

# Certified Education Technology Leader (CETL)

## Practice Test

You can use the following sample questions to help prepare for the CETL exam. This practice test is designed to give you a sense of the types of questions you'll find on the CETL exam. Each question includes a reference to the section of the Framework the question refers. An answer key can be found at the end of the exam.

These questions were written by the same education technology leaders who wrote the CETL exam; however, these questions do not appear on the CETL exam.

**1. Which of the following is a strategy for strengthening an Education Technology Leader's leadership role within a school district?**

- a. Collaborate with peers to identify and implement technology solutions.
- b. Investigate the total of cost and benefits of implementing technology solutions.
- c. Keep current with technology improvements.
- d. Coach subordinates through technology improvements.

**Framework Section:** I.A.1K, Communicate the effectiveness of technology in professional activities (e.g., model, inform, demonstrate how technology assists with productivity)

**2. Districts have many operational information systems, such as student information, finance, curriculum tracking, content management, wireless networks, and servers. Calculating the total cost of ownership provides a method for the Education Technology Leader to:**

- a. identify all systems and their annual costs.
- b. determine the practicality of investing in a new technology.
- c. determine staffing requirements and skill levels needed.
- d. estimate replacement cycles and replacement costs.

**Framework Section:** I.B.2F, Provide leadership in strategic alignment of technology with all district systems (e.g., instruction, assessment, finance, facilities, transportation, security, food service)

**3. A district decides it is time to use social media outlets for school communications. The Education Technology Leader is tasked with devising and implementing the social media implementation plan. Which of the following is MOST important first step for the Education Technology Leader?**

- a. Create guidelines for key communication elements including grammar and use of jargon.
- b. Determine which district employees already have personal social media accounts.
- c. Establish personal accounts on LinkedIn, Facebook, YouTube, Twitter, WordPress, TeacherTube, and other sites.
- d. Review district policies and guidelines (and state and federal laws) regarding employee use of social media.

**Framework Section:** I.C.3D, Model and ensure awareness about pertinent laws and legal issues related to implementation and use of technology in a district (e.g., copyright, privacy, and compliance)

**4. Empowering staff to reach a proficiency level to meet the ongoing demands of their jobs is among the professional development challenges faced by the Education Technology Leader. Which of the following will help staff become proficient in both their educational and professional roles with technology?**

- a. Provide 24/7 access to all district technology resources and programs.
- b. Plan for and develop a staff skilled in online instruction and digital resources.
- c. Craft special learning modules for pre-service teachers and new staff.
- d. Budget funds for all staff members to be trained to use district-owned resources.

**Framework Section:** II.A.4C, Empower staff to reach proficient level to meet the ongoing demands of their jobs

**5. The Education Technology Leader is a member of a cross-functional team to improve district performance. Which of the following is the BEST contribution the Education Technology Leader could make as a part of the team decision making process?**

- a. Assess all technology resources, including interactive technologies, as they apply toward improving student achievement using a technology-based data system.
- b. Outline teacher goals, specify evaluation techniques, and change curriculum based on student data results provided by a technology-based data system.
- c. Assist the team with goals and objectives, develop metrics, and make changes based upon student data results provided by technology-based data systems.
- d. Assist the team with creating a research study to examine student data results provided by technology-based data systems and publish a report in a scholarly journal.

**Framework Section:** II.B.5F, Use tools (e.g., quality improvement) for decision making to support effective teamwork

**6. In order for the Education Technology Leader to be successful in implementing a new instructional technology, which consideration is MOST important?**

- a. Acquiring the support of community and business leaders.
- b. Achieving support from knowledge-workers in advance.
- c. Conducting a survey among students to assess readiness.
- d. Ensuring parents are all onboard through proper communications.

**Framework Section:** II.C.6F, Assess and respond to needs and concerns of all knowledge workers and stakeholders

**7. Which is the BEST metric related to ensuring equitable access to students with regard to technology resources?**

- a. Frequency of use as reported by students.
- b. Number of devices per school.
- c. Expenditures per pupil for technology.
- d. Ratio of students to technology devices.

**Framework Section:** III.A.7G, Develop, collect, interpret, and report metrics for all aspects of the IT system

**8. What is a KEY action step an Education Technology Leader should take to support the use of interactive technologies in the classroom?**

- a. Ask colleagues to collect and share examples of interactive technologies in the classroom.
- b. Design a plan to implement interactive technologies for the upcoming school year.
- c. Review the district technology plan and infrastructure to be sure interactive technologies can be enabled.
- d. Review the acceptable use policy of other school districts to see how interactive technologies are addressed.

**Framework Section:** III.B.8B, Use various communication tools and techniques

**9. The Schools and Libraries Program of the Universal Service Fund (USAC) makes discounts available to eligible schools and libraries for:**

- a. computers, laptops, and other electronic devices associated with student learning.
- b. file servers, virtualization software, and core switches.
- c. internet access, internal connections, and telecommunication services.
- d. software for the purpose of library automation.

**Framework Section:** III.C.9A, Identify funding sources available to the district and leverage them to meet district and programmatic goals

**10. What distinguishes SIF from SCORM?**

- a. Nothing; SIF and SCORM function in the same way across all applications.
- b. SIF is used for student information systems; SCORM is used for learning management systems.
- c. SIF was developed by Microsoft while SCORM was developed by the Department of Education.
- d. SIF has no associated implementation cost; SCORM has a high implementation cost.

**Framework Section:** III.D.10D, Administer data and databases following industry standards (e.g., SIF and SCORM)

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**Answer Key**

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| 1. A | 5. C | 9. C  |
| 2. A | 6. B | 10. B |
| 3. D | 7. A |       |
| 4. B | 8. C |       |