied with the decision rendered, the candidate may submit a written appeal to the CGC within fourteen (14) days.

The CGC will review the appeal submission and accompanying documents and make a determination. Candidates will be notified of the CGC's decision within forty five days (45) of receipt of the request. The CGC's decision is final.

Send your appeal to:
Certification Governance Committee
CoSN
1325 G Street, NW., Suite 420
Washington, DC 20005
Or email your appeal to: certification@cosn.org

We will notify you in writing with the final decision.

Statement of Non-Discrimination
CoSN endorses the principles of equal opportunity. Eligibility criteria for examination and certification as a CETL are applied equally to all individuals regardless of age, race, religion, gender, national origin, veteran status, or disability.

Grievances and Disciplinary Process

The Complaints and Discipline Committee has the responsibility to maintain and enforce standards of professional conduct and ethics within those certified by the CGC. The committee will review and respond to cases of possible or actual misconduct by Certificants and those seeking certification. A complaint may be lodged by anyone who becomes aware of a perceived violation of the *Certified Education Technology Leader Code of Conduct.*

The Complaints and Discipline Committee will investigate complaints to the CGC which allege violations of the *Certified Education Technology Leader Code of Conduct.* Complaints regarding alleged violations should be reported to the CGC in writing, and should include a detailed description of factual allegations supporting the charges and any relevant supporting documentation. Complaints lacking sufficient detail may be dismissed by the Complaints and Discipline Committee or CoSN staff.

The Complaints and Discipline Committee will make every effort to follow the timeline requirements established in this policy. However, failure to do so will not prevent the resolution of any investigation or action, and discipline may be imposed at the conclusion of the process even if the timelines set forth herein are not met. Complainants and individuals who are the subject of the complaint are required to comply with established timeline requirements. Time extensions or postponements may be granted for good cause by the CGC upon recommendation of the Complaints and Discipline Committee.

Information exchanged during the complaint investigation and any hearing process will be considered confidential, and will be addressed in a discreet and professional manner by the members of the Complaints and Discipline Committee, CoSN staff and any consultants. However, absolute confidentiality cannot be guaranteed as circumstances may dictate that some level of disclosure is necessary, as determined in the reasonable discretion of CoSN staff and/or the Complaints and Discipline Committee or applicable law.

Further, while individuals may request anonymity when submitting a complaint and while CoSN, the CGC, and the Complaints and Discipline Committee will make their best efforts to honor such a request, there may be situations when an individual respondent may discern the identity of the complainant through the submissions. As such, neither CoSN nor the CGC cannot guarantee anonymity.

At the conclusion of the proceedings, submittals will not be returned.

Process:
Note: the timelines referenced throughout the policy are in business days.

Initial Complaint Review
Each complaint should contain the following minimum information:
1. The name, address and contact information of the complainant, if the complainant does not request anonymity;

2. The name of the individual against whom the complaint is being made, and his or her contact information, if known;

3. The nature of the complaint, including the factual background and time-period involved;

4. The name of other individuals or organizations who may have information regarding the particulars set forth in the complaint; and

5. Any documentary information supporting the complaint.

Complaints will be received and reviewed by CoSN staff to determine if the complaint should be forwarded to the Complaints and Discipline Committee. Each complaint will be evaluated based on the following:

1. Whether the subject of the complaint is or was a Certificant or an applicant for certification at the time of occurrence.

2. Whether sufficient information concerning the allegation is provided which would warrant the complaint to be forwarded to the Complaints and Discipline Committee. NOTE: If uncertain, CoSN staff should consult the Complaints and Discipline Committee Chair, or Vice Chair in the Chair's absence.

If it is determined that a complaint meets these criteria, then the complaint with identifying information redacted, will be forwarded to the Complaints and Discipline Committee to determine whether the complaint merits investigation. If deemed actionable by the Complaints and Discipline Committee, the complaint will be considered accepted. If the complaint does not meet these minimum criteria, CoSN staff will notify the individual who filed the complaint (if known) that insufficient information is available to proceed. If the complainant does not provide additional detail, CoSN staff will notify him/her that no investigation is warranted and the reason. NOTE: Willfully filing a frivolous or malicious complaint is considered a form of professional misconduct. Individuals who do so are subject to disciplinary action under this Policy.

Initial Review by Complaints and Discipline Committee

To determine whether to accept a complaint, the Complaints and Discipline Committee will schedule a meeting at the earliest possible time to discuss the merits of the complaint. Such meeting may be conducted face-to-face, by video or teleconference.

If the Complaints and Discipline Committee determines that it will not accept a complaint, the CGC will notify the individual complainant (if known) by letter within 30 business days of the rejection decision, and provide the reason(s) for the determination in writing.

If the Complaints and Discipline Committee decides to accept a complaint, the following procedure will be followed:

1. All available information in its original form will be provided to the Complaints and Discipline Committee. Members of the committee will be instructed to declare any real or potential conflicts of interest. The Committee will determine the seriousness of the conflict and, if deemed manageable, determine how the conflict will be managed. Declaration of real or potential conflict of interest, its nature, assessment of manageability and method will be recorded in the minutes. Any member who has an unmanageable conflict of interest, or who so prefers even if the Complaints and Discipline determines the conflict is manageable, will be recused. The recused person may not participate in the discussion, deliberation or vote; however, if s/he may have information potentially relevant to the investigation, s/he may provide the information to the Committee. Note: if the complainant requests anonymity, this will be preserved as much as possible while respecting the due process rights of the respondent to be informed of the details provided to the Complaints and Discipline Committee by the complainant.

2. A written notice will be issued to the subject of the complaint (Individual or Respondent) within 15 business days from the date the committee determined an investigation was warranted, via any traceable method. The notice will include: a) The substance of the complaint and its alleged factual basis, b) A copy of the Discipline and Complaints policy, c) A request to submit a response to the Complaints and Discipline Committee, d) A deadline for the response to be received, which shall be no more than 20 business days from receipt of the notice, and e) Notification to the Individual (Respondent) that all communications from and to the subject of the complaint will be routed via CoSN's main office.

3. A written notice will be issued to the complainant within 15 business days from the date the committee determined an investigation was warranted, via any traceable method. The notice will include: a) Notification that the Complaints and Discipline Committee will pursue an investigation; b) A copy of the Discipline and Complaints Policy; c) Notification that the subject of the complaint will be notified, and that the complainant will be identified to the subject of the complaint. Note: if the complainant initially requested anonymity, this will be preserved to the extent possible; d) Notification of the composition of the Complaints and Discipline Committee; e) Request for declaration of perceived conflict(s) of interest of the Complaints and Discipline Committee members within 15 business days of receipt; f) Notification that ethics investigations are confidential, and the complainant is expected to maintain confidentiality at all times and should not be engaging in discussion with the Respondent throughout the process; g) Notification that the Complaints and Discipline Committee may seek additional information during the investigation process and the complainant is expected to comply with the requests in a timely manner; and h) Notification that the only communication channels are to be with the Certification Director email box, by mail to the CoSN head office and/or by contact with the Complaints and Discipline Committee staff liaison. Notification also that attempted communications directly with any Complaints and Discipline Committee member is deemed highly inappropriate and will not be accepted.

4. The Complaints and Discipline Committee members with no conflicts of interest or those with declared but manageable conflicts will make up the Investigation Team.

Investigation Procedure

1. The Complaints and Discipline Committee Investigation Team will meet to review the complaint, any response provided by the subject of the complaint and any additional information, within 20 business days of receipt of a response from the Respondent. The Committee may, as necessary, appoint consultants from outside the Complaints and Discipline Committee with content knowledge and expertise relevant to the complaint to advise and inform the Complaints and Discipline Committee but shall not vote on any action items before the Committee. Any consultants must be approved, in

advance, by the CoSN Executive Director. Any such external consultants shall be bound by the confidentiality requirements in this policy.

2. The Complaints and Discipline Committee may invite the subject of the complaint to be available by telephone to respond to questions during the review meeting and any subsequent review meetings as necessary. However, the subject of the complaint will not otherwise be entitled to participate.

3. Based upon the evidence obtained to date which indicates the allegation may ultimately be substantiated, the Complaints and Discipline Committee will schedule a hearing which includes: applicable witnesses, the subject of the complaint, members of the Complaints and Discipline Committee, and applicable staff. The subject of the complaint will be provided with the names of the members of the Complaints and Discipline Committee as well as the names of any consultants involved in the investigation.

4. The subject of the complaint will have the right to notify the CGC of any potential conflict of interest he or she believe exists with any of the members of the Complaints and Discipline Committee or consultants. Based upon the information provided by the subject of the complaint, the CGC will determine if any individual should be recused from participating in further deliberations of the Committee.

5. The hearing may be conducted in person or by tele/videoconference depending upon the recommendation of the Complaints and Discipline Committee as approved by the CGC. The subject of the complaint will be expected to participate in the hearing. The subject of the complaint shall be entitled to make a brief statement, no more than ten minutes, providing any additional information relative to the complaint after which the subject of the complaint will respond to questions posed by members of the Complaints and Discipline Committee.

6. If, for valid and unavoidable reasons, the subject of the complaint is unable to attend the hearing as scheduled, or his/her representative(s) or material witness(es) are unable to attend, s/he may request a one-time rescheduling of the hearing to be held no later than 30 business days after the original hearing date.

7. If the subject of the complaint refuses to participate in a hearing, or is otherwise unresponsive to inquiries from the Complaints and Discipline Committee and/or the CGC or CoSN, the hearing will continue in accordance with this policy.

8. If practical, the hearing will be held no more than 60 business days from the acceptance of the complaint. If the subject of the complaint wishes to have an attorney or witness(es) participate in the hearing, he/she must notify CoSN staff at least 10 days in advance of the hearing date. Any attorney representing the subject of the complaint may advise the subject of the complaint but is otherwise prohibited from participating in the deliberations of the committee.

9. CoSN reserves the right to have its attorney present.

10. In order for a hearing to be conducted, the following individuals must participate:

    a. The Chair of the Complaints and Discipline Committee or his/her designee,

    b. The Vice Chair of the Complaints and Discipline Committee or his/her designee,

    c. At least a sufficient number of other members of the Complaints and Discipline Committee to achieve quorum (i.e.,50% plus 1)

    d. CoSN staff as assigned

11. Hearing proceedings will not be open to the public, and

12. Testimony will be recorded either electronically or via transcription. The subject of the complaint will have the right to request a copy of the testimony.

Following the hearing, the Complaints and Discipline Committee members who were present at the hearing will make a decision regarding the complaint. The decision will be based on the affirmative vote of the majority of members present and upon review of the applicable evidence, the rules and regulations of Certification Governance Committee, any applicable statutes or regulations promulgated by any state or federal entity or administrative body, the governing documents and policies of CoSN and/or the CGC, and the best interests of CoSN and/or the CGC. The Complaints and Discipline Committee members making such decision shall apply a preponderance-of-the-evidence standard when evaluating whether one or more Code of Conduct violations occurred.

The complainant and the individual who is the subject of the complaint will be notified by the Complaints and Discipline Committee Chair of the decision and the appeals process in writing via traceable method within 30 business days following the hearing. Then, the outcome of the investigation hearing by the Complaints and Discipline Committee will be forwarded to the CGC within 10 business days after the subject of the complaint has been notified.

Disciplinary Actions

Disciplinary actions imposed by the Complaints and Discipline Committee may include any one or combination of the following actions:

1. Decision that the /Certificant/applicant be ineligible for certification or recertification and/or that an application for certification be denied.

2. Requirement that corrective actions be taken by the subject of the investigation.

3. Suspension of certification for a period determined by the committee.

4. Revocation of certification.

5. Decision to recommend that CoSN consider imposing a public or private reprimand.

Depending upon the nature, severity, and circumstances of the violation, the CGC may recommend to the CoSN Executive Director that the final decision of sanctions imposed be published on the website of CoSN. This will include a Publication of Decision for Public Reprimands, Suspension and Revocation and will not include details of the complaint or investigation. Only name and geographical location will be disclosed. Publication on the website will be made once the appeals process is completed, if the individual who is the subject of the complaint/proceeding elects to pursue an appeal; or after the time period in which the individual may pursue an appeal is exhausted without an appeal being submitted. In addition to the foregoing, CoSN or the CGC may notify appropriate government or professional bodies of any final disciplinary action taken.

Appeals

Within 30 business days from the receipt of notice of a sanction, the affected Certificant/applicant may appeal, in writing, any such revocation or decision via traceable method to the CGC. In the appeal, the Certificant/applicant shall clearly state the reasons for the appeal. The following are the sole appropriate grounds for appeal of the final decision:

1. There were substantial errors of facts or omissions in the consideration process that would have significantly changed the outcome of the investigation;

2. The Committee failed to conform to published criteria, policies, or procedures which significantly changed the likely outcome of the investigation.

Within 30 business days of receipt of the appeal, the CGC shall refer to the Appeal Committee, constituted of individuals with familiarity with ethics processes, to review the complete record. Within 45 business days of its initial constitution, the Appeal Committee will seek to review the appeal, and issue a recommendation and a report to the CGC regarding the appeal. Within 30 business days of receipt of the Appeal Committee's recommendation and report, the CGC shall render a decision, and notification to the appellant, the complainant, if there is one, and all other appropriate parties, as determined by the Appeal Committee of the CGC, shall be sent via traceable method.

The Appeal Committee may only review whether the determination of a violation of the *Code of Conduct*, was inappropriate because of the stated reasons in #1 or #2 above.

The appellant may consult with legal or other counsel at any time during the appeal process. The Appeal Committee may consult legal counsel at any time during the appeal process. The Appeal Committee may, at its sole discretion, permit the appellant to make an oral or a written presentation. The appellant may be asked to appear in person before the Committee.

The recommendation of the Appeal Committee shall either affirm or overrule the determination of the Complaints and Discipline Committee. If the Appeal Committee recommends affirming the determination of the Complaints and Discipline Committee and such recommendation is confirmed by the CGC, the disciplinary sanctions imposed by the Complaints and Discipline Committee shall remain intact.

The decision of the CGC with regard to an appeal is binding upon CoSN and the CGC, the Certificant/applicant who is subject to the determination, and all other persons. The Appeal Committee may recommend to the CGC one or more of the following actions:

1) Upholding the decision of the Complaints and Discipline Committee;

2) Overturning the decision of the Complaints and Discipline Committee and re-opening the investigation, if the Appeal Committee determines and the CGC agrees that errors were made in the process that could have significantly changed the outcome. In this case, the CGC will appoint a new committee. The determination of this committee will be considered final and not subject to appeal.

3) Overturning the decision of the Complaints and Discipline Committee and closing the investigation.

Admission of Guilt

At any point in the investigative or hearing process or appeals period, an individual who is the subject of a disciplinary proceeding may admit to having violated the Code of Conduct. At such point, investigative procedures shall be stopped, and the Complaints and Discipline Committee shall determine a sanction and notify the CGC. By admission of guilt, the Certificant/appellant waives his or her right to a hearing or appeals process.

Voluntary Resignation

If at any point in the investigative or hearing process, the individual who is the subject of the complaint voluntarily resigns his or her certification, or application for certification, the Complaints and Discipline Committee may choose to cease or continue its consideration until it completes the discipline and complaints process. A voluntary resignation will be reported to the CGC as appropriate and may be reported publicly and/or to a governmental agency as set forth herein. The individual surrendering his or her certification, or application shall not be eligible for future certification with CoSN until after the matter is finally decided.

DEFINITIONS

Applicant: An individual who has submitted an application for membership or certification

Certificant: An individual who holds a CETL certification status through the Certification Governance Committee of CoSN

Complainant: The individual who reported the incident of non-compliance

Days: Business Day. (If practical, timelines may be extended as needed)

Individual (Respondent): The subject of the complaint

Investigation: The process of evaluating all relevant information related to the complaint received

Investigation Team: The team of individuals comprised of Complaints and Discipline Committee members and any requested consultants to aid in evaluating the investigation

Policy on Use of the Certification Mark

This policy is applicable to all individuals certified by the Certification Governance Committee (CGC) of CoSN.

POLICY:
The Certification Governance Committee of CoSN offers the Certified Education Technology Leader (CETL) designation.

CoSN and the CGC, grant limited permission to individuals who have met all of the Certification program eligibility criteria, passed the applicable exams, or maintained their certification per the Certification Governance Committee's recertification requirements, and received notification of certification from the Certification Governance Committee to use the CETL® designation that has been granted to them.

The CETL® designation is a registered trademark in the United States and its use is protected by applicable trademark law.

This limited permission allows only individuals who are currently in good standing with the Certification Governance Committee to use the designation as part of one's professional title. Proper uses of the designations include:
- Signatures
- Business cards
- Letterhead
- Directory listings
- Marketing materials (e.g. press releases, ads, etc.)

Acceptable examples:
Jane J. Torres, CETL
Jacque R. Smith, CETL®
Jane D. Jones, Ed.D, CETL
Jordan Doe, Ph.D., CETL®

Use of the CETL® designations by individuals who are not currently in good standing with the Certification

Governance Committee (e.g. have not been granted certification, have failed to properly maintain certification), is prohibited. Improper use of the designations or certification trademarks may result in disciplinary or legal action.

A CETL credential holder has the responsibility to report the unauthorized use, misuse, or other violation of this Policy to the Certification Governance Committee in a timely manner.

This reporting responsibility includes any circumstance where the use of a CGC granted certification mark is related to an individual or organization that is not a CETL credential holder, or where a certification mark is used improperly by a CETL credential holder. Suspected improper use of the CETL designations should be reported in writing via e-mail to the CoSN Certification Department at: certification@cosn.org.

A report of improper use must include a copy of the materials showing the misuse (i.e., copy of a CV, email signature line, business card, online profile, etc.). The complainant must include his or her name and contact details when lodging a complaint. However, such information will be held as confidential.

Within seven (7) business days upon receipt of a report of suspected misuse, the CoSN Certification staff will verify the status of the individual reported to have been misusing the designation. If the individual is currently in good standing with the CGC, the complainant will be notified as such.

If the individual purportedly misusing the designation is not currently certified in good standing, the CoSN Certification staff shall contact the individual through a written letter, via a traceable method. The letter shall inquire regarding the use of credential and a request made that the respondent forward any evidence of current certification (copy of certificate or award of certification letter) to the CGC within 15 days of receipt of the notification. The respondent may also reply acknowledging the improper use with evidence that corrective action has been taken (i.e., removal of the designation from business cards, website, CV, etc.), or with an application to take the appropriate examination to achieve the designation.

If no response is received within the stipulated time frame, the CGC shall then request legal counsel to send a cease and desist letter to the individual, demanding a response and applicable mandatory corrective action.

Appendix A: CETL Examination Detailed Content Outline

CETL Part I Exam Detailed Content Outline

Total Test Questions = 100 scored + 15 pre-test questions (unscored)

Effective April 2012

Leadership and Vision

A - Leadership & Vision (15%)

CETL certificants should be able to: Work closely with the executive team and stakeholders to develop a shared vision with long-term, big-picture perspectives on district goals to plan for meaningful and effective uses of technology; provide leadership when creating a vision of how technology can help meet district goals.

Related Knowledge

Strategic planning techniques to create a vision for how technology will support a district's strategic and operational goals

Ensuring focus on shared goals and sense of a common mission

Systemic planning skills and use of decision-making rules for priority setting

Organizational structure (formal and informal), history, and profile of all stakeholders

Processes (methods) that recognize individual stakeholder contributions

Definition of roles, responsibilities, and expectations for advisory committees necessary for effective use of technology to support district goals

Effective collaboration and interpersonal communication skills, e.g., listening, asking questions to solicit best ideas, relationship-building, consensus-building, communicating the need for change, using effective power-sharing techniques, camaraderie to ensure success

Personal communication skills, e.g., marketing collateral (print and online), public speaking, storytelling

Organizational and time-management skills

Constructive conflict management

Current technologies

Scope and value of emerging and promising technologies

Technologies that can positively impact teaching and learning in the interdependent environment of assessment, curriculum, and instruction

Role of technology to enhance efficiency and effectiveness of current practices and related cost-reduction opportunities

Forecasting return on investment and benchmark measurements for key innovations

Ensuring effective, challenging, and engaging learning for all students

Sources and nature of educational content and processes

Assessment best practices, e.g., how to assess key instructional activities, learning diagnostics, assessment of and accommodations for learning styles, educational terminology

Cultural context of change; management and facilitation of the change process

Role of professional development in the change process

Building support for change through a variety of mechanisms, e.g., learning by example and personal and mass communication

Use of data to help people draw conclusions

B – Strategic Planning (15%)

CETL Certificants should be able to: Have a high-level view across the school system and work with instructional and technical teams to identify steps needed to transform the technology vision into a long-range plan, complete with specific goals, objectives, and action plans.

Related Knowledge

Strategic planning best practices and identification of system leaders

Technology frameworks and alignment of technology and resources (people, capital, expenses) to strategic goals

Alignment of performance evaluations to strategic goals

Conducting a needs assessment

Budget development (chart of accounts)

Funding sources (federal, state, local, and public/private grants), donations

Use of financial information, financial and non-financial metrics

Alignment and communication of research to support VOI best practices

Modeling implementation of industry best practice methodologies, tools, and programs (TCO, ITIL, SDLC, Baldrige, etc.) to support strategic goals

Project management skills and prioritization of concepts to implementation, including determining relative priorities of competing demands

Identification of all district systems and their departments, e.g., instruction, assessment, finance, facilities, transportation, security, food service

Integration of and relationships among various departments

Methods of finding evidence and examples of successful technology-based solutions for each district system and department

Measurements for how technology supports each system or department

Communicating results of evidence and examples of successful solutions found for each district system and department, e.g., case study

Development of a technology and systems security plan

Periodic and ongoing backup and recovery tests

Establishment of redundancy systems to support business and instructional initiatives, assessment of risk, and potential impact

Use of metrics and data on goals, strategies, and budget to support technology plan

Communicating meaningful reports to stakeholders on technology plan

Disaster recovery/business continuing planning best practices, examples of successes and failures, and a phased-in plan to include multiple solutions

Involving stakeholders in disaster recovery/business continuity planning—in defining and refining the plan and in drills

Conveying complex technology concepts in familiar terms to non-technology staff, including translating data and statistics into easily understood graphical representations of goals and objectives

Engineering solutions based on goals and objectives

Developing solutions for creating a process of continuous improvement

C – Ethics and Policies (10%)

CETL Certificants should be able to: Manage the creation, implementation, and enforcement of policies and educational programs relating to the social, legal, and ethical issues related to technology use throughout the district and modeling responsible decision-making.

Related Knowledge

Collaboration with all impacted departments to ensure adherence to state and federal laws

Process for demonstrating and monitoring personal and system compliance

Policies and procedures at all levels, e.g., district, federal, e-Rate

Maintenance of records indicating personal and system compliance

Examples of best practices of appropriate ethical and professional behavior for technology use

Resources for maintaining current information about laws and legal issues and how district departments, policies, and practices are impacted

Communication via multiple methods and current information about laws and legal issues

Cyber security and physical security, potential vulnerabilities, and related issues for both students and staff

Best preventive practices and policies to impact vulnerabilities

Alignment of technology planning and implementation to goals for environmental protection, energy-saving practices, and appropriate equipment disposal

Communicating and collaborating with others in the policy development process

Definition of a high-performing learning environment

Ensuring policies and the policy development process to support a high-performing learning environment

Definition of equitable access

Structuring technology expenditure formulas to accommodate equity

Identification of stakeholders in the equitable process, as determined by district practice and/or policies

Assessment of needs of diverse students and staff, e.g., Universal Design for Learning (UDL) information, IDEA, ESL, special needs

Understanding the Educational Environment

A – Instructional Focus and Professional Development (12%)

CETL Certificants should be able to: Budget, plan, and coordinate ongoing, purposeful professional development for all staff using technologies; ensure a sufficient budget through the implementation and assessment process of emerging technologies.

Related Knowledge

Conducting a needs assessment to ensure purposeful professional development, including collaboration and communication with instructional leaders and assessment of staff proficiency

Resources (funding, technologies, and policies) needed for purposeful professional development

Communicating with stakeholders and gathering feedback regarding professional development

Research, collaboration with the field, and collaboration with district instructional leadership to identify and promote technologies that support educational best practices

Alignment of technology resources to support best practices

Alignment of technology and curriculum standards

Alignment of job roles to available and/or needed technology resources to empower staff to successfully meet ongoing job demands

Communication and promotion of student proficiency in 21st century skills

Examples of standards for innovative teaching and learning that develop student proficiency in 21st century skills

Collaboration with local education institutions to establish professional development programs of interest to teachers

Serving in advisory capacity to develop skills for new teachers

Organizations responsible for developing and modifying state and national standards, benchmarks, and frameworks for technology literacy

Collaboration with staff to share updates regarding standards

Conducting professional development targeting standards

Diverse needs of students and other stakeholders

Identification of technology resources to address diverse needs of students

Providing or facilitating professional development opportunities to address diverse needs of students and other stakeholders

Examples of effective uses of technology to maximize learning for diverse students

B – Team Building and Staffing (9%)

CETL Certificants should be able to: Play an integral role in the district's strategic planning process; create and support cross-functional teams for decision-making, technology support, professional development, and other aspects of the district's technology program.

Related Knowledge

District organization and related roles and responsibilities

Purpose of a cross-functional team and determining when it is necessary for appropriate aspects of the district technology plan

Creating cross functional teams, including who to pull together and when, and protocols for creating the team

Resources (knowledge, funding, time, tools) to deliver on team's purpose

Leadership skills to manage diverse teams, ensuring distributed leadership

Defining and setting clear purpose, objectives, and expectations of any team

Establishing agendas, targets, and measures

Planning and coordinating meetings, including meeting and communication protocols, and providing post-meeting follow-up that includes everyone

Team communication standards (who, what, when, where, how)

Delegating responsibilities

Ensuring everyone is clear on team expectations and individual roles

Gathering feedback and monitoring process, progress, and results of team activities; facilitating when and how a team comes to consensus

Ensuring proper follow-through on team commitments

Decision-making tools to support effective teamwork, e.g., identifying who needs to be involved; establishing/monitoring timelines; determining how to meet milestones; using scorecards, dashboards, progress summary

Framework for decision making that includes current and desired district, state, and other assessment information

Engaging team members and ensuring everyone has opportunity for input

Team building based on team needs and not the job

Separating fact from opinion, reconciling mixed messages, limiting positional power, and dealing with personalities and professional interactions

Effective screening and interviewing processes, including quantitative and qualitative data for making decisions, and validation of information sources

Representative and clear job descriptions

Ongoing feedback to individuals and teams on strengths and required growth, using quantitative and qualitative data, and establishing benchmarks

Analysis of team structure and organization chart relative to supporting strategic plan, with clear team function and responsibilities

Accurate, published organization chart, involving board/cabinet as needed

Strategic plan for staffing requirements, aligning staffing resources to needs

Staff skills development, including empowering others to leadership roles

Using data to deploy or reassign staff to best meet strategic plan goals, working with HR and the budget process as necessary

C – Stakeholder Focus (9%)

CETL Certificants should be able to: Build relationships with all stakeholders, taking a close look at how the district determines requirements, expectations, and preferences. Understand the key factors that lead to stakeholder satisfaction, focusing on how the district seeks knowledge, satisfaction, and loyalty of students and other stakeholders.

Related Knowledge

Identification of all stakeholder groups needed for buy-in of vision of technology program

Collaboration with stakeholders to create a vision for how technology will support district goals

Soliciting input and/or feedback from stakeholders for vision for technology

Focus groups for representative stakeholders

Concepts for survey development

Anticipation and clarification of stakeholder group technology needs and/or interests

Communication models for listening to stakeholder input and feedback

Interpersonal communication skills to collaborate with stakeholders on vision for how technology will support district's strategic goals

Human metrics and methods of implementing successful human interactions

Definition of "knowledge worker"

Addressing and responding to stakeholder and all knowledge worker input, feedback, issues (positive or negative), and concerns

Synthesizing and aligning stakeholder needs and/or concerns

Alignment of district goals with stakeholder goals

Ensuring stakeholders know district vision and strategic goals

Electronic collaboration tools that assist in stakeholder involvement

Partnerships that can yield funding via grants or charitable contributions

Identifying appropriate technology options to support volunteer and/or alternative efforts to improve education

Models for identifying opportunities and their requirements for supplementing district resources

Using emerging technologies, e.g., Twitter, Facebook, messaging systems, to effectively communicate with stakeholders

Responding to stakeholder preferred method(s) of communication

Managing Technology and Support Resources (30%)

A – Information Technology Management (9%)

CETL Certificants should be able to: Direct, coordinate, and ensure implementation of all tasks related to technical, infrastructure, standards, and integration of technology into every facet of district operations.

Related Knowledge

System design
Standards concepts, e.g., networking standards and interoperability
Available resources, e.g., funding and people, for planning all tasks related to technical systems, network infrastructure, and technology device management
Rationale for technology choices
Needs assessment of training, readiness, and concept of scalability
Techniques for overseeing implementation of technical systems, network infrastructure, and technology device management
Alignment of roles and responsibilities to tasks, and project management techniques
Assessing impact of choices made, e.g., for outsourced options
Staying abreast of emerging technology trends
Evaluation of TCO and ROI
Conducting pilot projects, e.g., to meet goals, support education, with comparison of plans to actual outcomes
Development of evaluation instruments
Stakeholder communication regarding evaluation results
Application of evaluation results and making appropriate changes
Meaning of "integration of technology into every facet of operations" in the education environment
Systems to support specific types of operations, e.g., purchasing systems for food services
Impact of filtering on operations
Developing, collecting, interpreting, and reporting metrics for all aspects of IT system, e.g., utilization, uptime statistics, equity (number of devices, etc.), ratio of technicians to students or devices, mean-time-to-repair, who users are, how students and staff are using the system, staff efficiency
How stakeholders make use of metrics
Contrast between disaster recovery and business continuity
Identification of "mission critical" resources
Identification of levels of risk
Development of disaster recovery plans built on best practices
Development of business continuity plans built on best practices
Managing stakeholder expectations for disaster recovery and business continuity

B – Communication Systems Management (7%)

CETL Certificants should be able to: Use technology to improve communication, directing and coordinating the use of e-mail, district websites, web tools, voice mail systems, and other forms of communication to facilitate decision-making and enhance effective communication with key stakeholders.

Related Knowledge

Communication systems currently installed and in use, their interoperability with one another, and the scalability of each

Identification of which stakeholders are accessing which systems and how

Emerging access options, devices, and communication tools and the potential use of each in the education environment

Collaboration with stakeholders in the field about what is effective and maintaining collaboration and connections

Building relationships and communicating with experts for recommendations and information on standards, interoperability, and other districts' successful use of communication systems

Gathering and responding to feedback from stakeholders on communication systems issues and needs

Organizational policies, e.g., acceptable use policy for students and employees; student information; copyrights; ethical use of district resources and internet necessary to keep district, school, and teacher websites and other communication tools updated, compliant, and operational

Collaboration with experts and stakeholders to establish standard framework for content and security to keep district, school, and teacher websites and other communication tools updated, compliant, and operational

Organizations responsible for sharing information on emerging technologies that enhance communications

Identifying internal support capabilities and available resources

Research on support options, including uptime requirements and the relationship to support

Compliance requirements, e.g., archiving, use and abuse, security, records retention

C – Business Management (7%)

CETL Certificants should be able to : Manage the budget and serve as a strong business leader who guides purchasing decisions, assists in determining return on investment for all technology implementations, and fosters good relationships with vendors, potential funders, and other key groups.

Related Knowledge

Funding sources available to meet district and programmatic goals - grants, federal funds, state funds, matching funds, others

Differences between recurring resources and one-time funding

Differences between capital and operational expenses and funding

Differences between leasing and purchasing and/or multi-year purchasing

Differences between fixed and variable expenses

Differences between unit costs and extended costs

Differences between budgeted costs and actual costs

Differences between TCO and VOI (soft and hard benefits) and tradeoffs

Differences between line item budgeting and categorical budgeting

Federal guidelines, e.g., Title I and e-Rate certifications and guidelines

Salary administration

Budget cycle and fiscal year

Bid and RFP processes and preparation

Bulk purchasing, warehousing, just-in-time purchasing, volume purchasing

Aligning purchasing to strategic goals and needs

Laws and monetary limits

Quotes, contracts, and contract negotiations, including rules for negotiation

Impact of inventory and insurance practices on purchasing decisions

Asset management life cycle

Financial reporting and forecasting

Budget rollover or carryover

Role of governing bodies in (re)appropriation of funds

District and state policies and guidelines, e.g., monetary limits, lunch and other benefits, legal requirements, purchasing guidelines relevant to negotiating with and managing vendors and business partners

Discounts

Ethical purchasing

Creating task forces to bring in business partners

Collaborating with business partners and maintaining appropriate contacts with vendors

Donations and in-kind contributions

Vendor performance management, process for a non-performing vendor, and milestones for contract payments based on implementation

Analyzing the scope of necessary professional development for staff using technologies, budgeting and implementing it, including analysis of in-house services against contracted services

D – Data Management (7%)

CETL Certificants should be able to: Manage the establishment and maintenance of systems and tools for gathering, mining, integrating, and reporting data in usable and meaningful ways to produce an information culture in which data management is critical to strategic planning.

Related Knowledge

Basic understanding of database structures and concepts for gathering, warehousing, mining, integrating, and reporting data in meaningful ways

Systems and tools for gathering, warehousing, mining, integrating, and reporting data in meaningful ways

Effects of invalid data

Authorization and security standards

Data streams and systems

Platforms and interoperability

Data frameworks and multi-dimensional cubes

Assessing scalability

Evaluating and managing user needs

Requirements gathering

Data migrations

Data loss management

Monitoring health of data systems through reporting

Differences between web-based computing and cloud computing

Differences between hosted and self-hosting

Availability of on-demand data for decision making to support all stakeholders

Conducting a stakeholder needs assessment and/or gap analysis for decision making

Automation of data capture

Ensuring access to the right data for the right people

Definition, description, and differentiation between SIF and SCORM and other industry standards

Alignment of input to output necessary for responding to information reporting requirements related to government mandates

Collection of data to produce necessary reports

Data validation processes

Identification of end-user data needs

CETL Part II Exam Content Outline

Part II of the CETL exam consists of four (4) essay questions, all of which must be answered and are scored, which encompass a variety of skills necessary for an education technology leaders, such as planning, communication, presentation, facilitating and negotiating.

Appendix B: Code of Conduct and Terms of Confidentiality

CoSN's CETL Candidate and Certificant

Code of Conduct and Terms of Confidentiality

Those holding CoSN's Certified Education Technology Leader (CETL) designation represent, through knowledge and conduct, the highest professional standards expected of an educational technology leader. Those seeking and holding the CETL agree to abide by the CETL Candidate and Certificant Code of Conduct and Terms of Confidentiality set forth below.

CETL Code of Conduct and Confidentiality – approved 09/1/2017

As a professional seeking the CETL designation, I agree to the following CETL Code of Conduct:

- Comply with all local, state, and federal laws, regulations, and statutes applicable to the field of education technology

- Demonstrate the highest standards of integrity and professional conduct

- Encourage others in the profession to act in an ethical and professional manner

- Fully and accurately disclose any professional or business-related conflicts or potential conflicts of interest in a timely manner

- Refrain from offering or accepting payments or other forms of compensation or tangible benefits, which do not conform with applicable laws and which may provide unfair advantage for themselves or others they may represent

- Conduct professional activities in a manner that is fair, honest, accurate, unbiased, and otherwise appropriate

- Respect and protect the intellectual property rights of others, and properly disclose and recognize the professional and intellectual contributions of others

- Strive to enhance professional capabilities, skills and knowledge; and accurately and truthfully represent professional qualifications

- Not discriminate on the basis of race, color, religion, national origin, age, sex, disability, family status, or any other local, state, or federally protected class

- Not obtain or attempt to obtain certification or re-certification by misrepresentation, bribery, fraud, or deception

As a professional seeking certification as a CETL, I agree to the following Terms of Confidentiality:

- The questions and answers on the CETL exam are the exclusive and confidential property of the Consortium for School Networking (CoSN), are copyrighted, and are protected by CoSN's intellectual property rights

- I shall not to disclose the exam questions or answers or discuss any of the content of the exam materials with any person without prior written approval of CoSN

- I shall not to remove from the examination room any exam materials of any kind provided to you or any other material related to the exam, including, without limitation, any notes or calculations

- I shall not copy or attempt to make copies (written, photocopied, electronically, or otherwise) of any exam materials, including, without limitation, any exam questions or answers

- I shall not sell, license, publish, reproduce, transmit, distribute, give away, or obtain from any other source other than CoSN the exam materials, including, without limitation, any exam questions or answers without the prior written approval of CoSN

- That obligations under the Terms of Confidentiality will continue in effect after the examination and, if applicable, after termination of your certification, regardless of the reason or reasons for termination and whether such termination is voluntary or involuntary

I have read the above CoSN Code of Conduct and Terms of Confidentiality, and I agree to uphold and abide by its terms. I understand that a violation of the CoSN Code of Conduct and/or the Terms of Confidentiality may be grounds for disciplinary action, including cancellation of exam scores, denial or revocation of certified status.

(NOTE: Those applying to sit for CETL exam will be prompted to accept these terms before being permitted to submit an online application.)

Appendix C: Special Accommodations Forms

Approved: July 31, 2019   Approved by: CoSN Certification Department   Page **40** of **42**

REQUEST FOR SPECIAL
EXAMINATION ACCOMMODATIONS

If you have a disability covered by the Americans with Disabilities Act, please complete this form and the Documentation of Disability-Related Needs on the reverse side so your accommodations for testing can be processed efficiently. The information you provide and any documentation regarding your disability and your need for accommodation in testing will be treated with strict confidentiality. Please return this form to CoSN at: certification@cosn.org within 15 days of your exam application.

CANDIDATE INFORMATION

_____
Name (Last or Family Name, First, Middle Initial, Former Name)
_____
Mailing Address
_____
_____

City State/Province   Zip Code/Postal Code   Country
_____

Daytime Telephone Number with country code if outside of North America   Email Address

SPECIAL ACCOMMODATIONS
I request special accommodations for the CETL examination.

Please provide (check all that apply):
_____ Reader
_____ Extended examination time (time and a half)
_____ Reduced distraction environment
_____ Large print examination (paper and pencil administration only)
_____ Circle answers in examination booklet (paper and pencil administration only)
_____ Other special accommodations (Please specify.)
_____
_____
_____

Comments:
_____
_____
_____
_____
_____
_____
_____

PLEASE READ AND SIGN:
I give my permission for my diagnosing professional to discuss with CoSN staff my records and history as they relate to the requested accommodation.

Signature: _____ Date: _____

Return this form to: CoSN Certification: certification@cosn.org
If you have questions, call the Certification Department at 202.524.8464.

DOCUMENTATION OF
DISABILITY-RELATED NEEDS

Please have this section completed by an appropriate professional (education professional, physician, psychologist, or psychiatrist) to ensure that CoSN is able to provide the required examination accommodations.

PROFESSIONAL DOCUMENTATION
I have known (candidate name) _____ since _____ /_____ /_____
in my capacity as a (professional title) _____.

The candidate discussed with me the nature of the examination to be administered. It is my opinion that, because of this candidate's disability described below, they should be accommodated by providing the special arrangements listed on the reverse side.
Description of Disability:
_____
_____
_____
_____
_____
_____

Recommended Accommodations:
_____
_____
_____
_____
_____
_____

Signed: _____ Title: _____

Printed Name: _____

Address:
_____
_____
_____
Telephone Number:
_____

Date: _____ License # (if applicable):_____

Return this form to:
CoSN Certification Department at: certification@cosn.org
If you have questions, call the CoSN Certification Department at 202.524.8464