

**WAPPINGERS CENTRAL SCHOOL DISTRICT  
WAPPINGERS CONGRESS OF TEACHERS**

**ADVANCED CERTIFICATE IN INSTRUCTIONAL TECHNOLOGY**

**I. Introduction**

In the course of negotiations between the Wappingers Central School District and the Wappingers Congress of Teachers (WCT) for the 2001-06 Collective Bargaining Agreement, it was agreed in Article 8.5 as follows:

The Congress and the District agree to the establishment of a joint committee comprised of five representatives of the Congress and five administrators to establish criteria and compensation for advanced certificates for all unit members including those who have reached the maximum of 60 credits.

The committee of 10 teachers and administrators (list follows) has been meeting since the 2001-02 school year. The committee determined to develop an in-house WCSD certificate model whereby staff members could earn an “advanced certificate” in a particular area (departmental, building-based, districtwide, etc.) to qualify them for an annual stipend. The committee decided to start with an “instructional technology certificate” as an area that would have applicability for most, if not all, instructional staff members in the District. The committee recognized that we would have to establish

- a) the criteria;
- b) the process for implementation;
- c) the compensation levels; and
- d) the duration.

This particular certificate will serve as a template for our departments and schools to use to create other certificates relevant to their own and needs, working with applicable principals and coordinators. This document is the framework for the template, which we are calling the “WCSD Advanced Certificate in Instructional Technology.”

This committee, with some inevitable changes in membership, will continue to serve as a District Certificate Steering Committee. New certificates will be submitted to the Steering Committee for review and final approval, and will be subject to the same requirements and guidelines provided herein. The Steering Committee determines if the new certificate meets these criteria or provides feed-back to the developers if deficiencies need to be addressed in order to qualify.

For the purpose of this document, it is understood that whenever the term “teacher” is used, the broader reference is to all members of the bargaining unit, unless otherwise specified.

## **II. Rationale**

**The underlying purpose of creating advanced certificates for our teachers is to improve the quality of instruction in the classroom.** The resulting benefit of such certificates is, however, two-fold: 1) staff members who are better prepared and more current in their content areas and in pedagogy will help us provide the best possible instruction in the classroom.; and 2) staff members who might otherwise reduce or stop participating in staff development and continuing education now have an incentive to continue their own personal and professional growth.

## **III. The Advanced Certificate in Instructional Technology**

### **a) Criteria**

The criteria for the certificate are provided in the **Standards and Criteria** application chart attached. These Integration Tasks are based on the *National Education Standards for Teachers* prepared and recommended by the International Society for Technology in Education (ISTE) and adapted by the Committee.

In order to qualify for the certificate, an applicant must:

1. Complete a portfolio of the Integration Tasks in the Standards and Criteria outline;
2. Develop a plan of ongoing technology assistance by which the applicant defines an area of technology integration based on the completed Standards and Criteria tasks and provides regular assistance to other staff members in that area; and
3. Present the completed Integration Tasks portfolio and the plan for providing ongoing assistance before a formal peer review panel.

The peer review is based on the Learning Experience Outline (LEO) process utilized under the New York State Academy for Teaching and Learning (NYSATL) program, an integral part of the BOCES-supported Technology Literacy Challenge Fund (TLCF) grant which has provided many of our teachers with significant technology equipment and invaluable technology integration training and support.

### **b) Implementation**

The steps for implementation are as follows.

1. Work with BOCES to bring the peer review training workshop in-District.  
  
This workshop is already established and offered regularly by BOCES.
2. A corps of teachers and administrators is selected and trained in the NYSATL peer review process to serve as a Peer Review Panel.

Members of this Committee will be among those trained to serve on the first Peer Review Panel to oversee the initial implementation. District teachers who underwent the LEO process will be polled to seek interested candidates to receive the training and serve on the first and future panels.

In subsequent years, certificate holders would be asked to take the training and serve on the Panel, thus ensuring a continuing source of trained panel members. As time goes on, there can be multiple Panels in operation, with rotating membership, if necessary. A Panel will consist of a minimum of six (6) reviewers with an even distribution of teachers and administrators.

3. Establish the District Certificate Steering Committee

Members of this committee, with some inevitable changes in membership, continue to serve as the District Certificate Steering Committee. New certificates are submitted to the Steering Committee for review and final approval, and are subject to the same requirements and guidelines provided herein. The Steering Committee determines if the new certificate meets these criteria or provides feed-back to the developers if deficiencies need to be addressed in order to qualify.

4. A peer review calendar is established by the Steering Committee with the due dates for applications and the actual panel review dates for four sessions during the school year. Peer review presentations take place during the school day and in the evenings to afford ample time for presentation and review of multiple applicants.

The names of all Panel members are disseminated to provide applicants with a resource or “sounding board” in developing their applications. Candidates for the certificate complete the required tasks and present their “LEOs” before the Peer Review Panel. The Panel receives the portfolio materials in advance of the presentation.

5. Applications are submitted to the Steering Committee, who then convenes a Peer Review Panel to review the application and meet with the applicant. The Steering Committee may configure the Peer Review Panel according to the focus of the plan and/or the expertise of the Panel members once a more substantial corps of trained reviewers is available.

Applicants may either submit a completed plan for immediate review, or meet with the Peer Review Panel in advance of or during the plan implementation period for guidance and feed-back in anticipation of submitting the plan at a later date.

6. The Peer Review Panel determines if the applicant qualifies for the certificate or provides feed-back to the applicant if deficiencies need to be addressed in order to qualify.

7. Successful applicants maintain a portfolio, including a log of the ongoing assistance they provide to staff members through the duration of the certificate. The log is submitted at the end of each school year to the Panel.
8. Certificate holders are required to maintain a portfolio which includes information relating to activities such as, but not limited to:
  - A log of technical assistance provided to colleagues
  - Presentations they make
  - Website creation and updating
  - Inservice/coursework
  - Attendance at conferences, technology fairs, etc.
  - Any other activities from their Integration Tasks applications

Portfolios must be submitted annually to the Peer Review Panel to determine continuing eligibility.

#### **c) Compensation**

1. Staff members who serve on the Peer Review Panel receive compensation in the amount of \$25.83 per hour for hours served plus one hour of preparation time for each panel session served.
2. Staff members who qualify for the Advanced Certificate receive an annual stipend in the amount of \$2,500.

In accordance with current contractual provisions, the stipends will be effective either September 1 or February 1 of each school year, as appropriate.

#### **d) Duration**

1. Panel members can receive the stipend for as long as they choose to serve on the Panel and sit for all four review “sessions.”
2. Holders of the WCSD Advanced Certificate in Instructional Technology receive the stipend for three (3) years as long as they continue to offer ongoing assistance to other staff members and follow their Integration Tasks applications as submitted.

### **IV. Evaluation**

After the first full year of implementation, the Steering Committee will review the criteria and procedures outlined in this document, with input from Peer Review Panel members and applicants, to determine the need to modify them in any way.

## **V. Conclusion**

The joint committee of representatives from the WCT and the District worked for two years to develop this template for the initial advanced certificate. Any member of the bargaining unit, including those who have reached the maximum of 60 credits, is eligible to work towards this certification.

This initial certificate is focused on technology integration. The expected outcome for the participants in this certificate program is to improve the quality of instruction and interaction with our students. Through the required sharing component, colleagues will be exposed to the current research and trends in technology education.

This certificate also serves as a template for WCT members to develop with the administration other advanced certificates in their areas of expertise. These, in addition to the technology certificate, will comprise a catalogue of opportunities for professional development.