

Comments Concerning Teacher-leader Certification for School / District Technology Coordinators

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1. **Technology Coordinator - Grandfather Consideration** – Computer education in schools started to become widespread in Connecticut in the mid 1990s. Typically, a teacher with a bit of know-how was the turn-to person for implementing computer education in their school. That teacher, by default, became the technology leader, and in many cases, the Technology Coordinator, especially in small school districts. This person was really the “Technology Pioneer” in Connecticut. Each school/district had one of these people...men and women alike. These people were called upon to write technology grants, oversee the installation of networks, content filters, Internet connections, Acceptable Use Policies, Technology Plans, student information systems (SIS), email, staff training, computer acquisition and setup, Technology Council membership, web site creation, as well as provide instruction to students. “Technology Coordinator” was the title that was soon bestowed upon them. They were the go-to person for every kind of question imaginable; implementing new technology such as SMART Boards, document cameras, etc., subsequently came along. These were the people dedicated to making educational technology enhance the classroom teaching and learning experiences in K-12 schools. By default, the Pioneer Technology Coordinators provided the leadership to implement educational technology programs in Connecticut’s schools.

Pioneer Technology Coordinators have demonstrated dedication and leadership to bring Connecticut’s technology enterprise to where it is today. These people have worked to help create and implement the technology vision required by each community. They’ve coddled (and continue to coddle) novice users and, work side-by-side with the most motivated and innovative teachers.

In light of what Connecticut’s Educational Technology Pioneers have accomplished, consideration should be given to allow these experts to continue in their positions without imposing a requirement to attain 12 credit hours to remain in their position.

2. **Intermediate Administrator Certification (092)** - Do teachers who have the Connecticut Intermediate Administrative Certificate (092) need to acquire the Teacher-Leader Certificate, or by definition, does the 092 certification suffice?

Will credits acquired for Teacher-Leader Certification dove-tail into 092 certification programs?

3. **Requirement for Teacher-Leader Certification Relative to Time Left for Retirement** – What consideration, if any, has been given for teachers who will be retiring beyond two to three years of the 2014 deadline?