Certified Education Technology Leader (CETL)

Certification Handbook
July 2018

Introduction

CoSN's Certified Education Technology Leader (CETL) certification program and its body of knowledge were created by and for education technology leaders. For K-12 education technology leaders, 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.

CETL Certification Purpose

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. Once certified, CETLs agree to recertify their designation every three years, 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.

Why Was the CETL Certification Created?

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.

What Will the CETL Certification Exam Test?
What are the competencies of a CTO? To answer this question, CoSN assembled a task force of education technology leaders to review the body of knowledge needed by the professionals who oversee the implementation of technology in our nation's K-12 school districts. They determined which knowledge and skills should be required of CETL certificants, as well as the proportion of the total content tested. This resulted in the Detailed Content Outline (DCO), or Test Specifications, for the CETL exam. The Detailed Content Outline can be found later in this Handbook.

What is Certification?
Achieving certification is more than passing an exam. Holding a certification indicates that you have mastered the body of knowledge needed to perform your job at the highest level. Recertification requirements ensure that you stay current with the changes taking place in your field.

What are the Differences between Certification and Certificate

Programs? With certification programs
- You must pass an exam

- You must recertify, usually through professional development (PD) activities; thus the program is considered a career-long process

- The exam and the program are more robust and stringent

- The eligibility requirements generally include a combination of education and experience

With certificate programs

- There are generally no eligibility requirements

- Participants go to a one-time training session

- There is usually no assessment of "lessons learned"

- The Certificate of Completion is generally just based on attendance rather than lessons learned

- There is no follow-up PD required so there is no guarantee that you are continuing to update your knowledge of the topic

Is Certification Right For Me?
The CoSN certification program is specifically designed for CTOs and those aspiring to be CTOs. Holding the CETL designation will demonstrate 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.

Eligibility Requirements

What Are the Exam's Eligibility Requirements?

To sit for the CETL certification exam you must have a minimum of a Bachelor's degree plus (4) four years of education technology experience. "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, you will be required to sign a *Code of Conduct and Terms of Confidentiality* before your application is accepted for processing (see Appendix B).

What If I Don't Meet the Eligibility Requirements?

If you don't meet the minimum education requirements, you must have at least seven years of demonstrable experience in education technology. To be deemed eligible using these criteria, you may request that the Certification Governance Committee (CGC) grant a waiver of the education requirement. This appeal must be writing and must include the following:

1) A current CV or resume
2) A cover letter outlining your minimum of seven years of experience in education technology, specifically relative to the content areas covered on the Detailed Content Outline
3) A signed recommendation from your supervisor attesting to your 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.

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

Exam Structure

How is the Exam Structured?

There are two parts to the CETL certification exam. Applicants must pass both parts of the exam to be certified.

1. Part I is a four-option, multiple choice exam consisting of 115 items. Of the 115 items, 100 will be scored and 15 will be pretest questions. The exams are administered, on demand, at secure testing sites using Prometric Testing Centers. You will be given two hours to complete Part I and your results will be provided immediately Those who pass Part I will be emailed instructions for taking Part II within three (3) business days.

2. Part II of the exam 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 passing Part I will be sent email instructions on how to complete this essay-based portion of the exam. You will have seven days to submit your essays (submission instructions and the deadline will be included with the email). Your essays will be graded by a panel of CTO subject matter experts specifically trained by testing specialists using a pre-determined rubric.

Why are Pretest Items on the Exam?

Pretest items are included on the CETL exam to measure their difficulty and effectiveness before they are officially added to the exam's item bank. You will not know which of the 115 items on the exam is a pretest item and your answers to these questions will not be included in your final score.

Applying for the Exam

How Do I Apply to Take the Exam?

The exams will be administered at Prometric Testing Centers on the date and time of the candidate's choosing. Exams are also administered in conjunction with the CoSN Annual Conference. To register and apply for the exam, visit the CoSN website here or registration can be added to your Annual Conference registration.

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

Step 1: Create a profile in the CoSN Certification database.

Step 2: Register for the exam at a Prometric Testing Center via the CoSN website. You will be sent an email with a link to submit an online exam application. As part of the CETL eligibility requirements, you will be required to agree to abide by the *CETL Certificant Code Conduct and Terms of Confidentiality* (see Appendix B).

Step 3: Applications will be reviewed for completeness and adherence to eligibility requirements.

Step 4: You will be notified upon approval of your application.

Step 5: You will receive an **Authorization to Test** email that will include an Eligibility ID# and instructions on how to schedule your personal testing appointment.

Step 6: Prepare for the exam. Taking a professional certification exam should be approached thoughtfully and with care. We suggest you first take the CETL Self-Assessment, which can be found in Appendix C. The Self-Assessment will assist you in identifying the areas in which to concentrate your studies.

Once you identify areas for further study, the CoSN website offers a Knowledge Center which is a library of resources available to school district technology leaders. Many of these resources can be tied to areas of the CETL Detailed Content Outline.

Step 7: Schedule you exam. Once you are ready, schedule your exam using the details provided in your Authorization to Test email. Be sure to schedule in advance to obtain your preferred testing date and time.

Step 8: Take the exam.

What is the Application Audit Process?

CoSN audits 5% of all exam applications. If you are chosen for an audit, you will be asked to submit documentation of your work and education experience.

How Do I Document My Work Experience?

If you are audited, you will be asked to submit a current CV or resume and job descriptions associated with the employment on your resume that you are using to substantiate that you meet the eligibility requirements. You will also need to submit a signed letter from your superior attesting to the accuracy of that work experience.

How Do I Document My Education Experience?

If you are audited, you will be asked to submit an official transcript from your college or university showing your highest degree achieved.

How Do I Request a Special Accommodation at the Test Site?

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. The Professional Certification Committee 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 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.

When Are the Exams Offered?

The CETL exam is administered on-demand at Prometric Testing Centers at the convenience of the candidate. To find the Prometric Center nearest you, go to www.prometric.com/cosn. The exam will be administered each year in conjunction with CoSN's Annual Conference. Most Prometric Testing Centers are open six (6) days a week from 8AM – 8PM.

What Are the Application Deadlines?

There are no deadlines for taking the exam at a Prometric Testing Center, as exams are scheduled at the convenience of the candidate. For exams at the CoSN Conference, applications must be received one (1) week before the exam's testing date.

How Will I Know If I'm Approved to Take the Exam?

If you are approved to take the CETL exam, you will be sent an Authorization to Test email with instructions about scheduling your exam.

How Do I Reschedule or Cancel an Exam?

Applicants must complete an application process in order to be reviewed and approved to take the CETL examination. Once approved, the applicant becomes a candidate and is sent an Authorization to Test (ATT) email. If taking the exam via computer-based testing (CBT) with the CETL vendor, the ATT email includes instructions for how to make a personal testing appointment.

When an applicant is granted eligibility to take the CETL certification exam via CBT, that eligibility is granted for a ninety (90) day period. All eligible candidates are expected to schedule an exam appointment for, and take the examination during, their exam eligibility period.

CoSN does recognize that occasionally circumstances may prevent a candidate from testing in the originally scheduled eligibility period. Under certain circumstances, the Certification Governance Committee (CGC) will grant CBT candidates eligibility for one additional eligibility period beyond the original period given the candidate.

Transfers

If a candidate is unable to test during the exam period for which he or she was originally approved, the candidate may request a one-time transfer to a new eligibility period at no additional cost. Transfer will only be made for one new eligibility period. The transfer 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 a transfer in writing via email to certification@cosn.org. The candidate **must cancel** any previously scheduled CBT appointments **directly with** the testing agency in order to take advantage of this option. Candidates are allowed one transfer only. If a candidate has already transferred the exam one time, the candidate will not be able to do so again.

Transfer of eligibility and associated fees will be applied only to the original candidate and are not transferable to another person, even if paid for by a third party. Exam fees transferred may be used only toward another exam appointment and not toward other products or services.

No Testing Appointment Scheduled

If a candidate does not schedule an appointment for, or take, the exam in the original eligibility period for which he or she was approved, and the candidate does not request a transfer before the close of the original eligibility period for which he or she was approved, the candidate will not be refunded 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.

Exam Cancellations

Occasionally, a candidate intends to test but circumstances prevent him or her from doing so. Candidates are permitted to cancel a scheduled exam up to five (5) days _**before**_ the scheduled appointment by contacting the testing agency directly for CBT exam. For CBT exams, based on how far in advance the candidate cancels the scheduled appointed, there may be fees associated the appointment cancellation.

For CBT exams, it is mandatory that the candidate cancel their exam with both the testing agency and with CoSN to certification@cosn.org .

CBT candidates are to contact the testing agency 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.

CBT cancellation requests received fewer than five (5) calendar days prior to a scheduled exam appointment will not be honored. All CBT candidate fees will be forfeited. Once a CBT exam appointment is cancelled, a candidate may be eligible to request a transfer to the next exam period.

No Shows for a Scheduled Appointment

If a candidate schedules a CBT exam appointment and fails to take the exam, he or she forfeits all fees.

If a candidate arrives late for a scheduled CBT 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 his or her exam appointment due to an emergency situation that arises within the five (5) days prior to his or her exam appointment, the candidate is required to submit an Emergency Cancellation Form and official documentation to the Certification Governance Committee in order to avoid forfeiting fees. This information must be received by the CGC within seven (7) calendar days after 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 a transfer, 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.

Re-Examination

Candidates who do not achieve a passing score on the certification examination will be allowed to re-take the without submitting a new application for a reduced re-examination fee after a three (3) month waiting period. This is designed to give the candidate additional time to study or fill knowledge gaps. A candidate's application remains valid for a two (2) year period.

Exam Costs

How Much Does the Exam Cost?
- **CoSN Member:** $299
  Retake fee: $200 per exam part, per retake

- **Non-CoSN Member:** $499
  Retake fee: $200 per exam part, per retake

What are the Refund Policies?
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

How Do I Study for the Exam?

The CETL exam is based on the *Detailed Content Outline* for the CETL Exam (see Appendix A). It will measure your knowledge in the skills identified in this *Outline*. Because people come to the CTO field in a variety of ways (e.g., from a technology background, from an educational background), there is no best way to study for the exam. In addition, there are no preparatory materials that will "teach to the test." Therefore, assessing your personal experiences in and knowledge of the education technology field should be your first step.

CoSN suggests you first review the *Outline (Appendix A)* and then take our Self-Assessment (see Appendix C) which will help you identify the skill areas in which to concentrate your studies. Once you have identified specific areas in which you need to bolster your knowledge, there are a number of ways to improve your knowledge and skills in those areas:

- 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 in your district whose job role may be different than yours but covers the areas you may need to improve on – ask to shadow this professional.

- CoSN, and other related organizations, offer online and in person training courses that may assist you 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.

Exams Scores

How is Part I of the CETL Exam Scored?

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. Each expert is asked to review each question in the examination, and assess the difficulty of that question. More specifically, they are asked to estimate the likelihood that a candidate with minimum adequate knowledge would answer the question correctly. The sum of these probabilities, averaged across the panel of experts, gives a preliminary estimate of the pass mark.

Exams are criterion-referenced and a candidate's score is not dependent on how other candidates score. Each correct item received one point. There are no partial points and all questions are equally weighted. There are 100 scored questions on each exam. Candidates must score a 72 or higher to pass Part I.

If you are unsuccessful on Part I, your score report will help you identify how you performed in each of the three major content areas to help direct your continued studies.

How is Part II of the CETL Exam Scored?

For Part II of the CETL exam, the passing score was determined by a Scoring Committee, which was comprised of a panel of subject matter experts who established a scoring rubric.

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 four graders, who use an established rubric to review each essay response – one grader for each essay. Each essay is scored on a scale of 0 – 3. 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.

After the Exam

I Passed. Now What?

Showcase your achievement proudly! Add the CETL designation to your email signature and business cards. Notify your colleagues and bosses of your certification. Once you pass the CETL certification exam you may use your designation as long as your certification remains current.

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. We have created a sample press release for you to use to announce your achievement to your local newspaper or school newsletter.
- Opportunity for CoSN to notify your superintendent and school board of your achievement;
- Inclusion in the CETL Directory on the CoSN website.

What If I Don't Pass?

Candidates 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 you are eligible to take Part II. If you fail Part I, the retake fee will apply if Part I is retaken. When Part I is passed, you may take Part II of the exam. If you fail Part II, the retake fee will apply when Part II is retaken.

Retake fees
If you do not pass either Part I or Part II of the exam, you may re-apply to take the exam at a reduced rate; however, you must wait three (3) months before taking the exam again.

CoSN Member:
- Retake fee: $200 per exam part, per retake

Non-CoSN Member:
- Retake fee: $200 per exam part, per retake

Recertification Requirements

Three years after the date of issue, your CETL certification will expire. To remain certified, you are required to stay current in the CTO field by completing 60 hours of continuing education activities (CEAs) or retake and pass the CETL exam before your certification expires. Recertification activities must take place within your three-year certification cycle.

The goal of the Certification process is to ensure, as much as possible, the continuing competence of each certificant and maintain the professional standard of those engaged in implementing and maintaining the integration of technology into K-12 learning environments. There are a number of professional activities that can contribute to that goal.

The purposes of the Continuing Competency requirements established by the Certification Governance Committee are that Certified Education Technology Leaders:
- 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 provide one of the main methods for keeping up with professional practice.

Recertification is required every three (3) years. Each candidate for Recertification must demonstrate that he/she meets the current requirements in order to successfully recertify and be permitted to continue to use the designation.

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:

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) is 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.

Structured online courses (e.g. e-learning with assessment/college credit)

Structured e-learning courses with assessment that contribute to the certificant's knowledge and understanding of the profession generate 1 CEA per hour. Maximum of **48** hours or up to **80%** of the hours can be achieved this way over 3 years.

Structured online courses (e.g. e-learning without assessment/college credit)

Structured e-learning courses without assessment that contribute to the certificant's knowledge and understanding of the profession generate 1 CEA per hour. Maximum of **20** hours or up to **33%** 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, including microcredentials, 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.

How Much does it Cost to Recertify My Designation?
The cost to recertify is $150 ($300 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

May I Appeal a Decision?
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.

Appeal Process
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.

Appendix A

CETL Examination
Detailed Content Outline

CETL Exam Detailed Content Outline
Total Test Questions = 100 scored + 15 pretest
Effective April 2012

I.	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.

I.A 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.

I.B 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.

I.C 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
II.	**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.

II.A 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.

II.B 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.

II.C 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

III.	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.

III.A 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.

III.B. 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.

III.C 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

implamenting 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.

III.D. 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

Appendix B

CoSN's CETL Candidate and Certificant
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

Self-Assessment for the CoSN Certified Education
Technology Leader (CETL) Certification Exam

Self-Assessment for the
CoSN Certified Education Technology Leader
(CETL) Certification Exam

COSN's Self-Assessment will help you determine your readiness for the CETL certification exam. It can also help you identify personal strengths and areas for growth to support your professional development objectives and help you acquire or strengthen skills and competencies required for success as a 21st century education technology leader.

The certification exam and this Self-Assessment is built on CoSN's Detailed Content Outline for the CETL Examination, details the content found on the exam. A CETL not only must they possess technology skills; they must know how to apply these skills in the educational environment.

I.   LEADERSHIP AND VISION—40% (Pages 2–4)
    A. Leadership & Vision – 15%
    B. Strategic Planning – 15%
    C. Ethics & Policies – 10%

II. UNDERSTANDING THE EDUCATIONAL ENVIRONMENT—30% (Pages 5–7)
    A. Instructional Focus & Professional Development – 12%
    B. Team Building & Staffing – 9%
    C. Stakeholder Focus - 9%

III. MANAGING TECHNOLOGY & SUPPORT RESOURCES—30% (Pages 8–11)
    A. Information Technology Management – 9%
    B. Communication Systems Management – 7%
    C. Business Management – 7%
    D. Data Management – 7%

Under each of these essential skill statements are specific knowledge areas identified in the *Detailed Content Outline*. This Self- Assessment is constructed from those task statements and the related knowledge identified in the *Outline*.

In each section of the Self-Assessment, review the essential skill area and the related knowledge necessary to fulfill these competencies. Using the keys provided, consider your current level of understanding and experience in each skill area. This is your personal assessment of competence. Then determine the gap, if any, that exists and whether any additional development is needed. This exercise will help you assess your current readiness for the CETL certification exam and identify areas where additional experience, study, mentoring,

Completing this Self-Assessment does not ensure mastery of the competencies required for CETL certification exam but rather helps you assess your readiness, identify your current strengths, and chart a plan for gaining knowledge and skills in areas of desired growth.

I. LEADERSHIP & VISION (40%)

A - Leadership & Vision (15%)		
Definition: 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	Competence	Gap
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		

KEY:

Level of Competence
4 – Expert level of understanding/experience
3 – Moderate level of understanding/experience
2 – Basic level of understanding/little or no experience
1 – Little or no exposure

Development Gap
3 – Little or no development needed
2 – Some development needed
1 – Considerable development needed

B – Strategic Planning (15%)

Definition: 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	Competence	Gap
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		

KEY:
Level of Competence
4 – Expert level of understanding/experience
3 – Moderate level of understanding/experience
2 – Basic level of understanding/little or no experience
1 – Little or no exposure

Development Gap
3 – Little or no development needed
2 – Some development needed
1 – Considerable development needed

C – Ethics and Policies (10%)		
Definition: 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	Competence	Gap
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		

KEY:
Level of Competence
4 – Expert level of understanding/experience
3 – Moderate level of understanding/experience
2 – Basic level of understanding/little or no experience
1 – Little or no exposure

Development Gap
3 – Little or no development needed
2 – Some development needed
1 – Considerable development needed

II. UNDERSTANDING THE EDUCATIONAL ENVIRONMENT (30%)

A – Instructional Focus and Professional Development (12%)		
Definition: 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	**Competence**	**Gap**
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		

KEY:

Level of Competence
4 – Expert level of understanding/experience
3 – Moderate level of understanding/experience
2 – Basic level of understanding/little or no experience
1 – Little or no exposure

Development Gap
3 – Little or no development needed
2 – Some development needed
1 – Considerable development needed

B – Team Building and Staffing (9%)		
Definition: 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	**Competence**	**Gap**
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		

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II. UNDERSTANDING THE EDUCATIONAL ENVIRONMENT (30%)

C – Stakeholder Focus (9%)

Definition: 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	Competence	Gap
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		

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III. MANAGING TECHNOLOGY AND SUPPORT RESOURCES (30%)

A – Information Technology Management (9%)		
Definition: 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	**Competence**	**Gap**
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		

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III. MANAGING TECHNOLOGY AND SUPPORT RESOURCES (30%)

B – Communication Systems Management (7%)		
Definition: 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	**Competence**	**Gap**
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		

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III. MANAGING TECHNOLOGY AND SUPPORT RESOURCES (30%)

C – Business Management (7%)		
Definition: 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	**Competence**	**Gap**
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		

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III. MANAGING TECHNOLOGY AND SUPPORT RESOURCES (30%)

D – Data Management (7%)		
Definition: 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	**Competence**	**Gap**
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		

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Appendix D

Special Accommodations Form

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 and Country

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

SPECIAL ACCOMMODATIONS

I request special accommodations for the _____ 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 Prometric 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, psychiatrist) to ensure that CoSN is able to provide the required examination accommodations.

PROFESSIONAL DOCUMENTATION

I have known _____ since _____ /_____ /_____ in my capacity as a
                        Candidate Name   Date (month/date/year)

_____.
              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, he/she should be accommodated by providing the special arrangements listed on the reverse side.

Description of Disability: _____

_____

_____

_____

_____

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 Certification Department **at** 202.524.8464

Appendix E

Recertification Activities Tracking Tool

Your NAME:

Your CETL certification will expire three years after the date of issue._____(enter your expire date here)

To remain certified, you are required to stay current in the CTO field by completing 60 hours of continuing education activities (CEAs). All activities must be tied to one or more of the knowledge and task statements found on the CETL Examination Detailed Content Outline.   In addition, your recertification activities must take place within your three-year certification cycle.

Note: CEAs are calculated on a 1:1 basis (for example: 1 hour at a conference session = 1 CEA hour) unless otherwise noted below. Credit is only awarded for education-related activities (registration, exhibit hall, and meal time hours, for instance, should not be included in your calculations).

Keep track of your CEAs as you complete them. Once you have accumulated 60 hours of activities, you may submit your application to recertify. Your activities will not be monitored or approved by CoSN until you have accumulated the required 60 hours and your application is submitted. If you have questions about a specific activity, please email us at certification@cosn.org.

You may use your own methods for tracking your recertification activities or you may use the charts on the following pages.

Continuing Education

Includes activities such as conferences, seminars, college courses, on-the-job professional development classes, or other educational activities.

Maximum of 48 hours

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area
Description of Activity			

E-Learning/Online Courses

Courses in which you are given an assessment at the end of the course, and/or include college credit.
Maximum of 48 hours

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area
Description of Activity			

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Industry-Related Certification

Four (4) hours will be awarded per industry-related certification (e.g., Comp TIA, CISSP). *Maximum of 12 hours*

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area
Description of Activity			

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area
Description of Activity			

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area
Description of Activity			

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Professional Membership

Membership in an organization related to the education technology field (e.g., CoSN, ISTE, etc.)

2 hours per year, per membership

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

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Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

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Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area
Description of Activity			

Published Works

Articles, blogs, and other related works that impart knowledge related to one of the content areas on the *Detailed Content Outline*.

4 hours per article. Maximum of 12 hours

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area
Description of Activity			

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area
Description of Activity			

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area

Description of Activity

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area
Description of Activity			

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area
Description of Activity			

Volunteer/Leadership Work

Work performed outside your job related to one of the content areas on the *Detailed Content Outline*. (e.g., CoSN Committee, mentoring, focus group participation). One hour of work = one hour of credit.

Maximum of 21 hours

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area
Description of Activity			

Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area
Description of Activity			
Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area
Description of Activity			
Name of activity/location	Date completed	Number of hours	Detailed Content Outline Skill Area
Description of Activity			