

ISTE NETS-A Standard 4 Investigation: Systemic Improvement

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Systemic Improvement is promoted through standard four of ISTE NETS-A. This standard states educational administration provides digital-age leadership and management to continuously improve the organization through the effective use of information and technology resource. Along with this standard comes five indicators that help administrators meet all conditions. Leaders need to implement meaningful change that will impact the utilization of technology at their school. In a sense the educational leaders need to go above and beyond. I am researching to see how well my current administration staff at my base school is complying with standard four from ISTE NETS-A. My findings are based on two interviews, one from a fellow teacher colleague, and one from the instructional coach and a reading from C. Zook.

According to ISTE NETS-A the first indicator of standard four declares educational leaders must lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources. Earlier we talked of a digital age culture. For a digital age culture to transpire there must be digital age leadership. At Whittemore in order to provide digital age leadership Howard (2019) states technology is being used for efficiency of job-related tasks for staff, instruction is being enhanced for students, and learning is being more personalized for both student and staff. Digital age leadership is focused on providing opportunities for staff and students to work more collaboratively to develop solutions. The power of technology in schools needs to be focused on students developing the skills they need to satisfy the Profile of a SC Graduate. Schools are preparing students for college careers where they will be using every changing technology, but these students will need to be able to collaborate, research, communicate findings, and create. Technology is being used in all areas of the school for communication, attendance, lesson planning, grading, instruction, presenting to staff, and research. In order to improve the technologies in the school we

“regularly make sure the technology use is helping us meet our communication goals, instructional goals, and meeting our system needs” Howard (2019). Student data is regularly analyzed using technology. This data includes test scores, demographics, grades, discipline data, and parent communication. This data comes from multiple sources. The administrative leaders at my school also collect teacher feedback using technology. This data may include feedback on current technologies. When asked what needs to be collected and analyzed via the use of technology Howard (2019) stated she thinks more data needs to be collected and analyzed on what students are doing with their Chromebook since we are 1:1 school. Students must be held accountable. Teachers must analyze if students are effectively using their technologies to complete class assignments. Howard’s take on this issue stands with her feeling every assignment using technology should be carefully planned and satisfy a standard or personalized instructional goal. She thinks it would be beneficial to do more and to see how students are spending time on technologies. We seek students’ feedback on technology, but I’d like to see more with data collections. She states this would help us align our instruction better and make sure the technology is being used to enhance instruction. Mrs. Hutchinson, a teacher at Whittemore, feels the way data is collected and analyzed is appropriate and timely. The perspective from the administration leaders side speaks of more data collection on how students are spending time on technologies and the perspective of the classroom teacher is that of all is well. We can clearly see the difference in perspective from administration to teacher. I believe Whittemore is leading purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media rich resources.

The second indicator of standard 4 states educational leaders collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff

performance and student learning. Collaboration again is another major attribute. Data collections, analyzing data, determining what needs to be collected should be a team effort. No one person embodies all the answers. At my school we systemically collect and analyze data in collaboration sessions. We have many of these planning sessions to include MAP data, digital content data, best practices data, discipline data, and program data. To interpret data the instructional coaches' synthesis the data in a meaningful way for teachers to interpret the results and make instructional decisions based on these results. The instructional coaches share these findings at weekly planning sessions, monthly faculty meetings, and School Improvement Council. When asked her perspective on how we collect and interpret data, Howard (2019) explained collaboration and analyzing data is a strength at our school. The same question was asked to Hutchinson (2019), she exclaimed the school not only encourages but also provides time for teachers each work to look at data and collaboratively plan instruction for students. The administrative leaders at Whittemore are collaborating to establish metrics and collecting and interpreting data therefore meeting the conditions of indicator two.

Conditions of indicator three from standard four says educational leaders recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals. Zook (2017) stated from a human resources standpoint, ISTE-compliant administrators must earn and retain highly talented educators who understand technology, especially when it's applied to classrooms. Hiring an educator who embodies the qualities needed to effectively utilize technology in the classroom is key to establishing a digital age school culture. Highly competent personnel who use technology creatively and proficiently are currently being recruited by Whittemore Park. Hutchinson (2019) revealed the staff at Whittemore does possess many teachers who use technology creatively and proficiently and she

contributes the retention to the availability and variety of on-going technology training opportunities provided by the school and the district. I can clearly see that the educational leaders at my school are doing an amazing job at hiring and retaining technology efficient educators.

Diving into indicator four explains that educational leaders establish and leverage strategic partnership to support systemic improvement. As an educational leader you must be able to have partnerships to collaborate so that you may take on meaningful advice that you may be able to take to your school and make an impact. Through my interviews at Whittemore I could not get any information on any strategic partnerships. Therefore, I must declare Whittemore negligent in complying with indicator four of standard four from ISTE NETS-A.

Our last indicator for standard four states educational leaders establishes and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management operations, teaching, and learning. The infrastructure at Whittemore is robust and does allow us to fully integrate technology. The school district maintains the infrastructure. It is regularly monitored, and work orders are placed when there are issues. Usually it is a two-day turnaround from submittal of a workorder to solution of the issue. Howard (2019) states our infrastructure is well maintained and allows us to fully use any technologies. Hutchinson (2019) stated the infrastructure at the school is pretty sound, the software is reliable, there are very few problems with connectivity, the students can be monitored (when the software has been set up by the teacher), teachers and students are provided with up to date equipment, and repairs are made in a timely manner. Through interviews we can clearly see that the infrastructure at Whittemore is conducive to technology assisted learning.

The education leaders at Whittemore clearly establish and maintains a robust infrastructure for technology.

My research information came about through two interviews, one from the instructional coach, and one from a schoolteacher, and the reading from Zook. The standard of “Systemic Improvement” is currently being met at Whittemore. I have a small issue with the indicator four on establishing and leveraging strategic partnerships to support systemic improvement. I could not get any information of this topic as it relates to Whittemore. This does raise some concern. Even with this gap of information I still believe standard four is being met at my school.

Reference

Howard, J (2019, July 2). Personal Interview

Hutchinson, A (2019, July 1). Personal Interview

Zook, C. (2017, September 28). What Are ISTE Standards? (And Why Do They Matter?).

Retrieved June 26, 2019, from <https://www.aeseducation.com/blog/what-are-iste-standards>