



A Review of State Licensure Models

A toolkit prepared for CoSN State Chapter Leaders

FALL 2020

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Executive Summary

School System Technology Leaders have a variety of responsibilities that are critical to the everyday function of the school and student learning. The purpose of this research project is to explore the edtech certification landscape in 50 states to discover what certification states have already adopted, their legal process for adding certifications and attitudes toward certification at the Department of Education level. The methodology used was a study of state Department of Education websites and short conversations with certification staff in those Departments of Education. This report and toolkit was made possible with the support of the Blaschke Fund.

About CoSN

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

About the Blaschke Fund

The Blaschke Fund was created in 2019 to support emerging leaders in education technology policy and advocacy. The memorial fund honors the late-industry giant Charles Blaschke, who conducted pioneering research and analysis on the ever-changing U.S. education landscape for over 50 years. The Blaschke fellowship is designed to give graduate students in public policy and/or education an opportunity to work with CoSN on education policy projects. Priority is given to initiatives focused on national education technology issues, such as funding, legislation and/or policies. Policies could include ensuring digital equity, protecting privacy of education data, enabling accessibility or other key topics.

Methodology

Used the state department of education websites to find what credentials they offered as well as contact information for the directory that was developed. Phone calls and email correspondence with state department of education staff were used in the development of the case studies and individual research for certification background information.

Outcomes

Ten of the 50 states have some type of technology leader certification

- 4 states have an Instructional Technology Specialist certification or endorsement which is a continuation of a teaching or administrator licence (CO, MA, PA, NC)
- 1 Instructional Technology Certificate (GA)

- 1 Technology Specialist Endorsement (IL)
- 1 Educational Technology Leader (LA)
- 1 Digital Learning Specialist (NH)
- 1 Educational Technology Specialist (VT)

All of them require a teaching license only one, the Instructional Technology Specialist licensure in Pennsylvania, is an administrator level license.

- Technology certifications for teachers is a growing field with many states adding endorsements that are beyond basic computer science for K-12 in recent years. Technology related certifications for administrators have not grown at the same rate.
- State officials are resistant to specialized administrator level certification requirements. They were not optimistic about the potential for District Technology Leader certification. They were more open to teacher level endorsements and microcredentials/ professional development for administrators and directed me toward alternative pathways that were not certification.
- The limited technology certification that states now have are not specifically for district leader level positions. They may be offered to teachers and administrators as a form of professional development or be a certification that states offer but do not mandate.
- State Education Departments prefer having localized control over job requirements because they believe that it is more efficient and allows for flexibility.
- There is a disconnect between edtech professionals who identify the need for licensure and state department of education staff who believe this is a low priority certification.
- Common structure of licensing: department of state certification department, standards commission, Board of Education
- States rely on one or a combination of grants, professional associations, licensure and third party professional development programs for training edtech leaders. Some states like California rely heavily on associations and learning networks to ensure that edtech professionals are qualified for their positions while others prefer to have state certification.

Recommendations

Each state Board of Education has the power to approve and amend educator certification requirements. CoSN chapters can start building a case for licensure in their own states using the materials in the toolkit provided and present them to the state Board of Education for comment and approval.

What is Licensure and Certification?

Occupational licensure are qualifications established by the government that are required for trade-workers and professionals to practice¹. Since the 1950's the percent of occupations that require occupational licensing has increased drastically, from, 5% to 30%². Each state has the right to regulate their own occupational licensure which has led to a patchwork of occupational requirements among states³. Voluntary certification is a less strict regulatory approach that states can have in which professionals opt to certify themselves due to a demand in the labor market and for competitive advantage⁴. In education there are certification requirements for professionals in education and endorsements. Micro-credentials may be preferred by hiring groups but are not required for positions.

Educational Certification

States use the terms licensure or certification interchangeably to describe the requirements that educators and education staff need to work in a position⁵. The most common certification requirements in education are for teachers, administrators and school services personnel such as school counselors. The most common educational technology certification is the Instructional Technology Specialist.

Educator Endorsements

An endorsement is what allows an educator to teach a particular subject. Educators can get an endorsement as part of their teaching licensure or after by taking more classes. The most common technology related endorsements for teachers are K-12 Computer Science and technology education.

Micro-credentials

Micro-credentials are a competency-based digital form of certification for all education staff. They can be issued for formal and informal professional learning experiences that support educators developing skills and acquiring knowledge to improve professional practice that supports student success. Micro-credentials can be developed by nonprofit and for profit

¹ The Brookings Institute. March, 2015. *Reforming Occupational Licensing Policies*. The Hamilton Project. https://www.brookings.edu/wp-content/uploads/2016/06/THP_KleinerBrief_final.pdf

² National Conference of State Legislatures. 2017. *The State of Occupational Licensing*. https://www.ncsl.org/Portals/1/Documents/employ/Licensing/State_Occupational_Licensing.pdf

³ Ibid.

⁴ Ibid.

⁵ For the purposes of this paper, 'certification' will be the term used. When approaching your state it would be helpful to go to their certification website to find out which term they prefer to avoid miscommunications.

entities or developed by educators.⁶ Micro-credentials are not offered in every state. See Appendix G for CoSN's edtech microcredentials.

Why should a state add Technology-related certification requirements?

Sometimes certification is not necessary for an occupation and does not enhance the professional standard as intended, so there are costs associated with the occupational certification requirement. The usefulness of certification has been evaluated by its ability to increase the quality of services, increase wages of licensed professionals, the transferability across states and price of goods and services as a result of licensure⁷. Occupational licensure is not effective when the requirements reduce competition for those professions which can have a negative impact on innovation. Occupational licensure should not make it unnecessarily challenging for people to move to other states due to disparate certification requirements. Additionally, occupational licensure can increase the price of goods and services and it can keep low-income and other marginalized populations from pursuing those professions.

The benefits of occupational certification develop when there are substantial fiduciary responsibilities, and when the position plays an important role in protecting public safety and security. Occupational certification protects consumers through industry oversight and requires minimum educational requirements for professionals. They are important for roles that require continuous learning, professional development and when competitive markets fail to achieve the desired outcomes for service standards⁸.

The healthcare field has the highest percentage of positions that require occupational certification (73%) followed by legal professions (64%) and education (57%)⁹. The majority of educational licensing is for teaching positions, however other positions in schools like administrators are often regulated as well. In a survey of department of education websites, the most common administrator licenses were principal and superintendent, despite districts having many specialized leadership positions like chief financial director and curriculum director. The technology director role in particular, which was recently added to each Superintendent's Cabinet, is not established and defined.

⁶ National Education Association. Micro-Credential Guidance. <http://www.nea.org/home/microcredentials.html>.

⁷ The Brookings Institute. March, 2015. *Reforming Occupational Licensing Policies*. The Hamilton Project. https://www.brookings.edu/wp-content/uploads/2016/06/THP_KleinerBrief_final.pdf

⁸ National Conference of State Legislatures. 2017. *The State of Occupational Licensing*. https://www.ncsl.org/Portals/1/Documents/employ/Licensing/State_Occupational_Licensing.pdf

⁹ Add citation. <https://www.brookings.edu/research/occupational-licensing-and-the-american-worker/>

From conversations with state department of education employees, it was found that for this position and others that are more specialized, the state prefers to give control to district hiring managers to decide what skills and requirements are needed for this position. This is because districts vary greatly in terms of technological capacity, funding and demographics. Department of Education employees claimed that giving local control over hiring decisions was more efficient and allowed for greater flexibility. They also said that State Board of Education members would likely not vote in favor of specialized administrator level certification, especially when there were a minimum amount of administrator level requirements to begin with. One Department of Education employee said that it was a bigger priority to get a special education certification at the administrator level first and the lack of this certification requirement was indicative of a Board of Education that was not eager to adopt more certifications. However it was encouraged that edtech leaders in their state fight for the professionalization of this position, but through other avenues that they felt would have a better chance at making a difference.

There are challenges that come with certification, however the resistance from Department of Education employees may be indicative of a lack of prioritization by the state or that states are disconnected from administrator and school needs for technology. The findings indicate that educational technology is still struggling to get the attention that it deserves in some states, perhaps due to lack of urgency pre COVID 19 pandemic or because its importance is still being realized. Research is starting to be conducted on the role that technology plays on student achievement which can be key to convincing states to adopt certification requirements.

In 2010, Project RED conducted a study on 997 schools in 49 states to figure out how the implementation of educational technology affected outcomes for students and their districts. Key findings include:

1. Educational technology best practices have a significant positive impact when 9 key technology factors are implemented successfully (see all 9 [here](#))
2. Properly implemented technology saves money
3. 1:1 schools employing key implementation factors outperform all schools and all other 1:1 schools.
4. The principal's ability to lead change is critical. Change must be modeled and championed at the principal level.
5. Technology transformed intervention improves learning
6. Online collaboration increases learning productivity and student engagement
7. Daily use of technology delivers the best return on investment¹⁰

¹⁰ The Technology Factor. 2010. Project RED. <https://one-to-oneinstitute.org/research-overview>

The higher expertise level for District Technology leaders will likely also improve the utilization of technology systems, data management and cybersecurity protection. Certification will ensure that each district has the standard framework for success and equal opportunity for improved student achievement.

District Technology Leader Certification (DTL)

The proposed DTL certification is based on CoSN's framework of skills that have been identified as essential to district technology management. The full standards framework represents the gold standard for certification because it requires a skill level that professionals reach only after years working in the educational technology field. Find out more about the CETL certification which is considered the gold standard in Appendix D. The standards identified as critical for all district technology leaders to have at the start of their career create the basis for the proposed District Technology Leader Certification. Similar to other education certifications, the District Technology Leader certification will have 2 levels. Level 1 is the required level that must be achieved, level 2 is optional but allows professionals to distinguish their skills and knowledge.

Level I DTL Certification

- Holds an Instructional Technology Specialist certification, administrator license or completed an approved bachelor or graduate program and a minimum 2 years of experience in instructional technology management or administrative technology management
- Or a minimum of 4 years of experience in instructional technology management or administrative technology management

The Level 1 Certification will last for three years and may be renewed

Level II DTL Certification

- Completion of 60 hours of state approved professional development/training hours over a three year period since the issuance of the Level 1 certification.

The Level 2 Certification will last for three years and may be renewed.

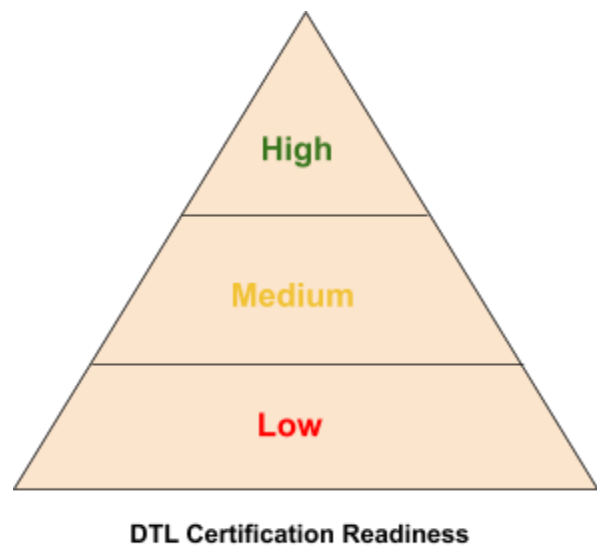
How do additional educational certification requirements get approved?

Within each Department of Education there is a certification department which is mostly a resource for current and prospective education staff. The department handles licensing

questions for educators moving to their state and guides educators through the certification process. In most states there is a Professional Standards Commission which approves certification and suspends certification for misconduct. In some cases there is a committee within this office that makes recommendations to the Board of Education to add or change licensure requirements. More often, the state Board of Education has its own committee that reviews certification requirements. This committee advises the Board on certification decisions. Some states have no separate advisory committee to the Board of Education. Additional certification requirements can either through administrative rule-making (Board of Education) or legislative action. External pressure that incentivizes board members to add or remove certification requirements may come from district staff (teachers, administrators), department of education staff, universities, other interest groups, parents or the public. See appendix B for information on the particular certification structure in your state and Board of Education contact information.

State Case Studies

Besides certification, states utilize other tools to ensure their technology leaders have the resources that they need to succeed. They can use a combination of grants, professional associations, and third party professional development programs. Depending on how much states use these tools and which ones they use, they can mitigate the immediate need for certification. In 10 state case studies 3 stages of “DTL certification readiness” were identified based on the tools they provide for their educational technology staff. The most basic stage represents a state that has very few mandated certifications. If a state is at this stage, it means that they have the most political and structural barriers to achieve certification. As identified through the case studies, these are states that may not have district technology leaders that are Department of Education employees and instead they will contract out IT services. For a state at this level to require the DTL certification they would first need to hire their own employees to manage education technology needs and plans. Then recognize the need for standardization across those positions. States at this level had professional associations but they were either very active or did not have much access to department of education decision making or resources.



The next level up on DTL certification readiness represents a state where educational technology has been made a priority through either state funded grants, professional development opportunities or edtech related association groups. Edtech leaders have higher visibility in these states and are more established. The steps to certification include asking edtech leaders to sign onto a petition supporting DTL certification, providing public comment to state Board of Education, talking with administrator association groups about the requirements they should be looking for when making hiring decisions, surveying administrators and edtech leaders about their opinions on certification and develop a model that suits your states particular needs.

The highest level of certification readiness are states that already have edtech certifications, however they are primarily for teaching staff. These states have made edtech certification a priority and see the value in certification however fall short of statewide certification requirements or they are focused on additional certification pathways for teachers. States with high certification readiness should work on developing their own proposal for certification using the example and tools provided in the toolkit and start building the case for certification through surveys with ed tech leaders in the state and testimonials to present the state department of education for approval. There is also an opportunity to advocate to expand existing technology leader certifications to include an alternative pathway that does not require a teaching license. To see more details on the states that were studied and the specific tools they used see appendix D.

Recommendations for Advocacy

Certification is seen as necessary when there are advocates for it, it is identified as a priority from the state, and/or other states start adopting it (state peer pressure). CoSN chapters can begin to create momentum for certification through the following actions.

School Level Actions

- Talk to your principal about the importance of technology leaders in the school, make it a priority to have trained edtech leaders in each school

District Level Actions

- Talk to the superintendent of each district about the value of the CETL. This will create further name recognition when they are looking at applicants for edtech administrator positions.
- Encourage districts to add the CETL as a preferred qualification on resumes. This is easier to do in larger urban districts because there is more competition.

- Talk to local school board about using CoSN's CTO standards to develop a skill level baseline for technology leaders in your district

CoSN State Chapter Level Actions

- Apply for professional development grants which would fund the CETL certification/ to offer assessment reimbursement once the certification is completed or stipend like that which is offered to teachers who take the praxis exam for computer science (Arkansas)
- Apply to have the CETL certification made as an approved professional development provider/program in your state
- Conduct a survey of Superintendents, Instructional Technology Specialist, Directors of Educational Technology, Academic and Vocational Teachers and Library Media Specialists to determine educational technology needs in your state. Ask if licensure certification is something that they would want. This information can be used to convince the Board of Education that certification is needed or make them aware of other needs that edtech leaders have.

State Level Actions

- Email school board members the proposal for DTL licensure
- Show up at a school board meeting and talk about the importance of the DTL as well as the need for licensure.
- Talk to your state's Association for Educational Leaders to promote the value of the CETL as well as the DTL standards. They can give that information to administrators around the state and suggest statewide standards for edtech administrators.
- Advocate for a state level advisory council or separate Board of Education committee dedicated to Educational Technology.

Toolkit for Certification

The toolkit included in the appendices is meant to support state chapter members in the development of licensure in their state. The contents of the toolkit are as follows

Appendix A: Proposal for certification

A written proposal for certification that state chapters can send to members of their state Board of Education. It is intended to be a starting point for conversation with the state Board of Education and could be used to get feedback from the board on the possibility of ed tech certification in your state.

Appendix B: Technology leader certification examples

Links to existing technology leader certification requirements/standards to use as certification examples.

Appendix C: Massachusetts Educational Technology Administrator Proposal

In 2016 METAA proposed an Educational Technology Administrator certification. The documents included in the appendix outline the specific requirements that they developed for that licensure. They are an example of the types of documents needed for licensure and level of detail that will be required. The documents were generously provided by Annamarie Schrimpf, the president of METAA and her colleagues in Massachusetts.

Appendix D: State case studies

Created from conversations with state Department of Education employees, each case study includes the types of administrator licences offered, any ed tech related certifications that they have professional development opportunities available for edtech leaders in their states and the legal process for additional certification. The hope is that chapter members can use these to learn about innovative edtech related programs and best practices that they can bring to their states if they are far from certification.

Appendix D: State Department of Education directory

Each state entry has the following information listed: Department of Education general contact information, an employee of the Department of Education who works in certification/professional development, a weblink to the certification types offered, if the state has an educational technology certification, contact information for the Board of Education and link to the professional standards commission body (if applicable). The information was found from the state Department of Education websites.

Appendix E: CETL certification

The CETL certification is intended for Educational Technology leaders who have 4+ years of experience in their position. Since many states do not have the most basic district technology leader certification requirements it would be unrealistic to expect that all edtech leaders would be able to get CETL certified. However it is considered the gold standard certification for edtech leaders. Chapter members should be on the lookout for professional development opportunities that may fund the certification and ask their state professional development offices if they would consider adding it as an approved professional development activity.

Appendix F: CoSN Micro-Credentials

State Department of Education employees encouraged the use of micro-credentials as an alternative to certification. While CoSN believes that state certification is necessary for the advancement of ed tech leaders, they have developed micro-credentials to support professional advancement in the interim. They are a free resource that CoSN chapter members can take advantage of.

Appendix G: EmpowerED Superintendent Toolkit

This can be another resource that state chapter members can use to create and develop their own licensure model and standards. They can also provide them to administrator association groups to use when hiring for CTO positions.

Conclusion

There is a disconnect between edtech leaders who identify the need for licensure and state Department of Education staff who believe that it is a low priority certification. The biggest barriers to DTL certification are state politics and being able to articulate and convince the Board of Education the value of a baseline requirement for ed tech leaders. CoSN is an advocate for edtech leaders across the nation and is constantly working to make edtech leaders more visible at the national level, state chapters can work simultaneously with their Board of Education to advocate for licensure. Administrator licensure is important for ensuring that every district is able to provide the same quality of education to its students regardless of district demographics. Improving and supporting student achievement is the most important reason for states to adopt administrator level licensure.

Appendix A

Proposal for Licensure

To: State Board of Education

From: [Insert CoSN state chapter name here]

Re: Proposal for Certification for the District Technology Leader

We, the technology leaders in our states, districts and schools, believe that the District Technology Leader should be a state certified position. It is recommended that the state Board of Education accept and recognize the Consortium of School Networking (CoSN) Certified Education Technology Leader (CETL) as an alternative route to a full administrative endorsement. The U.S. Department of Education's National Educational Technology Plan calls for the district technology leader to be part of the Superintendent's Cabinet, however few superintendents comply with that aspect of the plan. While other education leadership positions have long been defined and established, the executive role for technology leadership is relatively new and only sporadically realized. Education Technology Leaders come from diverse backgrounds, including instructional, technical, and the business sector. While each path fosters strengths, experience, and expertise to the role, it is rare that a District Technology Leader possesses the full range of knowledge and skills needed, as identified in the Framework, to help the district succeed and realize its mission and goals. We recommend that each LEA require their Technology Director to complete the CoSN CETL endorsement.

The CETL Program is accredited by the National Commission for Certifying Agencies (NCCA), and has met recognized national and international credentialing industry standards for development, implementation, and maintenance of certification programs. To earn the five-year NCCA accreditation, CoSN demonstrated the CETL® program's compliance with the Commission's *Standards for the Accreditation of Certification Programs*. The CETL® program is the only practice-based certification program that assists edtech leaders in integrating technology across their school districts by bridging technical knowledge, understanding of the educational environment, leadership and vision, and the management of technology and support resources.

CoSN has developed a framework of skills that are essential to district technology management. The key elements of that framework are shared below and the full framework is available [here](#).

The responsibilities of a District Technology Leader typically include:

Leadership and Vision

- Providing leadership while working with the executive team to develop a strategic plan that will support the organization's mission, vision, and goals with technology.
- Possessing a high-level view across the organization and working with teams to identify steps needed to transform the educational and operational technology vision into a strategic plan in alignment with the organization's mission, vision and goals.

- Leading district initiatives, collaborate across departments and functional areas that support adoption and implementation of technology in all aspects of school business

Understanding the educational environment

- Staying informed of new technologies and using them to enhance learning for students and support staff
- Identifying and promoting how technology can support educational best practices through communication and collaboration with the organization instructional leadership
- Staying abreast of state and national standards, benchmarks, and frameworks for technology literacy
- Promoting the application of technology to address the diverse needs of students and maximize student learning

Managing technology and support resources

- Protecting students private personal information with proper use of data management systems and implementation of cybersecurity measures
- Implementing, sustaining and evaluating all tasks related to technical systems, network infrastructure, and technology device management
- Establishing and maintaining systems and tools for gathering, warehousing, mining, integrating, and reporting data in usable and meaningful ways
- Ensuring compliance with federal and state laws, board policy, and contracts relating to organization data privacy and security
- Developing and managing budgets, both annually and long-range

We are proposing a certification program for technology leaders to ensure that there is a standard technology competency to support K-12 school districts as they move toward a blended learning model for the future.

The benefits of District Technology Leader certification go beyond better technology systems, data management and cybersecurity protection; it also enhances student productivity and learning. Project RED conducted a study on 997 schools in 49 states to figure out how the implementation of educational technology affected outcomes for students and their districts. The following are the key findings

1. Educational technology best practices have a significant positive impact when 9 key technology factors are implemented successfully (see all 9 [here](#))
2. Properly implemented technology saves money
3. 1:1 schools employing key implementation factors outperform all schools and all other 1:1 schools.
4. The principal's ability to lead change is critical. Change must be modeled and championed at the principal level.
5. Technology transformed intervention improves learning
6. Online collaboration increases learning productivity and student engagement
7. Daily use of technology delivers the best return on investment

Technology improves student learning especially when implemented correctly, therefore we should be recognizing the role that the District Technology Leader has in executing that in schools. While the role of the district administrator as a change agent is important, they have other responsibilities to the school. A District Technology Leader is solely responsible for the proper implementation of technology and encouraging the use of technology in learning and teaching. The research shows that it is not only about using educational technology but how it is used that is important. Certification will ensure that each district has the standard framework for success and equal opportunity for improved student achievement.

We propose a program that includes the following certification requirements:

Proposed Requirements for a Level I District Technology Leader certification

- Holds an Instructional Technology Specialist certification, administrator license or completed an approved bachelor or graduate program and a minimum 2 years of experience in instructional technology management or administrative technology management
- Or a minimum of 4 years of experience in instructional technology management or administrative technology management

The Level 1 Certification will last for three years and may be renewed

Requirements for a Level II District Technology Leader certification

- Completion of 60 hours of state approved professional development/training hours over a three year period since the issuance of the Level 1 certification.

The Level 2 Certification will last for three years and may be renewed.

Thank you for your consideration, we look forward to working with you to implement a program that will improve leadership and technology capabilities in (state name here) K-12 school districts.

Sincerely,

Name

Contact info

Appendix B

Links to existing technology leader certification requirements/standards to use as certification examples.

Colorado

Instructional Technology Specialist endorsement (extension of teaching license) to assist teachers with the implementation of technology in the classroom.

<https://www.cde.state.co.us/cdeprof/instructionaltechnologyspecialistendorsementrules>

Georgia

Instructional Technology Certificate “allows individuals certified in this field to provide instruction, training, and resources to students, teachers and administrators in order to facilitate the use of technology in the classroom to promote student achievement.”

<https://www.gapsc.com/Rules/Current/Certification/505-2-.142.pdf>

Illinois

Technology Specialist Endorsement “By October 1, 2024, all candidates for an endorsement as a Technology Specialist will be required to complete a program aligned to the International Society for Technology in Education Standards for Educators (2017) and the International Society for Technology in Education Standards for Coaches (2017)”

<https://www.isbe.net/Documents/27ark.pdf#search=technology%20specialist> (page 308)

Louisiana

Educational Technology Leader is an endorsement for a teacher with master's degree (level 3 certification) and Educational Technology Facilitator is an endorsement for a teacher with a level 2 teaching license. <https://www.teachlouisiana.net/teachers.aspx?PageID=12311128>

Massachusetts

Instructional Technology Specialist. Need a teaching license.

<http://www.doe.mass.edu/lawsregs/603cmr7.html?section=07>

New Hampshire

Digital Learning Specialist rule 507.22. Need a bachelor's degree and a teaching credential to obtain. Implementing and using technology in the classroom.

http://www.gencourt.state.nh.us/rules/state_agencies/ed500.html

North Carolina

Instructional Technology Specialist 2 types: Computer and telecommunications. Both require a professional educator license and a masters in Instructional Technology with either a concentration in computer or telecommunications.

<https://www.dpi.nc.gov/educators/educators-licensure/licensure-administrators-and-student-services>

Pennsylvania

Instructional Technology Specialist Certificate. The certified Instructional Technology Specialist is **not** a classroom or student instructor. It is considered an educational specialist certificate which is issued to a person who provides a professional service other than classroom teaching. The requirements for certification are to complete one of the approved Instructional Technology specialist programs.

<https://www.education.pa.gov/Documents/Teachers-Administrators/Certification%20Preparation%20Programs/Specific%20Program%20Guidelines/SpecInstructionalTechnologySpecialist.pdf>

more about the certification here

<https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/CSPG78.aspx>

Vermont

Educational Technology Specialist. An educator or administrator license is needed to obtain the educational technology specialist endorsement. The endorsement can be approved through an assessment of previous coursework that should measure up to the ISTE standards for coaches.

https://education.vermont.gov/sites/aoe/files/documents/Rules%20Governing%20the%20Licensing%20of%20Educators_9_20_2019.pdf (page 107-108)

<https://education.vermont.gov/sites/aoe/files/documents/Educational%20Technology%20Specialist%202.3.20.docx>

Appendix C

Thank you to Annamarie Schrimpf, president of METAA and her colleagues in Massachusetts for providing CoSN with the following to serve as a template for licensure.

Educational Technology Licenses

Recommendations from the licensure subcommittee of the Digital Learning Advisory Council; Annamaria Schrimpf, Sarah Kyriazis, Barbara Treacy, Fred Haas, Elizabeth Tripathi, Ken Klau (DESE).

October 28, 2016

Instructional Technology Specialist

- Specialist Teacher License issued under 603 CMR 7.
- All levels license
- Initial and Professional level licenses
- Requires a minimum of three years prior teaching experience
- Initial License in another field
- Completion of an approved program
- Subject matter knowledge requirements to include familiarity with updated Digital Learning and Computer Science frameworks with a primary focus on Digital Literacy, assistive technology, strategies for adult learning and coaching educators.
- DESE to communicate new regulations to educator preparation programs and encourage establishment of additional approved programs.
- Instructional Technology Specialist license would be appropriate for educators who teach courses related to the 2016 Digital Literacy frameworks (but not upper-level computer science frameworks), serve as instructional coaches, assistive technology specialists and school or district wide instructional technology leaders.

District Level Administrator

- Licensure requires educational experience
- Grandfather provision for individuals currently employed in the role
- Balance of leadership skills, knowledge of school practices, impact on learning and technology operations for license holders

603 CMR 7.09 Licenses and Routes for Administrators

Educational Technology Administrator

(a) Initial License.

1. Prerequisite Experience.
 - a. Possession of at least an Initial license issued under 603 CMR 7.00 or any license issued under 603 CMR 6.00 Vocational Technical Education.
 - b. Completion of three full years of employment in a district-wide, school-based, or other educational setting, or completion of at least three full years of employment in law, public policy, higher education, or other related field accepted by the Department.
2. Subject Matter Knowledge:
 - a. Supervision and evaluation of educators using Massachusetts educator evaluation model systems.
 - b. Instructional practices for adult learners and professional development
 - c. Current practices in collaborative leadership, staffing and teambuilding in an educational setting
 - d. Knowledge and integration of current frameworks and instructional practices pertaining to instructional technology.
 - e. Current practices in assistive technology, accessibility and equity
 - f. Strategic planning and budget management
 - g. Analyzing and applying fiscal and non-fiscal data reported to and collected by the Department.
 - h. Data management
 - i. Managing technology and systems operations
 - j. Federal and state laws for data compliance, privacy and copy right.
 - k. Massachusetts laws, regulations and guidance pertaining to public bidding process, contract and purchasing
 - l. Management of federal and state appropriations for special services (e.g., special education, internet access).
3. Demonstration of successful application of appropriate Professional Standards for Administrative Leadership set forth in 603 CMR 7.10, as determined in Department guidelines, and successful application of Educational Technology Administrator subject matter knowledge through completion of a Performance Assessment for Initial License and one of the following:
 - a. An approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (300 hours) in the Educational Technology Administrator role.
 - b. Possession of the equivalent of professional credential or certification or the equivalent of an Initial or higher administrative level license issued by a state with which Massachusetts has signed the NASDTEC Interstate Agreement or other agreement accepted by the Commissioner.
 - c. Panel Review. Eligibility for a Panel Review is limited to those candidates who have completed a masters level program in a field accepted by the Department

and have three full years of employment in an executive management/leadership, supervisory, or administrative or teaching role in the field of instructional technology.

4. Passing score on the Communication and Literacy Skills test.

5. Candidates with at least three years of recent employment primarily working at a district level position related to educational technology and can demonstrate that they meet the subject matter knowledge and skills requirements set forth in 603 CMR 7.xx may qualify for the Educational Technology Administrator License if they apply and complete all requirements for the license no later than December 31, 2017.

(b) Professional License. (Consistent with other administrative licenses)

Appendix D

Case Studies

Case studies were created from conversations with state department of education officials and website materials

Arkansas

Current Administrator Level Licensure

District Level Administrator: superintendent, assistant /associate superintendent or deputy superintendent.

Curriculum Program Administrator (CPA): school leader who is responsible for program development and administration, and/or employment evaluation decisions. CPA License areas: Special Education, Gifted and Talented Education, Career and Technical Education, Adult Education (post-secondary), Content Area Specialist, and Curriculum Specialist.

Building Level Administrator: principals, assistant principals, and vice principals in P-12 schools.

edtech Credentials

Arkansas does not require CTO's to have a specific edtech certification or skill level. State representatives do not anticipate the state wanting to require edtech licensure because it would raise the barriers to entry. The state does not even require that there be a Chief Technology Director position for each district. At the state level there is a team of 15 technology coordinators that assist all of the schools with bigger technology initiatives such as 1:1 and new software. At the building level, Technology Integration Specialists are paid similar salaries to teachers and sometimes double as a librarian or other position. There is a concern that school districts would not be able to afford to pay higher salaries to match additional certification requirements especially for this position. At the district level, superintendents will have technology components as part of their training, but the breadth and depth of the training depends on the certification program that they attend. Superintendents and Administrators have required professional development hours devoted to technology, however what activities they want to engage in or skills they want to learn are open ended. For teachers, there is a computer science endorsement specialization. It can be part of their undergraduate degree or they can take the classes or demonstrate competency through experience after the initial license.

Professional Development

It would be difficult for Arkansas to require licensure for edtech administrators. Some of the challenges would be finding additional funds for these positions statewide, requiring this position in each district (because it is not required at the moment) or identifying the person in each district that would need to hold this licence, and funding the cost of the licensure in districts where it would be a high barrier to entry. Arkansas state representatives recommended that a better starting place for the CETL certification is in professional development. Additionally reach out to districts and promote the value of the CETL and encourage them to look for it during the hiring process. This should be supported through name recognition, i.e. seeing the CETL brand more often. Another suggestion was reaching out to the

Arkansas Association of Educational Administrators (AEEA) which is a group that supports administrators and sets the standards for Arkansas Administrator positions. Contacting them and making them aware of the CETL certification could be beneficial.

technology plan 2008-2012

http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Technology_Initiatives/Tech_Planning_Resources/ADE_Technology_Plan_2008_2012.pdf

Legal process for additional certification

Board of education votes on additional certification requirements.

California

Administrator level Certifications

Administrative services credential

edtech Certification

California does not have an administrator level edtech credential.

Professional Development

Even though California does not have a required licensure, the state department of education has a lot of attention on edtech through strong association groups, advocacy and professional development programs. In 2014 the state superintendent of education created a task force that wrote up recommendations that formed the Blueprint for California Educational Technology. Part of the recommendations was that funding available for professional development in edtech and creating additional edtech teaching certifications.

Resources and programs for edtech leaders in CA

TICAL In 1999 the California Department of Education commissioned the creation of a Technology Information Center for Administrative Leadership TICAL, the purpose was to centralize resources and professional development opportunities for educational leaders. They also advocate for state and federal level Educational Technology policy.

CITE California IT in Education professional membership association for IT professionals in education. They offer resources to their members, an annual conference, events and advocacy at the state and national level.

Instructional Technology email list sends updates and information to professionals in the field.

CUE Computer Using Educators is a non-profit that connects educators with resources, learning networks, runs an annual conference and created an advocacy platform in 2014. They focus on state level advocacy for teacher and administrator professional development by ensuring that funding gets allocated in the state budget and advocating for fully funded professional development programs. Also advocate for formal certification for professionals implementing technology into schools. They also advocate for the administrative use of technology and expertise and ensuring that technology in schools is funded continuously instead of relying on one time grants.

Legal process for additional certification

Board of education votes on additional certification requirements.

Georgia

Administrator Level Certification

edtech Certification

Legal process for additional certification

Illinois

Administrator Level Certification

PEL Administrative Endorsement

Chief School Business Official

Director of Special Education

Principal

Superintendent

Teacher Leader

edtech Certification

Illinois does not have any administrator level technology certifications. The state does however have an endorsement called “technology specialist” which teachers can get as part of the initial licensure program or after. The endorsement requires 18 semester hours of coursework in the field of technology and a passing score on a technology specialist content test that was specifically designed for Illinois by their testing vendor, the Evaluation Systems Group of Pearson.

Professional Development

The state department of education does not fund or reimburse any professional development certifications for Chief technology officers however there are various programs that the department of education runs that support edtech leaders.

Technology point of contact listserv is run by the department of education and provides edtech leaders with information on new technologies, best practices and a community to ask questions.

The Learning Technology Center of Illinois

Legal Process for additional certification

Board of education votes on additional certification requirements.

Indiana

Current Administrator level licensure

Building Level Administrator

Superintendent

Director of Career and Technical Education

Director of Curriculum and Instruction

Director of Exceptional Needs

edtech Certification

Indiana does not require licensure for education technology administrators or instructional technology staff. School districts may choose to require applicants for the position to hold a school administrator license or other educator license. Indiana is not considering adding edtech licensure right now or in the near future because there is the belief that it would be too difficult to require and that it is not a high priority for the state Board of Education.

Professional Development

Even though there was not strong support for statewide licensure, the department of education has invested heavily in the professional development of its Chief Technology Officers.

Certified Educational Technology Professional Program One year partnership program between Indiana CTO Council, CoSN National and the Indiana Department of Education (IDOE) to provide 40 CTO's the opportunity to get CETL certified. It also included a mentorship program for 25 new CTO's. The cost of the program which was funded by the IDOE was \$50,000.

Legal process for additional Certification

New certification requirements can be authorized by the Indiana State Board of Education by rulemaking or through legislative action by the Indiana General Assembly. State level policy makers typically identify the need for additional licensure requirements and they take action to make it happen. Administrative rule-making can take a year. Legislative action is faster—usually 3-4 months for consideration and enactment and then a period of time before the effective date. The public can submit requests to the board to consider additional licensing requirements.

Massachusetts

Administrator Level Licensure

Principal/Assistant Principal
School Business Administrator
Special Education Administrator
Superintendent/ Assistant Superintendent
Supervisor/Director

edtech Licensure

Massachusetts has an Instructional Technology Specialist (ITS) license, which is considered by the state to be a type of specialist teacher license. There was an effort made by the state DOE to eliminate the ITS license, however MassCUE and METAA advocated against its elimination and won. The value of the ITS license in Massachusetts is that it requires a baseline of knowledge for everyone in that position. There are currently over 2000 ITS licensed positions in Massachusetts, however it is still considered a secondary certification as opposed to a primary one.

For administrator level professional development, METAA developed a certificate program after license was taken off the table by the department of education. According to the METAA website there are over

400 Directors of Educational Technology in the state and there is widespread support for an educational technology administrator level license.

In 2016 METAA and DLAC Massachusetts digital learning advisory council made recommendations to the licensure committee to add licensure requirements for Educational Technology Administrators, however they have yet to be adopted. The board did not see the value in adopting a technology administrator certification. Instead METAA has created an online course as a professional development tool for aspiring and current edtech Administrators. 40 personnel have taken the course.

Conducted a survey of 675 edtech leaders about edtech landscape where 200 were in favor of a license for Educational Technology Administrator.

Professional Development

Massachusetts Educational Technology Administrators Association METAA offers mentorship, advocacy at the state level and professional development resources.

Legal Process for additional certification

In 2013 the state house of representatives created the Digital Learning Advisory Committee (DLAC) as part of an act establishing commonwealth virtual schools. The role of the DLAC is to “advise the commissioner of elementary and secondary education regarding virtual schools, supplemental online courses, education technology and other matters related to virtual education” (MA Legislature <https://malegislature.gov/Laws/SessionLaws/Acts/2012/Chapter379>). Any recommendations for ed tech licensure should go through the DLAC which will then pass it onto the Board of Education for a vote if they feel strongly that it should pass.

Ohio

Administrator Level Certification

Principal

Superintendent

Administrative Specialist

School Treasurer

School Business Manager

edtech Certification

edtech administrator certification is not required, nor being considered in Ohio. The state prefers to have local control over hiring requirements instead of state mandates.

Professional Development

The state department of education gives out grants to schools and third parties for edtech professional development. The Ohio Legislature provides Technology Integration and Professional Development funds to the Ohio Department of Education to provide grants to “educational television stations working with partner education technology centers to provide Ohio public schools with instructional resources and services, with priority given to resources and services aligned with state academic content standards.” Ohio Ed Techs the manager of this grant provides free professional development videos and

workshops for edtech leaders. The trainings can be used by educators for professional development hours, but are made for all levels of edtech professionals.

Ohio CTO Council (OHIO) and the Ohio department of education came together to offer 20 CTO's the opportunity to get CETL certified and attend the CoSN annual conference as well as a OHIO CTO clinic. They picked CTO's from different regions in the state to participate so that there would be representation of different types of districts.

The Department of Education also maintains a listserv for technology coordinators to communicate best practices and provide support for shared issues.

Legal Process for adding certification requirements

The Ohio Board of Education votes on additional certification requirements.

Pennsylvania

Current Administrator Level Licensure

Administrative provisional I

Administrative I

Administrative II

edtech Credentials

Pennsylvania has an edtech credential for non educational staff called the Instructional Technology Specialist. The Instructional Technology Specialist is a certification held by Principals, Administrators, Superintendents or other staff that implement new technologies, assess technology needs and integrate technology into curriculum. This is not exclusively an administrative level certificate, however for some positions the ITS certification and another certification may be required. This certificate is required for positions that implement district technology into the curriculum and run the educational aspects of district technology programs. The certificate is categorized as an Educational Specialist Certification and it was approved by the state Board of Education sometime in the 90s. There are currently 18 higher ed institutions that offer a program to obtain this certification, other higher ed institutions may apply to be an approved program provider by the PA Department of Education. See appendix C for specific standard and position requirements.

Pennsylvania also offers 3 certifications for the teaching of technology, for teaching general education programs related to technology and science there is the Technology Education PK-12 Certification. There is also the Business Computer Information Technology PK-12 certification which allows educators to teach business applications of technology and skills that students will need in the professional setting. The newest certification is the Computer Science 7-12 certification which covers algorithms, programming, computing systems, data & analysis, cybersecurity and more.

Professional Learning

Professional Development

The Pennsylvania Department of Education does not pay for any administrator level professional development, however they offer training for educators who need to teach computer science in the

classroom. For administrators and edtech leaders there is the Association for Educational Communication and Technology PEACT which offers professional development opportunities. They have partnered with Lincoln Intermediate Unit to offer ISTE certification for administrators and educators. Other professional development offerings include webinars, opportunities for grants, newsletter/blog posts, workshops and annual conferences. There is also advocacy work done at the national level through ISTE and CoSN.

Legal Process for additional certification

Any additional certification requirements must be approved by the PA State Board of Education.

Tennessee

Administrator Level Certification

Instructional Leader License (ILL): allows an educator to serve as an administrator (principal, assistant principal or instructional supervisor). Tennessee does not have licensure requirements for administrators in every district, it is up to each district to decide what they want to require.

edtech Certification

Ed Tech certification is not a credential that Tennessee has considered adding or requiring. Additional certification requirements would be considered more of a burden than a tool to ensure high professional standards. Tennessee has a lot of variance in districts and it is believed that high standards of licensure in smaller districts would not work because it would be hard to find and retain licensed staff due to a limit on resources. Each district also has different technological needs and may not require the same technological expertise as others.

Professional Development

There is no state department of education funded professional development for ed tech administrators that was mentioned through the conversation.

Legal process for additional certification

The State Board of Education votes on additional certification requirements.

Washington

Administrator Level Certification

Administrator

Principal

Superintendent

CTE Administrator

edtech Certification

There is no administrator level edtech credential in Washington and there has not been discussion of adding one. edtech administrators often may have an administrator level certification however it is not required by the state. Contact in the state department of education was not optimistic about the prospect of adding another administrative level certification since they have not been receptive to

additional certifications in the past. It was emphasized that the process for additional certification is costly and time consuming to develop new standards.

Professional Development

The state department of education does not fund any specific programs for professional development for edtech administrators. However they do offer grants for professional growth plans which could be used by edtech administrators for professional development.

Legal Process for additional certification

The Professional Educator Standards Board (PESB) which oversees certification requirements, allows for public comment. Public comment can be made in person or virtually if meetings are taking place online, via email and through the mail. Public comments become part of the public record and the PESB decides how to move forward with them. Link to public comment

<https://www.pesb.wa.gov/about-us/contact-us/>

Appendix E

State Department of Education Directory

Alabama

<https://www.alsde.edu>

Jayne Meyer
Unit Coordinator
Teaching and Leading
Division of Instruction
jmeyer@alsde.edu
(334) 694-4557

Certification types offered: <https://www.alsde.edu/sec/ec/Pages/home.aspx>
No DTL certification; according to department of education contact

State Board of Education members and contact:
<https://www.alsde.edu/sites/boe/Pages/boardmembers-all.aspx?navtext=Contact%20Board%20Members>

Alaska

<https://education.alaska.gov/>

Sondra Meredith
Administrator
Office of Teacher Education and Certification
sondra.meredith@alaska.gov
(907) 465-2831

Certification types offered: <https://education.alaska.gov/teachercertification/certification>
No DTL certification; according to the department of education website

State Board of Education members and contact:
https://education.alaska.gov/state_board/memlist

Professional Teaching Practices Commission <https://education.alaska.gov/ptpc>

Arizona

<http://www.azed.gov/>

Bruce Duplanty
Educator Preparation and Certification Director
Student Achievement & Educator Excellence
bruce.duplanty@azed.gov
602-364-2348

Certification types offered:
<https://www.azed.gov/educator-certification/forms-and-information/certificates/>
No DTL certification; according to the department of education website

State Board of Education members and contact: <https://azsbe.az.gov/board-committees-staff>
Certification Advisory Committee Members
https://azsbe.az.gov/sites/default/files/Certification%20Advisory%20Committee_0.pdf

Professional Practices Advisory Committee (PPAC)
<https://azsbe.az.gov/teacher-certification-ppac>

Arkansas

<http://dese.ade.arkansas.gov>

Cindy Hogue
Director of Educational Options
Office of Learning Services
cindy.hogue@arkansas.gov
501-683-5780

Certification types offered:
http://dese.ade.arkansas.gov/public/userfiles/Educator_Effectiveness/Educator_Licensure/Licensure_Areas_Chart_2018.pdf
No DTL certification; according to the department of education website

State Board of Education members and contact:
<http://dese.ade.arkansas.gov/state-board/members>

Professional Licensure Standards Board (PLSB)
<http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/plsb-professional-ethics-discipline/state-board-orders-for-plsb-and-licensure-actions>

California

<https://www.cde.ca.gov>

Barbara Murchison

Director
Educator Excellence and Equity Division
Department email: EEED@cde.ca.gov
916-323-6440

Certification types offered: <https://www.ctc.ca.gov/credentials/req-credentials>
No DTL certification; according to the department of education website

State Board of Education members and contact: <https://www.cde.ca.gov/be/ms/mm/>

CA Commission of Teacher Credentialing <https://www.ctc.ca.gov>

Colorado

<https://www.cde.state.co.us>

Tanya Klein
Director of Educator Licensing
Office of Educator Talent
klein_t@cde.state.co.us
303-866-6628

Certification types offered: <https://www.cde.state.co.us/cdeprof/credentialtypes>

Instructional Technology Specialist endorsement (extension of teaching license) to assist teachers with the implementation of technology in the classroom.
<https://www.cde.state.co.us/cdeprof/instructionaltechnologyspecialistendorsementrules>

State Board of Education members and contact:
https://www.cde.state.co.us/cdeboard/board_member_profiles

Connecticut

<https://portal.ct.gov/SDE>

Christopher Todd
Bureau Chief
Talent Office
christopher.todd@ct.gov
860-713-6816

Certification types offered: <https://portal.ct.gov/SDE/Certification/Endorsement-Codes>
No DTL certification; according to the department of education website

State Board of Education members and contact:

<https://portal.ct.gov/SDE/Board/State-Board-of-Education/Members>

Email: SDE.StateBoard@ct.gov

Delaware

<https://education.delaware.gov>

Paul Pond

Education Associate, Information Resources Manager

Office of Licensure & Certification

paul.pond@doe.k12.de.us

(302) 735-4140

Certification types offered:

<https://regulations.delaware.gov/AdminCode/title14/1500/index.shtml#TopOfPage>

No DTL certification; according to the department of education website

State Board of Education members and contact: <https://www.doe.k12.de.us/site/page/3948>

Professional Standards Board <https://education.delaware.gov/educators/psb/>

District of Columbia

<https://osse.dc.gov>

Shavonne Gibson

Assistant Superintendent of Teaching and Learning

Office of the State Superintendent of education

Shavonne.Gibson@dc.gov

no phone number listed

Certification types offered: <https://osse.dc.gov/ed-credentials>

No DTL certification; according to the department of education website

State Board of Education members and contact: <https://sboe.dc.gov/page/board-biographies>

Florida

<http://www.fldoe.org>

Paul Burns

Deputy Chancellor for Educator Quality

Division of Public Schools
paul.burns@fldoe.org
850-245-0340

Certification types offered: <http://www.fldoe.org/teaching/certification/certificate-subjects/>
No DTL certification; according to the department of education website

State Board of Education members and contact:
<http://www.fldoe.org/policy/state-board-of-edu/members/>

Education Practices Commission
<http://www.fldoe.org/teaching/professional-practices/code-of-ethics-principles-of-professio.stml>

Georgia

<https://www.gadoe.org/Pages/Home.aspx>

Caitlin Dooley
Deputy Superintendent
Teaching and Learning
cdooley@doe.k12.ga.us
404) 656-2804

Certification types offered:
<https://www.gapsc.com/Certification/CertFieldsAndEndorsements/certFieldsAndEndorsements.aspx>
Instructional Technology Certificate
<https://www.gapsc.com/Rules/Current/Certification/505-2-.142.pdf>

State Board of Education members and contact:
<https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/Pages/default.aspx>

Georgia Professional Standards Commission <https://www.gapsc.com>

Hawaii

<http://www.hawaiipublicschools.org/Pages/Home.aspx>

Sean Arai
Personnel Director
Personnel Development Branch

no email listed
808 441-8344

Certification types offered:

<http://www.hawaiipublicschools.org/ConnectWithUs/Employment/LicensureAndCertification/Pages/home.aspx>

No DTL certification; according to the department of education website

State Board of Education members and contact:

<http://boe.hawaii.gov/Connect/Pages/Connect-With-Us.aspx>

Hawaii Teacher Standards Board <https://hawaiiteacherstandardsboard.org>

Idaho

<https://www.sde.idaho.gov>

Lisa Colon Durham

Director

Certification and Professional Standards

lcolondurham@sde.idaho.gov

(208) 332-6886

Certification types offered:

<https://www.sde.idaho.gov/cert-psc/psc/standards/files/standards-initial/Standards-for-Initial-Certification-for-Program-Reviews-after-July-1-2022.pdf>

No DTL certification; according to the department of education website

State Board of Education members and contact:

<https://boardofed.idaho.gov/board-facts/board-members/>

Professional Standards Commission <https://www.sde.idaho.gov/cert-psc/psc/>

Illinois

Illinois State Board of Education

100 N. 1st Street

Springfield, IL 62777

<https://www.isbe.net/Pages/Board-Members.aspx>

Emily Fox

Director of Educator Effectiveness

Teaching and Learning

efox@isbe.net

217-557-6763

Certification types offered:

<https://www.isbe.net/Pages/Educator-Licensure-Requirements.aspx>

Technology Specialist Endorsement (page 308)

<https://www.isbe.net/Documents/27ark.pdf#search=technology%20specialist>

State Board of Education members and contact:

<https://www.isbe.net/Pages/Board-Members.aspx>

Indiana

<https://www.doe.in.gov>

Risa Regnier
Director of Licensing
Educator Licensing
rregnier@doe.in.gov
(317) 232-0501

Certification types offered: <https://www.doe.in.gov/licensing>

No DTL certification; according to the department of education website

State Board of Education members and contact: <https://www.in.gov/sboe/2527.htm>

Iowa

<https://educateiowa.gov>

Greg Horstmann
Conditional Licensure-Administrator
Board of Educational Examiners
Greg.Horstmann@iowa.gov
(515) 281-3587

Certification types offered:

<https://boee.iowa.gov/license-types-and-applications/license-and-authorization-information>

No DTL certification; according to the department of education website

State Board of Education members and contact:

<https://boee.iowa.gov/about-us/members-board>

Kansas

<https://www.ksde.org>

Mischel Miller
Director
Teacher Licensure & Accreditation
mmiller@ksde.org
785-296-8010

Certification types

offered: <https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Licensure/License-Application>

No DTL certification; according to the department of education website

State Board of Education members and contact: <https://www.ksde.org/Board>

Professional Standards Board

<https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation/Postsecondary/Higher-Ed-Faculty-Resources/Professional-Standards-Board-Committees>

Kentucky

<https://education.ky.gov/Pages/default.aspx>

Allison Bell
Branch Manager
Educator preparation, Assessment and Internship
Education Professional Standards board
allison.bell@education.ky.gov
502-892-6645 ext. 2142

Certification types offered: <http://www.epsb.ky.gov/course/view.php?id=3>

No DTL certification; according to the department of education website

State Board of Education members and contact:

<https://education.ky.gov/KBE/memb/Pages/default.aspx>

Education Professional Standards Board (EPSB)

<http://www.epsb.ky.gov/mod/page/view.php?id=53>

Louisiana

<https://www.louisianabelieves.com>

Toriano Hayward

Academic Strategy

Toriano.hayward@la.gov

Phone number not listed

Certification types offered:

<https://www.louisianabelieves.com/teaching/Career-Advancement-Opportunities>

Educational Technology Leader and Educational Technology Facilitator endorsement

<https://www.teachlouisiana.net/teachers.aspx?PageID=12311128>

State Board of Education members and contact:

<https://bese.louisiana.gov/about-bese/bese-members>

Educator Effectiveness Committee is in charge of education certification

Maine

<https://www.maine.gov/doe/home>

Certification Contact:

Stephanie Fyfe

Director of Certification

Higher Ed. & Educator Support Services

cert.doe@maine.gov

207 624-6603

Certification types offered: <https://www.maine.gov/doe/cert#>

No DTL certification; according to the department of education website

State Board of Education members and contact:

<https://www.maine.gov/doe/about/leadership/stateboard/members>

Certification and higher education committee

<https://www.maine.gov/doe/about/leadership/stateboard/committees/certification>

Maryland

<http://marylandpublicschools.org/Pages/default.aspx>

Kelly Meadows

Director
Certification
Division of Educator Certification and Program Approval
certinfo.msde@maryland.gov
410-767-0394

Certification types offered:

<http://marylandpublicschools.org/about/Pages/DEE/Certification/Certification-Areas.aspx>

Library Media Administrator

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.04.06.htm>

Library media Specialist <http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.03.03.htm>

State Board of Education members and contact:

<http://marylandpublicschools.org/stateboard/Pages/members.aspx>

Professional Standards Board

<http://marylandpublicschools.org/about/Pages/DEE/Professional-Standards/index.aspx>

Massachusetts

<http://www.doe.mass.edu>

George Sheehan

Supervisor

Educator Licensure

gsheehan@doe.mass.edu

(781) 338 6660

Certification types offered: <http://www.doe.mass.edu/licensure/become-educator.html>

Instructional Technology Specialist

<http://www.doe.mass.edu/lawsregs/603cmr7.html?section=07>

State Board of Education members and contact: <http://www.doe.mass.edu/bese/edboard.html>

Michigan

<https://www.michigan.gov/mde/>

Leah Breen

Director

Educator Excellence

BreenL1@michigan.gov

517-241-7023

Certification types offered:

https://www.michigan.gov/mde/0,4615,7-140-5683_14795_83462---,00.html

No DTL certification; according to the department of education website

State Board of Education members and contact:

https://www.michigan.gov/documents/mde/sbepublic_1-2-19_642024_7.pdf

Minnesota

<https://education.mn.gov/MDE/index.html>

Alex Liuzzi

Executive Director

Minnesota Professional Educator Licensing and Standards Board

alex.liuzzi@state.mn.us

Tel:+16515394180

Certification types offered: <https://mn.gov/pelsb/aspiring-educators/requirements/>

No DTL certification; according to the department of education website

State Board of Education members and contact:

<https://bosa.mn.gov/BOSA/BoardMembers/index.html>

Professional Educator Licensing and Standards Board <https://mn.gov/pelsb/board/members/>

Mississippi

<https://www.mdek12.org>

Cory Murphy

Director

Educator Licensure

cmurphy@mdek12.org

Tel:601-359-3631

Certification types offered: <https://www.mdek12.org/OEL/Apply-for-an-Educator-License>

No DTL certification; according to the department of education website

State Board of Education members and contact: <https://www.mdek12.org/MBE/Home>

Certification Commission <https://www.mdek12.org/OTL/OEL/Certification>

Missouri

<https://dese.mo.gov>

Jaimie Foulk Ph.D
Coordinator
Educator Preparation
eqprep@dese.mo.gov
573-751-6504

Certification types offered: <https://dese.mo.gov/educator-quality/certification>
No DTL certification; according to the department of education website

State Board of Education members and contact:
<https://dese.mo.gov/state-board-education/about-state-board>
Email: sbe@dese.mo.gov

Montana

<http://opi.mt.gov>

Kristine Thatcher
Program Manager
Educator Licensure
kristine.thatcher@mt.gov
406 444-2580

Certification types offered:
<http://opi.mt.gov/Educators/Licensure/Educator-Licensure/Educator-Licenses>
No DTL certification; according to the department of education website

State Board of Education members and contact: <https://bpe.mt.gov/Home/Board-Members>

Certification Standards and Practices Advisory Council
<https://bpe.mt.gov/Home/CSPAC-Mission-Statement>

Nebraska

<https://www.education.ne.gov>

Clayton Waddle
Director
Educator Certification

clayton.waddle@nebraska.gov
402-471-0738

Certification types offered: <https://www.education.ne.gov/tcert/>
No DTL certification; according to the department of education website

State Board of Education members and contact:
<https://www.education.ne.gov/stateboard/members/>

Nebraska Professional Practices Commission <https://nppc.nebraska.gov>

Nevada

<http://www.doe.nv.gov>

Jason Dietrich
Director
Educator Licensure
jdietrich@doe.nv.gov
702.668.4328

Certification types offered: http://www.doe.nv.gov/Educator_Licensure/
No DTL certification; according to the department of education website

State Board of Education members and contact:
http://www.doe.nv.gov/Boards_Commissions_Councils/State_Board_of_Education/Members_State_Board_of_Education/

Commission on Professional Standards
http://www.doe.nv.gov/Boards_Commissions_Councils/Commission_on_Professional_Standards/

New Hampshire

<https://www.education.nh.gov>

Kimberly Wilson
Program Assistant
Certification
Professional Standards Board
kimberly.wilson@doe.nh.gov
(603) 271-2409

Certification types offered:

<https://www.education.nh.gov/who-we-are/division-of-educator-support-and-higher-education/bureau-of-credentialing>

Digital Learning Specialist rule 505.22

http://www.gencourt.state.nh.us/rules/state_agencies/ed500.html

State Board of Education members and contact:

<https://www.education.nh.gov/who-we-are/state-board-of-education/state-board-education-members>

Professional Standards Board

<https://www.education.nh.gov/who-we-are/professional-standards-board>

New Jersey

<https://www.nj.gov/education/>

Randi Singh

Director

Office of Certification and Induction

Randi.Singh@doe.nj.gov

609-292-2070

Certification types offered: <https://nj.gov/education/license/overview/>

No DTL certification; according to the department of education website

State Board of Education members and contact:

<https://www.nj.gov/education/sboe/about/members/>

Email: stateboardoffice@doe.nj.gov

State Board of Examiners <https://nj.gov/education/license/sbe2.htm>

New Mexico

<https://www.newmexico.gov/education/>

Seana Flanagan

Director

Licensure

Educator Quality Division

Seana.Flanagan@state.nm.us

505-231-4443

Certification types offered: <https://webnew.ped.state.nm.us/bureaus/licensure/how-to-apply/>

No DTL certification; according to the department of education website

Public Education Commission and contact:

<https://webnew.ped.state.nm.us/wp-content/uploads/2020/02/Meet-the-Commissioners-2.pdf>

General Council <https://webnew.ped.state.nm.us/bureaus/general-counsel/>

New York

<http://www.nysed.gov>

Office of Teaching Initiatives

tcert@nysed.gov

(518) 474-3901

Certification types offered: <http://www.highered.nysed.gov/tcert/certificate/typesofcerts.html>

No DTL certification; according to the department of education website

State Board of Regent members and contact: <http://www.regents.nysed.gov/members>

Professional Standards & Practices Board for Teaching

<http://www.nysed.gov/postsecondary-services/professional-standards-practices-board-teaching>

North Carolina

<https://www.dpi.nc.gov>

Susan Ruiz

Section Chief

Licensure

Educator Recruitment and Development

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919-716-1800 EXT 1029

Certification types offered:

<https://www.dpi.nc.gov/educators/educators-licensure/areas-licensure>

Instructional Technology Specialist 2 types: Computer and telecommunications

<https://www.dpi.nc.gov/educators/educators-licensure/licensure-administrators-and-student-services>

State Board of Education members and contact:

<https://simbli.eboardsolutions.com/AboutUs/AboutUs.aspx?S=10399&TID=1>

Professional Educator & Preparation Standards Commission

<https://www.dpi.nc.gov/educators/educator-preparation/professional-educator-preparation-a-nd-standards-commission>

North Dakota

<https://www.nd.gov/dpi/>

Dr. Becky Pitkin

Executive Director

Education Standards and Practices Board

rpitkin@nd.gov

701-328-9646

Certification types offered: <https://www.nd.gov/dpi/educators/credentials-and-certificates>

No DTL certification; according to the department of education website

Education Standards and Practices Board <https://www.nd.gov/esp/>

ESPB board members

<https://www.nd.gov/esp/about-esp/board-information/esp-board-members>

Ohio

<http://education.ohio.gov/State-Board>

Thomas McGee

Director

Office of Educator Licensure

(614) 387-2247 | (614) 466-5638

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Certification types offered: <http://education.ohio.gov/Topics/Teaching/Licensure>

No DTL certification; according to the department of education website

State Board of Education members and contact:

<http://education.ohio.gov/State-Board/State-Board-Members>

Educator Standards Board

<http://education.ohio.gov/Topics/Teaching/Educator-Standards-Board/About-the-Educator-Standards-Board>

Oklahoma

<https://sde.ok.gov>

Jeff Smith
Executive Director of Teacher Certification
Teacher Certification
Jeff.Smith@sde.ok.gov
(405) 521-3337

Certification types offered:

<https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/Competencies.pdf>

No DTL certification; according to the department of education website

State Board of Education members and contact: <https://sde.ok.gov/state-board-education>

Oregon

<https://www.oregon.gov/ode/Pages/default.aspx>

Trent Danowski
Deputy Director
Oregon Teacher Practices and Standards Commission
trent.danowski@oregon.gov
(503) 378-3757

Certification types offered: <https://www.oregon.gov/tspc/LIC/Pages/First-Time-License.aspx>

No DTL certification; according to the department of education website

State Board of Education members and contact:

<https://www.oregon.gov/ode/about-us/stateboard/Pages/State-Board-Members.aspx>

Oregon Teacher Practices and Standards Commission

<https://www.oregon.gov/tspc/Pages/index.aspx>

Pennsylvania

<https://www.education.pa.gov/Pages/default.aspx>

Karen Turner
Basic Education Associate
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717-783-6730

Certification types offered:

<https://www.education.pa.gov/Educators/Certification/PAEducators/Pages/PACerts.aspx>

Instructional Technology Specialist Certificate

<https://www.education.pa.gov/Documents/Teachers-Administrators/Certification%20Preparation%20Programs/Specific%20Program%20Guidelines/SpecInstructionalTechnologySpecialist.pdf>

State Board of Education members and contact:

<https://www.stateboard.education.pa.gov/TheBoard/BoardMembers/Pages/default.aspx>

email: ra-stateboardofed@pa.gov

Teacher and School Leader Effectiveness Committee

Professional Standards and Practices Commission

<https://www.pspc.education.pa.gov/Pages/default.aspx>

Rhode Island

<https://www.ride.ri.gov>

Lauren K. B. Matlach

Director

Office of Educator Excellence and Certification Services (EECS)

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401-222-8456

Certification types offered:

<https://www.ride.ri.gov/TeachersAdministrators/EducatorCertification/RICertificationRequirementsandApplications.aspx>

No DTL certification; according to the department of education website

State Board of Education members and contact:

<https://www.ride.ri.gov/BoardofEducation/BoardMembers.aspx>

South Carolina

<https://ed.sc.gov>

Mary Hipp

Director

Educator Services

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803-896-0352

Certification types offered: <https://ed.sc.gov/educators/certification/add/fields/>

No DTL certification; according to the department of education website

No District Technology Leader Certification. However they do require staff to meet a minimum technology proficiency based on ISTE standards

<https://ed.sc.gov/about/division-of-data-technology-agency-operations/chief-information-officer/total-quality-management/certified-staff-technology-proficiency/>

State Board of Education members and contact:

<https://ed.sc.gov/state-board/state-board-of-education/additional-resources/state-board-members-information-and-biographies/>

South Dakota

<https://doe.sd.gov>

Carla Leingang

Administrator

Certification and Teacher Quality

Carla.Leingang@state.sd.us

605 773 3426

Certification types offered: <https://doe.sd.gov/certification/>

No DTL certification; according to the department of education website

State Board of Education members and contact:

<https://boardsandcommissions.sd.gov/boardmembers.aspx?BoardID=32>

email: DOEBoards@state.sd.us

Tennessee

<https://www.tn.gov/education.html>

Michael Deurlein

Senior Director

Office of Educator Licensure and Preparation

(615) 651-1822

Michael.Deurlein@tn.gov

Certification types offered:

<https://www.tn.gov/education/licensing/educator-licensure/new-to-education.html>

No DTL certification; according to the department of education website

State Board of Education members and contact:

<https://www.tn.gov/sbe/about-us/board-members.html>

Licensure and Preparation subcommittee

Texas

<https://tea.texas.gov>

Educator Certification

(512) 936-8400

educatorcert@tea.texas.gov

Certification types offered: <https://tea.texas.gov/texas-educators/certification>

No DTL certification; according to the department of education website

State Board of Education members and contact:

<https://tea.texas.gov/about-tea/leadership/state-board-of-education/sboe-board-members/sboe-members>

State Board for Educator Certification

<https://tea.texas.gov/about-tea/leadership/state-board-for-educator-certification>

Utah

Utah State Board of Education

250 East 500 South

Salt Lake City, Utah, 84111-3204

<https://www.schools.utah.gov>

Travis Rawlings

Coordinator

Educator Licensing

Teaching and Learning

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(801) 538-7601

Certification types offered:

<https://www.schools.utah.gov/file/0314a92f-36aa-4c07-9e7e-a6cc0a4b9330>

No DTL certification; according to the department of education website

The Southwest Educational Development Center (SEDC), an educational service center located in Cedar City, Utah, received a grant from the Utah State Office of Education to help

educational technology professionals in Utah earn the coveted CoSN Certified Educational Technology Leader (CETL) credential. The grant funds covered the cost of the CoSN CETL online coursework and 40 exams for state leaders - 20 in the first year's cohort and 20 in the second. The intent is to help Utah build its capacity to lead annually, by having the most recent Utah CETL cohort mentor a new cohort as they prepare together for the CETL certification exam.

State Board of Education members and contact:

<https://www.schools.utah.gov/board/utah/members>

Utah Professional Practices Advisory Commission <https://www.schools.utah.gov/policy/uppac>

Vermont

<https://education.vermont.gov>

Ron Ryan
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Education Quality Division
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802-828-1228

Certification types offered:

https://education.vermont.gov/sites/aoe/files/documents/Rules%20Governing%20the%20Licensing%20of%20Educators_9_20_2019.pdf

Educational Technology Specialist page 108-109 based on International Society for Technology in Education (ISTE) Standards for Coaches

https://education.vermont.gov/sites/aoe/files/documents/Rules%20Governing%20the%20Licensing%20of%20Educators_9_20_2019.pdf

State Board of Education members and contact:

<https://education.vermont.gov/documents/state-board-member-list-11-2019>

Vermont Standards Board for Professional Educators (VSBPE)

<https://education.vermont.gov/educator-licensure/professional-standards/vsbpe>

Virginia

<http://www.doe.virginia.gov>

Tara McDaniel
Director
Department of Teacher Education and Licensure
tara.mcdaniel@doe.virginia.gov

804-371-2475

Certification types offered: <https://law.lis.virginia.gov/admincode/title8/agency20/chapter23/>
No DTL certification; according to the department of education website

State Board of Education members and contact:
<http://www.doe.virginia.gov/boe/members/index.shtml>

Advisory Board on Teacher Education and Licensure (ABTEL)
http://www.doe.virginia.gov/boe/committees_advisory/teacher_ed_licensure/index.shtml

Washington

<https://www.k12.wa.us>

Maren Johnson
Associate Director
Preparation and Credentialing
Professional Educator Standards Board
maren.johnson@k12.wa.us

Certification types offered: <https://www.k12.wa.us/certification>
No DTL certification; according to the department of education website

State Board of Education members and contact:
<https://www.sbe.wa.gov/about-us/board-members>

Professional Educator Standards Board <https://www.pesb.wa.gov>
Board members of PESB <https://www.pesb.wa.gov/about-us/about-pesb/pesb-members/>

Stakeholders, individuals, and other members of the public may petition the PESB regarding a specific rule change per 34.05.330 RCW by using the [linked form \(PDF\)](#).

West Virginia

<https://wvde.us>

Robert Hagerman
Executive Director
Certification
Office of Certification, Professional Preparation, Recruitment and Retention
rhagerma@k12.wv.us
(304) 558-7010 ext.53219

Certification types offered:

<https://wvde.us/educator-quality-and-effectiveness/recruitment-and-retention/>

No DTL certification; according to the department of education website

State Board of Education members and contact:

<https://wvde.us/state-board-of-education/members/>

Commission of Professional Teaching Standards

<https://wvde.us/educator-quality-and-effectiveness/teaching-standards/>

Wisconsin

<https://dpi.wi.gov>

David Deguire

Director

Teacher Education, Professional Development and Licensing

david.deguire@dpi.wi.gov

608-266-0986

Certification types offered: <https://dpi.wi.gov/licensing/general>

No DTL certification; according to the department of education website

Office of the State Superintendent Cabinet Contact: <https://dpi.wi.gov/statesupt/about/cabinet>

Professional Standards Council <https://dpi.wi.gov/licensing/programs/psc>

Wyoming

<https://edu.wyoming.gov>

Nish Giocolea

Executive Director

Professional Teaching Standards Board

nish.goicolea@wyo.gov

307-777-7291

Certification types offered listed under licensure at the top of the page:

<http://wyomingptsb.com/licensure/>

No DTL certification; according to the department of education website

State Board of Education members and contact:

<https://edu.wyoming.gov/board/about-us/members/>

Wyoming Professional Teaching Standards Board: <https://wyomingptsb.com/home/about-us/>

Board members of PTSB <https://wyomingptsb.com/home/ptsb-board/>

Appendix F

CETL Certification

CETL® stands for Certified Education Technology Leader and represents the highest standards of excellence in the education technology industry. The CETL® certification eligibility requirements, exam topics, and recertification requirements are based on The Framework of Essential Skills of the K-12 CTO—representing the competencies critical to today’s education technology leaders. The Framework, which was created and is kept up-to-date by two volunteer panels of education technology leaders, is divided into three primary areas:

- Leadership and Vision
- Understanding the Educational Environment
- Managing Technology and Support Resources

The CETL® program is the only practice-based certification program available to education technology leaders that bridges technical knowledge, understanding of the educational environment, leadership and vision, and the management of technology and support resources needed to integrate technology across the curriculum to advance student outcomes.

The CETL® credential is a true measure of today's education technology leaders, identifying those who have mastered the framework skills and knowledge needed to bring 21st-Century skills to schools. The CETL® program is also a professional development tool that can be used to guide education technology leaders' study of learning technologies. This certification requires satisfaction of eligibility criteria, the passage of a rigorous multiple-choice exam; adherence to a Code of Conduct; and recertification process every three (3) years.

Eligibility requirements to take the CETL certification

- Bachelor's Degree + 4 years of ed tech experience or 7 years of ed tech experience

Learn more about the CETL certification here <https://cosn.org/certification/certification-faqs>

Appendix G

CoSN Micro Credentials

CoSN, in partnership with Digital Promise, has developed one of the first set of micro-credentials for school system technology leaders. Micro-credentials are a new professional advancement opportunity that targets administrators and emerging leaders to enhance their skill sets in implementing a digital learning environment.

Based on the Digital Promise framework, each micro-credential:

- focuses on a single competency
- has a key method that is backed by research
- requires the submission of evidence
- includes a rubric

Applicants develop the required evidence and submit it through the online platform. Each micro-credential requires evidence such as a written plan, video, or event. An expert assessor will review the evidence using the rubric and provide feedback. If the submission is successful, the earner will be awarded the micro-credential in the form of a digital badge.

CoSN has developed two timely micro-credential stacks geared toward leaders supporting today's tech-integrated classrooms: [Digital Equity](#) and [Student Data Privacy](#).

The Digital Equity stack consists of:

1. Foundations of Digital Equity: Understanding the Homework Gap
2. Identifying Gaps in Digital Equity
3. Engaging Stakeholders to Address Gaps in Digital Equity
4. Creating a District Plan for Digital Equity
5. Implementing a District Plan for Digital Equity

The Student Data Privacy stack consists of:

1. Foundations of Student Data Privacy
2. Determining Your School District's Data Privacy Needs
3. Communicating with Parents and Community Stakeholders
4. Evaluating an Online Service Provider
5. Professional Development for Teachers and Support Staff

For additional information and to learn how to apply for CoSN micro-credentials visit <https://cosn.org/advancement/micro-credentials>

Appendix H

Empowered Superintendent Toolkit

Position Description Chief Technology Officer or Technology Director

<https://cosn.org/sites/default/files/pdf/CoSN%20Empowered%20Superintendent%20CTO%20Job%20Description%20FINAL.pdf>

Self Assessment for Chief Technology Officers and Technology staff

<https://cosn.org/sites/default/files/pdf/CoSN%20Empowered%20Superintendent%20CTO%20Self-Assessment.pdf>

District Leadership Team Assessment

<https://www.cosn.org/sites/default/files/pdf/CoSN%20District%20Leadership%20Team%20Assessment%20FINAL.pdf>

Chief Technology Officer Evaluation Rubric

<https://cosn.org/sites/default/files/pdf/CoSN%20Empowered%20Superintendent%20CTO%20Evaluation%20Rubric%20FINAL.pdf>