TLIS

Certification for Technology Leaders in Independent Schools

Candidate Handbook

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ATLIS
Association of Technology Leaders in Independent Schools

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theATLIS.org

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Overview

The **Technology Leader in Independent Schools (TLIS)** certification program is designed to recognize individuals serving in technology leadership positions at independent schools who demonstrate proficiency in a variety of domains including, but not limited to, technology infrastructure, data security, digital citizenship, instructional technology, and leadership.

Please read this handbook carefully. In addition to the pertinent information about what to expect before, during, and after the examination, the handbook also provides you with a list of recommended reference materials and sample test questions that you may find helpful.

The examination is practice-based, meaning that you will be expected to understand, apply, analyze, and evaluate experiences in your everyday professional work.

About the ATLIS Certification Council (ACC)

The **ATLIS Certification Council (ACC)**, a not-for-profit technical and educational organization representing independent school technology leaders, was established in 2024. The purpose of the ACC is to develop, maintain, and administer a certification program for individuals who serve in technology leadership roles in K-12 independent schools.

About ATLIS

The **Association of Technology Leaders in Independent Schools (ATLIS)** is a growing association of hundreds of independent school professionals dedicated to empowering schools to thrive through technology leadership. Founded in 2014 to address the unique challenges of independent school technology directors, the organization has now expanded to support all aspects of technology at schools, ensuring that they are equipped for the future. Across all dimensions of its practice, ATLIS is also dedicated to creating a diverse and inclusive association.

Benefits of obtaining the certification

Certification helps you remain competitive in the specialized educational technology leadership workforce. Heads of school, business officers, and hiring teams are taking additional steps to ensure technology leaders have demonstrated that they possess the required knowledge and skill to guide their schools in cutting-edge ed tech strategies, protect their communities from cyber threats, and create efficient operations for their schools with the strategic use of technology.

Every profession requires specialized skills, but arguably no profession has gone through such sweeping changes in the last two decades as that of fostering technology in an academic environment. At independent schools, a "technology leader" is a professional who strategically guides, manages, and supports technology related to operations, governance, and teaching and learning. The TLIS certification articulates to heads and hiring teams that you are an expert and leader in independent school technology. In short, certification is an investment in your career, your livelihood, and your future.

The benefits of becoming a Technology Leader in Independent Schools include:

- Expansion of your skills and knowledge of independent school technology strategy and best practices;
- Demonstration of your commitment to K-12 education, including empowering learners with today's ed tech tools while keeping them safe and protecting their data;
- Communicating to independent schools looking to hire technology leaders that you are equipped to excel in all areas of the complicated role;
- Inclusion in a powerful network of certified technology leaders;
- Commitment to continuing education, and growth of your leadership skills and knowledge as technology evolves and changes.

About this handbook

The purpose of this handbook is to help you, the "candidate," prepare for the Technology Leader in Independent Schools certification exam ("examination" or "test"). Use this resource to become familiar with the question format utilized on the examination and the domains the exam covers.

The handbook is not intended to represent the entire body of knowledge. It is, however, a sample of typical items and the item style used in the exam. Candidates are strongly advised to become familiar with this multiple-choice item style, and to use the guide to begin to learn how to handle this type of exam format.

This handbook does not provide the actual test questions contained in the examination but familiarizes you with the question type and competency areas that will be tested. The questions are representative of the style and content of the questions used on the current Technology Leader in Independent Schools exam and are based on the current body of knowledge hosted by the Association of Technology Leaders in Independent Schools.

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Section 1:
Applying for certification

Eligibility requirements

The ACC has established eligibility requirements for the Technology Leader in Independent Schools (TLIS) certification program to help ensure that the certification process is impartial for all applicants and to ensure individuals who earn certification have a proficient level of knowledge and expertise needed to direct and lead the technology strategy for a K-12 independent school.

Eligibility requirements focus on experienced adults who are working in independent K-12 school settings and wish to stand out in the field of technology leadership. By maintaining TLIS certification, credential holders will communicate to their schools and the market that they are committed to continuing education and keeping up with best practices over time.

Candidates should have a basic understanding of independent school technology operations, infrastructures, data governance, and educational technology. They should also be able to demonstrate a foundational knowledge of independent school technology leadership principles and be capable of handling technology-related challenges within educational or organizational settings.

The scope of practice for those professionals seeking TLIS certification was defined through the 2023 Job Task Analysis Survey (JTA). The result of the JTA is the TLIS exam blueprint which is available on theATLIS.org.

Candidates seeking the TLIS certification must meet the following eligibility requirements:

1. At least five years of experience working in an independent school setting;
2. At least two years of experience working in roles related to IT, educational technology, and leadership;
3. 60 hours of qualifying* professional development credit earned over the three-year period leading up to the application;
4. Take and pass the TLIS examination; and
5. Attest to the ATLIS TLIS Code of Conduct

**See section below for definition of qualifying professional development credits.*

Membership in ATLIS or other membership organizations is not a requirement to earn the TLIS certification.

Qualifying continuing education units (CEUs)

Candidates must have completed 60 hours of broad-based, independent school technology leader-related professional development, as defined by the exam content outline, within the last three years of the month in which they submit their application to be eligible to sit for the TLIS examination. For example, an application submitted in April 2023 would have professional development completed between April 2020 through April 2023.

Continuing education offered by an association, vendor, or your school may be applied toward the professional development requirement of the TLIS exam or renewal application as long as it is directly related to the role of an independent school technology leader as defined by the TLIS exam content outline and meets the guidelines outlined below. The ACC strongly recommends that you fulfill the continuing education requirement by completing coursework in each domain area on the exam content outline.

IMPORTANT: At the time of this handbook's publication, the TLIS was new and therefore candidates had no knowledge of (or reason to document) TLIS-accepted professional development. In lieu of requiring documentation, it is up to the candidates to declare in good faith that they have participated in professional development the past three years in the spirit of this requirement.

Over time, the ACC will update this document and the application process with increased requirements for documentation of CEUs.

ELIGIBLE PROFESSIONAL DEVELOPMENT ACTIVITIES

Acceptable professional development activities include the following:

1. **Live conferences, workshops, seminars, or classes** (including face-to-face, audio/video conference, and online) offered by ATLIS; vendors serving the independent school and/or technology industries; state, regional, and national independent school associations; or other providers that are directly related to leadership in independent school technology as defined by the TLIS exam content outline earn TLIS CEUs for actual clock time of qualifying education, including partial CEUs, up to a maximum of 8 TLIS CEUs per day. (For example, 1½ hours of qualifying education equals 1.5 TLIS CEUs.) Online courses must be instructor-led or meet the criteria outlined below for self-study credit.

2. **College or university courses** (e.g., face-to-face, independent study/correspondence, online) taken for academic credit at a U.S. accredited academic institution, directly related to independent school technology leadership as defined by the TLIS exam content outline, earn TLIS CEUs as follows:

    a. 15 TLIS CEUs per earned college semester credit

    b. 14 TLIS CEUs per earned college trimester credit

    c. 10 TLIS CEUs per earned college quarter credit

    Examples:

    - A three-credit semester course would earn 45 TLIS CEUs.
    - A two-credit quarter course would earn 20 TLIS CEUs.
    - A copy of a transcript and a course description must be submitted with the exam application.

3. **Preplanned in-depth group study** of specific independent school technology leadership topic(s) with interaction among a minimum of three participants from three different schools earn 1 TLIS CEU for each clock hour, up to a maximum of 20 CEUs per TLIS application.

4. **Individual self-paced study.** An educational program used for individual, self-paced study may be recognized for TLIS CEUs if it meets the following criteria (self-study CEUs, including ATLIS's webinar archive sessions, may account for only one-half of any applicant's education hours):

    a. The program must be suitably recent, which is defined as falling within the three-year pre-application window.

    b. The program must have clearly identified learning objectives linked to the TLIS exam content outline.

    c. Proof of completion (available on theATLIS.org) must be submitted with the exam application.

5. **Mentoring/coaching.** Applicants receiving or offering mentoring or coaching specifically focused on the field of independent school technology leadership and representative of the exam content outline for a minimum of 10 hours can qualify for TLIS CEUs toward exam eligibility, up to a maximum of 10 TLIS CEUs:

    0-9 hours = 0 TLIS CEUs

    10 hours = 5 TLIS CEUs

    12 hours = 6 TLIS CEUs

    14 hours = 7 TLIS CEUs

    16 hours = 8 TLIS CEUs

    18 hours = 9 TLIS CEUs

    20 hours = 10 TLIS CEUs

The mentor or coach must be a current Technology Leader in Independent Schools. The mentor/coach and the mentee/individual being coached may not be employed by the same organization. The TLIS Mentoring Form, available on theATLIS.org, must be submitted with the exam application.

INELIGIBLE PROFESSIONAL DEVELOPMENT ACTIVITIES

The following are not eligible to earn TLIS CEUs:

- General software/training courses
- Product-specific promotional courses or training
- Expo hall or exhibitor networking hours
- Industry-specific programs that are not related to independent school technology leadership as defined by the TLIS exam outline
- Networking receptions
- Breaks between educational sessions
- Job-related duties

Application requirements and processing

Applications for certification

All applicants for TLIS certification must submit a completed application form with the required payment. Applicants must complete the registration online at theATLIS.org and arrange for payment at the time of application (credit card and invoice for check payment or ACH is available). To review the content included in the application form before you begin the registration process, see the Forms sections of this handbook.

Submit the completed application online and arrange to pay via credit card or submit a payment to ACC headquarters:

ATLIS Certification Council
4 Weems Lane #257
Winchester, VA 22601

Please note the test candidate's full name in the memo line.

To pay via electronic transfer or ACH, email membership@theatlis.org to request an invoice with additional information.

Applications are due to the ACC at least one week before testing date. The ACC audits 10 percent of the submitted applications to verify the information submitted. If selected for audit, the ACC will provide the candidate with instructions on how to complete the audit process. If selected for audit, the candidate must complete the audit process before receiving the credential.

Registering to sit for the exam

Once a TLIS application is approved, the candidate will receive information from ATLIS regarding how to schedule and prepare for the exam, including technical instructions for testing their system.

ATLIS uses Strasz Assessment Systems to deliver the TLIS exam.

Rescheduling exam dates

If the applicant is approved to sit for the exam and must reschedule, there will be no fee charged if the applicant gives notice a minimum of two (2) days prior to the exam date. The applicant will be allowed to select a new exam date in the current or next exam window with no additional fee required. Note that the ACC hosts two exam windows per year—one in the spring and one in the fall.

If the applicant does not notify ACC staff in writing by either hard copy or email that they will not be sitting for the exam prior to the deadline, they will forfeit the exam registration fee.

Exam fees

Exam fees for the TLIS are reviewed annually by the ACC and are available on the TLIS webpage.

Incomplete applications

The ACC will not process incomplete applications. If an application is incomplete, the ACC will send an e-mail to the address provided in the application detailing the missing information. The applicant will have one opportunity to submit the missing information within one month (30 days) from the date of the message outlining the missing information.

After three months, there will be a late completion fee that will be charged to process the additional information. After six months from the date of the message outlining the missing information, the incomplete application will be deleted from the ACC system. If an application is deleted, a candidate will need to begin the process over in order to apply to test.

Eligibility appeals/denial

If a candidate fails to meet the eligibility requirements, the individual will be sent an e-mail to the contact information provided on the application informing the applicant that he/she/they was found to not meet the eligibility requirements and therefore is not approved to sit for the exam at this time. Application fees will not be reimbursed for unapproved applications.

An individual may request reconsideration of an adverse decision made as part of the exam eligibility, exam testing, and recertification processes. The types of items that fall into this policy are: being deemed ineligible to take an exam, not passing the exam, a test site issue, a medical or personal emergency, or denial of a recertification application.

Submitting a request for reconsideration

An individual must submit a request for reconsideration in writing (via U.S. mail or e-mail) to the ACC within 30 days of the adverse decision. The written request must include:

- Date of the decision
- Details of the situation and circumstances
- Reason for the request for reconsideration
- Relevant materials for the request for reconsideration
- Individual's contact information (e-mail, phone number, address)

Review process

A representative of the ACC, who may be an ATLIS staff member or council member, will review the request for reconsideration within 10 days of receipt. The representative will notify the individual of the decision within 30 days of the review. The determination of the ACC is final.

Special accommodations

The TLIS certification program complies with the Americans with Disabilities Act (ADA). The ADA defines an individual with a disability as a person who has a physical or mental impairment that substantially limits a major life activity (such as seeing, hearing, learning, reading, concentrating, or thinking) or a major bodily function (such as the neurological, endocrine, or digestive system).

The ACC will grant reasonable testing accommodations to TLIS candidates with disabilities covered under the ADA who demonstrate a need for accommodation by a qualified professional. Candidates requesting an accommodation must submit the request in writing with a doctor's note confirming the disability and the accommodation needed to the ACC with their application.

Section 2:
Preparing for the exam

Description of a successful candidate

The purpose of the TLIS exam is to assess candidates in technology leadership roles at independent schools. This exam measures proficiency in independent school governance and leadership, operations, technology for teaching and learning, and professional development.

The exam's target audience is senior technology leadership positions like, but not limited to:

- *Technology Director*
- *Chief Innovation Officer*
- *Chief Information Officer*
- *Technology Leader*
- *Director of Innovation*
- *Chief Technology Officer*
- *Director of Ed Tech*
- *Director of Academic Tech*
- *Director of Instructional Tech*
- *IT Manager*
- *Director of IT*

The successful candidate for the Technology Leader in Independent Schools credential has at least five years of experience working in an independent school setting and at least two years of experience in IT, educational technology, and leadership. The candidate has a basic understanding of independent school technology operations, infrastructures, data governance, and educational technology, and can demonstrate a foundational knowledge of independent school technology leadership principles and be capable of handling technology-related challenges within educational or organizational settings.

The following is a list of tasks that, while not exhaustive, a successful test candidate should be able to complete without assistance:

- Plan, develop, and deliver technology training
- Plan, assign, and manage user access
- Engage in strategic long- and short-term budget development and management
- Establish and manage equipment and software life cycles

- Lead cybersecurity and data privacy efforts (e.g., insurance, reviewing contracts and vendor agreements, appropriate responses for breaches, and educate end users)
- Interpret and communicate technical topics for all stakeholders
- Oversee implementation of educational technology (including digital citizenship, wellness, ethics, and computational thinking)
- Collaborate to develop and execute school strategy/innovation (e.g., DEI, operationalizing strategic plan goals/initiatives)
- Manage the technical operations of the school
- Lead change management processes
- Manage personnel (e.g., teams, hire diverse candidates)
- Manage projects and vendors (e.g., construction, specs)
- Establish, lead, and enforce data governance efforts for stakeholders (e.g., legal, risk)
- Use ed tech frameworks (e.g., TPACK, SAMR, The Triple E Framework)
- Design and deploy assistive technology

The exam will NOT assess:

- Teaching students
- Advanced IT topics/specialization (e.g., not vendor specific)
- Advanced coding/programming
- Dashboarding/data visualization
- Advanced legal knowledge (e.g., providing legal advice for school)
- Build a server/computer
- Hands on infrastructure work (running cable, programming switches, etc.)
- Routine tasks such as:
    - checking email
    - help desk basic troubleshooting
    - utilizing cloud-based collaborative suites (e.g., Google/Microsoft)
    - how to use ed tech software
    - basic software installs
    - teaching how the internet, printer, etc. works

How the exam is developed

Job analysis

The purpose of the TLIS exam is to confirm that candidates for certification have demonstrated they have the required knowledge and skill to guide their schools in cutting-edge ed tech strategies, protect their communities from cyber threats, and create efficient operations for their schools with the strategic use of technology. The TLIS exam is developed to meet established standards of validity, reliability, and fairness. The basis of the program is the Job Task Analysis (JTA). A JTA is a comprehensive study to validate the knowledge, skills, and abilities required by professionals performing in the job role. The result of the JTA is the exam blueprint for the TLIS examination. The ACC conducts a JTA every five to seven years to ensure the exam content is relevant and current.

Exam development

The ACC maintains a bank of exam questions, or items, for the TLIS certification examination. Subject matter experts (SMEs) in K-12 independent school technology write and review items based on the approved exam content outline. Items are reviewed occasionally and replaced as necessary to ensure the most up-to-date exam. While specific items may change over time, the content and weighting as described in the content outline remain the same, unless changed as a result of the JTA.

Passing score

The passing score for the TLIS exam is selected to identify individuals who can or cannot adequately perform on the job. The passing point for the TLIS exam is established using a criterion-referenced technique known as the “Angoff Method” based on requirements of the job and the difficulty of the exam items as judged by a panel of experts. Qualified and trained subject matter experts participate in recommending the passing point under the guidance of a qualified testing consultant, and the ACC is responsible for final approval of the passing point for the exam.

Exam preparation

Candidates for the TLIS exam are not required to take a particular training course in order to be eligible for or to pass the exam. However, ATLIS offers resources and study programs to support candidates in their preparation efforts.

Use this handbook, recommended reading materials, ATLIS and other industry resources, and on-the-job experience to prepare for the exam, with a particular focus on being able to see the big picture and make strategic decisions rather than rote memorization of facts.

Exam description

The examination is practice-based, meaning that candidates will be expected to understand and apply, and analyze and evaluate experiences in your everyday professional work.

Exam takers will be required to:

- Transfer knowledge
- Show comprehension of material and processes
- Demonstrate standard processes
- Explain concepts or ideas
- Determine an answer based on the ability to implement a process or steps of a process, make something function, or change a working system
- Critically think and demonstrate reasoning ability
- Integrate new or given information with known information or processes
- Make decisions or provide judgments

Many examination questions will provide a scenario or information to consider and apply knowledge of processes, relationships, etc., to solve a problem or devise a solution in the given situation. Examination questions are drawn from and referenced to the recommended reference materials in this handbook.

The TLIS examination contains 120 multiple-choice items and is given in English. The exam is delivered online via web browser and live-proctored by the ACC's testing partner. Candidates can choose an exam time during the open testing windows, one of which will be in the spring and one of which will be in the fall each year.

Visit theATLIS.org for more information about testing windows and proctoring.

Exam blueprint

The examination content is determined by the following competency model. The content and weighting of the competency model was based on input by independent school technology leaders who completed a survey identifying the most important knowledge, skills, and abilities necessary to effectively serve in this role.

Structure and Terminology

Domain: Broad areas of practice assessed on the exam.

Domain Weight: The percent of items on the exam that fall within the domain.

Domain 4. Technology for Teaching and Learning (20%)

Objective 4.01 Align learning space technology with the needs of teaching and learning

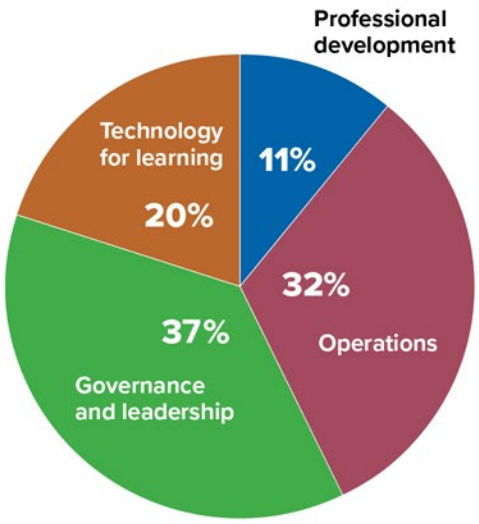
- *Evaluate equipment to determine which platforms and hardware are best suited to learning goals (e.g., projectors vs. televisions, Mac vs. Chromebooks, makerspace tools)*
- *Collaborate with stakeholders to ensure curricular alignment.*
- *Develop a process for evaluation and purchasing equipment.*

Objective: Specific elements of the Domain that are assessed on the exam. Each exam item is written to target a specific Objective.

Additional Objective Information: Illustrative examples of the types of knowledge, skills, and abilities assessed by items within the Objective.

Domains and Objectives

As this certification was developed, with the specific role of an independent school technology leader defined, the next step was to identify key responsibilities and tasks commonly expected of someone in the role. These many "objectives" were then grouped into a number of "domains," in the interest of organizing the exam development and aiding in exam preparation.



1. Professional development

1.01 Determine technology professional development strategy for the school community

1.02 Implement technology professional development strategy for the school community

1.03 Evaluate technology professional development strategy for the school community

1.04 Research technology and trends to make appropriate recommendations

2. Operations

2.01 Determine and evaluate technology systems and tools (e.g., scalability and sustainability, effectiveness, safety, functionality/compatibility)

2.02 Implement technology systems (e.g., SIS, LMS, mobile device mgmt, cybersecurity)

2.03 Manage deployment

2.04 Manage school data (e.g., SIS, LMS)

2.05 Design strategies for user support (e.g., create systems for troubleshooting, determine if/when knowledge base is needed)

2.06 Execute management of infrastructure projects

2.07 Onboard/offboard members of the school community

3. Independent school governance and leadership

3.01 Develop policies and procedures

3.02 Implement and enforce policies and procedures

3.03 Develop and execute technology vision for the school community (e.g., establish committees, roll out systems, aligning policies to vision)

3.04 Design technology department structure based on needs

3.05 Determine technology department staffing needs

3.06 Create annual budgets and forecasting

3.07 Develop ed tech academic plan for teaching and learning

3.08 Manage expectations of technology department and the roles that fall within its scope of work (e.g., mission statement, SLA, communicate role of tech)

3.09 Develop and maintain equitable, inclusive practices across the technology team and systems

3.10 Exercise effective independent school leadership practices based on established theories and research

4. Technology for teaching and learning

4.01 Align learning space technology with the needs of teaching and learning

4.02 Evaluate use of current ed tech tools to assess impact on learning

4.03 Manage and streamline ed tech tools

4.04 Leverage ed tech tools and platforms to enhance learning experiences

4.05 Recommend technologies to support learning objectives

Reference material

These reference materials and practical experience are essential to your training. Be aware that no single publication or resource contains all the information you will need to learn. The vocabulary and concepts that are presented in these materials are important to your ongoing success in the profession. The hands-on experience you will get by actively working in an independent K-12 school setting will help you to understand and apply the material presented. It is important to regularly discuss these concepts with a study group or mentor, especially any material you find difficult. This examination is "practice-based," meaning that you will be expected to understand and apply the information from these references in your everyday professional work.

Webpage with links to references

Recommended

- ATLIS Cybersecurity Recommendations
- ATLIS360 Self-Study Guide for Technology Leaders
- ATLIS360 Companion Handbook
- ATLIS thought leadership library/body of knowledge
- NIST standards
- ISTE standards
- Ed tech frameworks (e.g., TPACK, SAMR, The Triple E Framework)
- ATLIS DEI Framework for Technology Leaders

Supplemental

- ATLIS360 Self-Study Guide Rubric
- Guide on Cybersecurity Insurance (ATLIS & NBOA)
- Artificial Intelligence for School Leaders (ATLIS & NAIS)
- ATLIS AI Policy Guidelines for Independent Schools

Section 3:
Taking the exam

What to expect on exam day

Well in advance, candidates will receive technical information including instructions for logging in and preparing their system to take the exam.

On exam day, the candidate will log in and connect with the proctor. The candidate will be required to show a government-issued ID to confirm the candidate's identity. In addition, the check-in process will include tasks such as room scan, secondary device/camera setup and validation of the equipment check. Once completed, the candidate will launch the exam in a new browser tab.

The candidate can reach out to the proctor via chat if they encounter any questions related to equipment or process. The proctors are not subject-matter experts and will not be able to clarify any exam items.

If desired, the candidate can navigate to a "break" feature. The proctor will re-engage and the exam will technically pause (i.e., the exam timer will stop and not re-start until you resume taking the exam). Upon the candidate's return (after a maximum 15-minute break), the proctor will repeat the same steps as the beginning of the exam (e.g., room scan, etc.), after which the exam timer re-starts and the candidate can resume the exam as normal.

Security

The ACC and ATLIS own all proprietary rights and interests of the examination, including but not limited to copyright, trade secret, and/or patented information, as well as all examination materials, including but not limited to, this handbook, the examination, and the answer key to the examination.

The examination is confidential. It will be made available to the candidate, solely for the purpose of assessing the candidate's proficiency level in the independent school technology leader field. To protect the integrity of the examination, candidates are prohibited from disclosing the contents of this examination, including, but not limited to, questions, form of questions, or answers, in whole or in part, in any form or by any means (i.e. verbal, written, electronic) to any third party for any purpose. Copying or communicating examination content is prohibited and will result in the cancellation of examination results.

Candidates are at all times to maintain a professional attitude toward other candidates, proctors, and other examination personnel. In the ACC's sole discretion, conduct that is, or results in, a violation of security or disrupts the administration of the examination may result in immediate disqualification and ejection from the examination. Such conduct includes, but is not limited to, cheating, failing to follow all rules and instructions governing the administration of the examination, or otherwise compromising the security or integrity of the examination.

Candidates are required to agree to a Non-Disclosure Agreement (NDA) before they can proceed with the exam. The complete NDA is as follows:

Your participation in taking this exam involves exposure of the exam items for the Association of Technology Leaders in Independent Schools (ATLIS) credential program. In order to protect the security of these items, we require that you comply with the following:

> *In recognition of ATLIS's need to protect its legitimate business interests, I agree to regard and treat each piece of information or data constituting a Trade Secret or Confidential Information of ATLIS as strictly confidential and wholly owned by ATLIS, and that I will not use, distribute, disclose, reproduce, or otherwise communicate any such piece of information or data to any person or entity for any purpose.*

Section 4:
After the exam

Exam results

The TLIS exam results will be available to the candidate immediately upon submitting his/her/their responses.

In the first round of testing for the TLIS exam (April 2024), candidates will be informed of their test results within 60 days of taking the exam. All candidates will be notified in writing via email the results of their exam.

Understanding your scores

A criterion-referenced standard setting process is used to establish the passing point for the TLIS exam. This means that each candidate's performance on the exam is measured against a pre-determined standard. Candidates are not graded on a curve and do not compete against each other or against a quota. Receiving a higher than passing score is not an indication of more advanced knowledge or a predictor of better job performance. All individuals who pass the exam, regardless of their score, have demonstrated an acceptable level of knowledge.

Irregularities

Occasionally, testing irregularities occur that affect an individual or a group of test takers. Such problems include, without limitation, administrative errors, defective equipment or materials, improper access to test content and/or the unauthorized general availability of test content, as well as other disruptions of test administrations (for example, natural disasters and other emergencies). Typical testing irregularities will be investigated and resolved by ACC staff, in conjunction with the testing administrator partner. Significant irregularities will be escalated to the attention of the ACC. The Council may direct either not to score a test or to cancel test scores based on the irregularity.

Certification verification

The names of individuals who have earned the TLIS certification are not considered confidential. ATLIS and the ACC will publish the names of individuals who have passed the TLIS certification examination in various publications, including magazines, newsletters, and online. A certificant may opt out of these announcement by submitting a request in writing ahead of the test.

TLIS digital certificate and badge

The ACC issues a non-transferable, verifiable certificate and digital badge only to individuals found to meet all certification requirements. No other factors shall be used to determine an individual's qualification to earn the certificate. The certificate will also include: the certificant's name, title of certification, scope of certification, certification issuer (ACC), and the signature of the ACC Council Chair. The digital badge is delivered via code that may be added to social media profiles, webpages, email signatures and more. Information to retrieve the certificate and digital badge is sent to successful candidates within three days of the close of the exam window.

Re-testing

In the case a candidate does not pass the exam, there is opportunity to re-take the exam provided the following criteria are met:

- The candidate must wait a minimum 90 days before registering again
- The second attempt must happen in the next available exam window
- The candidate must pay a re-test fee

Section 5:
Challenges, investigations, and disciplinary actions

Reconsideration of adverse decisions

An individual may request reconsideration of an adverse non-disciplinary decision made as part of the exam eligibility, exam testing, and recertification processes. The types of items that fall into this policy may include, but is not limited to: being deemed ineligible to take an exam, concerns about an unsuccessful exam result, a test day issue, a medical or personal emergency, or denial of the recertification application.

To request a reconsideration of a decision, submit the request in writing (via U.S. mail or e-mail) to the ACC at 4 Weems Lane, #257, Winchester, VA, 22601, or via e-mail at certification@theatlis.org within 30 days of the date on the letter or e-mail stating the original decision. The written request must include the:

- Date of the decision
- Details of the situation and circumstances
- Reason for the request for reconsideration
- Relevant materials for the request for reconsideration
- Individual's contact information (e-mail, phone number, address)

Once your request has been received, it will be entered into the Request for Consideration Log. Then a representative of the ACC, who may be an ATLIS staff member or Council member, will review the request within 10 days of receipt and notify the candidate within 30 days of the review. The determination of the ACC on the matter is considered final.

Disciplinary and complaints

Code of conduct & grounds for sanctions

Individuals certified by the ACC have successfully completed the requirements of the certification process by meeting established eligibility requirements and passing the TLIS certification examination. An important part of maintaining certification includes understanding and complying with the TLIS Code of Conduct and related policies. Pledging to uphold the Code of Conduct is an essential piece of the certification process as it assures that

a certificant agrees to uphold the highest standards of personal and professional behavior.

Attesting to the Code of Conduct occurs initially with the certification application and is reaffirmed at each recertification.

Those certificants who are found to be in violation of the Code of Conduct may face disciplinary action under the TLIS Disciplinary Policy.

The grounds for sanctions may include, but are not limited to:

- Violation of established TLIS certification program policies, rules, and requirements;
- Fraud or misrepresentation in the application for, or maintenance of, certification;
- An irregular event in connection with the TLIS certification examination, including (but not limited to) copying examination materials, causing a disruption in the testing area, or failure to abide by reasonable test administration rules;
- Taking the exam for any purpose other than that of becoming credentialed in the area referenced in the title of the exam;
- Disclosing, publishing, reproducing, summarizing, paraphrasing, or transmitting any portion of the exam in any form or by any means (verbal, written, electronic or mechanical) without the prior express written permission of the ACC;
- Unauthorized possession or misuse of the TLIS credential, examination, and other intellectual property;
- Misrepresentation of credential status; and
- Failure to provide requested information in a timely manner.

Complaints and investigations

Complaints must be submitted using the TLIS Complaint Form (available on theATLIS.org) with the required information including:

- The certificant name or other identifying information;
- The specific complaint and the corresponding grounds for sanctions (listed above);
- Supporting evidence to support the complaint; and contact information for the individual or organization submitting the complaint.

Upon receipt of the complaint, it will be entered into the TLIS Complaint Log. ACC staff will then conduct a preliminary review of a submission. ACC staff will determine if the submission constitutes an actual complaint and if disciplinary action should be taken.

If the submission is determined to be an actionable complaint, the certificant in question will receive a written notice about the complaint and will be granted the opportunity to respond to the complaint. The individual will then have thirty (30) days to submit any and all applicable documentation.

The staff lead also shall ensure that the individual submitting the complaint receives notice that the complaint is being reviewed by the ACC.

This documentation will be presented to a committee of three members of the ACC Council for investigation. If no applicable documentation is submitted within the thirty (30) days, the committee may proceed with making a determination.

The staff lead shall make a determination of whether the submitted information constitutes an actual complaint that requires further investigation and review. ACC staff will provide the notices required hereunder within sixty (60) days of receipt of the complaint.

Review process

1. For each complaint submission that ACC staff concludes is a valid and actionable complaint, the ACC authorizes an investigation into its specific facts or circumstances to whatever extent is necessary in order to clarify, expand, or corroborate the information provided by the submitter.

2. Both the individual submitting the complaint and the certificant who is the subject of the investigation (or his, her, or their employer) may be contacted for additional information with respect to the complaint. The Certification Council may, at its discretion, contact such other individuals who may have knowledge of the facts and circumstances surrounding the complaint.

3. All investigations and deliberations of the committee and the Certification Council are conducted in confidence, with all written communications sealed and marked "Personal and Confidential." They are conducted objectively, without any indication of prejudgment. An investigation may be directed toward any aspect of a complaint which is relevant or potentially relevant. Formal hearings are not held.

4. The committee and the Certification Council shall undertake all reasonable efforts to ensure that the review process set forth in this section shall be completed within ninety (90) days of the determination to investigate.

Determination of violation

Upon completion of an investigation, the committee of the Certification Council may make a determination that there has been a demonstrable and serious violation based on the grounds for sanction. The determination of the disciplinary decision is prepared under the staff lead's supervision and is presented to the full ACC along with the record of the committee's investigation:

1. If the committee determines that a violation has not occurred, the complaint is dismissed with notice to the certificant and the individual or entity who submitted the complaint. The complaint is included in an annual summary Certification Council report.
2. If the committee determines that a violation has occurred, the committee will decide on an appropriate sanction.
3. This determination and the imposition of a sanction are promulgated by written notice to the certificant and to the individual submitting the complaint (if the submitter agrees in advance and in writing to maintain in confidence whatever portion of the information is not made public by the committee or Council.)
4. In certain circumstances, the committee or the Certification Council may determine that the certificant who has violated the Code of Conduct or other grounds for sanctions, should be offered an opportunity to submit a written assurance that the conduct in question has been terminated and will not recur. The decision of the committee to make such a determination is within their discretionary power. If such an offer is extended, the certificant at issue must submit the required written assurance within thirty days of receipt of the offer, and the assurance must be submitted in terms that are acceptable to the committee. If the committee accepts the assurance, notice is given to the certificant and to the submitter of the complaint, if the submitter agrees in advance and in writing to maintain the information in confidence.

Sanctions

Any of the following sanctions may be imposed by the Certification Council upon a certificant whom the Certification Council has determined has violated the Code of Conduct. The disciplinary decision applied must reasonably relate to the nature and severity of the violation, focusing on reformation of the conduct and deterrence of similar conduct by others.

Actions may include:

- Written reprimand to the certificant;
- Suspension of the certificant for a designated period; or
- Termination of the certificant's certification from the ACC.

Once a determination has been made, the ACC database and certificant's file will be promptly updated to reflect any certification suspension or termination.

- A formal, written reprimand from the ACC is generally first sent to a certificant who has received his, her, or their first substantiated complaint.
- Suspension normally is imposed on a certificant who has received two substantiated complaints.
- Termination normally is imposed on a certificant who has received two substantiated complaints within a two-year period, or three or more substantiated complaints.

The Certification Council may, at its discretion, impose any of the above sanctions, if warranted, in specific cases. Certificants who have been terminated shall have their certification revoked and all certificates or other materials requested by the ACC must be returned promptly to the ACC.

Appeal

Within thirty (30) days from receipt of notice of a determination by the Certification Council that an individual violated the Code of Conduct—or of other substantive requirements of the certification process resulting in grounds for sanctions—the certificant in question may submit to the ACC a written request for an appeal.

Upon receiving a request for appeal, the Chair of the Council will appoint a three-person Appeal Panel. Individuals appointed to serve on the Appeal Panel cannot be current members of the ACC. No one with any personal involvement or conflict of interest may serve on the Appeal Panel. Appeal Panel members will sign a confidentiality and conflict of interest statement prior to beginning their service on the committee.

This Appeal Panel may review one or more appeals, upon request of the ACC Chair.

The Appeal Panel may only review whether the determination by the Certification Council was inappropriate because of:

- Material errors of fact, or
- Failure of the Certification Council or TLIS to conform to published criteria, policies, or procedures.

Only facts and conditions known to the ACC up to and including the time of the Certification Council's determination are considered during an appeal. The appeal shall not include a hearing or any similar trial-type proceeding. Except as otherwise set forth herein, legal counsel is not expected to participate in the appeal process, unless requested by the

appellant and approved by the ACC and the Appeal Panel. The Certification Council and Appeal Panel may consult ACC legal counsel.

The Appeal Panel conducts and completes the appeal within ninety (90) days after receipt of the request for an appeal.

Written appellate submissions and any reply submissions may be made by authorized representatives of the appellant and of the Appeal Panel. Submissions are made according to whatever schedule is reasonably established by the Appeal Panel.

The decision of the Appeal Panel either affirms or overrules the determination of the Certification Council, but does not address a sanction imposed by the Certification Council. The decision of the Appeal Panel, including a statement of the reasons for the decision, is reported to the ACC in writing. The Appeal Panel decision is binding upon the Certification Council, the certificant who is subject to the sanction, and all other persons.

Resignation

If a certificant who is the subject of a complaint voluntarily surrenders his, her, or their TLIS certification at any time during the pendency of a complaint under these procedures, the complaint will be dismissed without any further action by the Certification Council or an Appeal Panel established after an appeal. If this occurs, the information will be retained in the ACC's permanent file for future reference. A certificant who resigns during a complaint investigation will not be allowed to reapply and take the exam again to become certified for a minimum of three years.

At the time of reapplication, the individual may be asked to submit an additional statement that answers any questions from the original complaint investigation. However, the Certification Council may authorize the Certification Chair to communicate the fact and date of resignation, and the fact and general nature of the complaint which was pending at the time of the resignation, to or at the request of a government entity engaged in the administration of law. Similarly, in the event of such resignation, the person or entity who submitted the complaint is notified of the fact and date of resignation and that Certification Council has dismissed the complaint as a result.

Section 6:
Maintaining your certification

Maintenance of certification

The ACC monitors ongoing compliance with the certification requirements through mandatory certification maintenance. This maintenance program is designed to promote continuing education and training so that those within the K-12 educational technology leadership space may continue to reinforce and expand their knowledge and skill sets.

Requirements for certification maintenance

To maintain TLIS certification, all certified individuals are required to recertify every three (3) years, at which time a certificant must document participation in a minimum of 30 hours of continuing education training in topics directly related to independent school technology leadership during each three-year certification cycle. Through these recertification hours, certificants are encouraged to become familiar with several topics or advance their knowledge in emerging technologies that are impacting or may impact K-12 independent school technology.

Recertification timeline

The three-year certification cycle begins on the date the ACC awards the TLIS credential and expires on the last day of the calendar year in each three-year cycle. For example, if certification was granted on a date in the spring of 2024, the first recertification would be due no later than December 31, 2027. If certification was granted in the fall of 2024, the first certification would similarly be due December 31, 2027.

All individuals seeking recertification must complete an application for recertification, available for download from the TLIS website.

Recertification applications, continuing education unit documentation, and the recertification fee are all due on the day of the deadline by the close of business at the ACC's headquarters in Winchester, Virginia.

After the deadline, progressive late fees will be charged above and beyond the recertification application fee according to the schedule below:

Days after the Dec. 31st deadline	Additional fee
1-30	$50
31-90	$100
91-180	$150
181-365	$175

After 365 days (or one year), the certification expires and recertification is not possible. The individual will need to submit a new TLIS application, pay all applicable fees, take, and pass the exam in order to become certified again.

Recertification application and fees

All individuals seeking recertification must complete an application for recertification, available on theATLIS.org.

Incomplete applications

If an application is deemed incomplete by ACC staff (missing fields or qualifications), the applicant will be sent a hard copy letter to the address listed on their application as well as an e-mail sent to the e-mail address listed on their application, detailing the specific information that is missing that caused their application to be classified as incomplete (i.e. checklist showing which fields are missing). The applicant will have one opportunity to submit the missing information within one month from the date of the e-mail outlining the missing information. There will be no additional fee associated with this one resubmittal. After three months, there will be a late completion fee that will be charged to process the additional information. After six months from the date of the e-mail outlining the missing information, the incomplete application will be deleted from the system. If the recertification application is deemed to be complete, the certificant will be sent a hard copy letter and an e-mail to notify them that the application was successful.

Certification expiration and failure to maintain certification

If a candidate fails to meet the eligibility requirements, the individual will be sent a hard copy letter at the address listed on the application as well as an e-mail that states that the applicant was found to not meet the recertification requirement. Application fees will not be reimbursed for unapproved applications.

The certification status will be noted in the ACC database as pending recertification after the expiration date. If any requests for certification verification are received during this period, it will be noted that the certification is not active but pending recertification.

On the first day of the month twelve months after the expiration date, the certification becomes null and void, after which former certificants must reapply as a new candidate and take the certification exam again.

Appeals

Read more on the appeals process in Section 5 – Complaints, Investigations and Disciplinary Actions under “Reconsideration of Adverse Decisions” on page 18.

Verification

The ACC will randomly audit a minimum of ten (10) percent of the applications for the TLIS recertification. The ACC will verify continuing education training credits (e.g., certificate of completion, roster from sponsoring organization).

Section 7:
Policies

Code of conduct

Individuals certified by the ACC have successfully completed the requirements of the certification process by meeting established eligibility requirements and passing the TLIS certification examination. An important part of maintaining certification lies with reading, understanding, and complying with the TLIS Code of Conduct and related policies. Pledging to abide by the Code of Conduct is an essential piece of the certification process as it assures that a certificant agrees to uphold the highest standards of personal and professional behavior. Attesting to the Code of Conduct occurs initially with the certification application and is reaffirmed at each recertification. Failure to follow the code of conduct may result in the loss of certification.

- Act honestly, competently, and with integrity while in your career-related settings.
- Use my knowledge and skill for betterment and safety of K-12 independent school communities.
- Be truthful and accurate in the information I provide to the TLIS community and ACC.
- Adhere to all laws and regulation applicable to the education and technology professions.
- Promote and encourage a high quality level of work in all K-12 independent school environments.
- Accurately represent my qualifications and credentials.
- Protect and keep information, including exam content, confidential in order to maintain it as an accurate validation of others' knowledge in independent school technology.
- Strive for continued professional development throughout my career in a way that supports on-going improvement and efficiency in my role.
- Properly use the certificate, stamp and other mark of the TLIS designation, which are the property of ATLIS, as I am specifically authorized to do so.
- Uphold and follow all of the policies and procedures outlined in the TLIS Policies and Procedures Handbook required in order to become and to remain TLIS certified and in good standing.
- Represent ATLIS with responsibility, accountability, and excellence.

Nondiscrimination

ATLIS and the ACC adheres to principles of fairness and due process and endorses the principles of equal opportunity. In administering the certification program, ACC shall not discriminate or deny opportunity to anyone on the grounds of race, color, national origin, sex, age, religion, marital status, sexual orientation, or any other status that is protected by applicable law.

Use of certification mark

The TLIS certification mark and logo are the property of ATLIS. Permission to use the certification mark or logo is granted to certified persons at the discretion of the ACC, for permissible uses only.

Individuals who have met the TLIS certification and recertification requirements and have agreed to the Code of Conduct are authorized to use the TLIS certification mark and logo as a means to alert those within the independent school industry, such as school administrators, important stakeholders and the general public, of the designation.

Any complaint of credential or logo misuse should be submitted to the ACC through the disciplinary and complaint process. (See Section 5 – Complaints and Disciplinary Actions.) The ACC will follow all policies and procedures to determine the validity of the complaint and notify the person misusing the logo that they must cease and desist use. If they fail to cease and desist, ATLIS will take further steps, possibly including legal action, to prevent logo misuse.

Confidential information and security

Confidential personal information about applicants and certificants and their examination scores will be released only to the individual candidate and will not be disclosed without a written request and signed release from the protected party for release to a 3rd party, unless required by law.

Applicant/certificant personal information supplied on an application for initial certification or recertification is considered confidential. Personal information retained within the applicant/certificant database will be kept confidential.

The names of certified individuals are not considered confidential and may be published by the Council in ATLIS and ACC publications. Certified individuals may elect to have their names withheld from these publications. Regardless of this election, the Council verifies the certification status of any individual upon written request. This verification includes whether the individual is currently certified or not. Application status, or whether or not an individual has taken the exam(s), is not released.

Aggregate exam statistics for the certification program (including the number of exam candidates, pass/fail rates, and total number of certificants) will be publicly available. Aggregate exam statistics, studies and reports concerning applicants/certificants will contain no information identifiable with any applicant, unless authorized in writing by the applicant.

Section 8:
Forms and applications

Application

TLIS applications are processed online. The information below may be useful in preparing for the application before visiting theATLIS.org.

IMPORTANT

Before your application is processed, ATLIS must receive your application fee. You can pay the fee:

- Now, by following this link, adding the product to your cart, and completing the transaction, OR
- Contact membership@theatlis.org and request an invoice. Once paid, notify certification@theatlis.org and report the payment method and the date payment was submitted. Complete the application, and your application will be considered upon confirmation.

Applications received without an associated fee payment (or notice of payment being mailed) will be discarded. When confident you have satisfied the fee conditions, submit the form for review. Allow up to five business days for application review and response.

Be sure you are familiar with eligibility requirements, as they will be referred to (but not explained in detail) in the application.

Experience working at an independent school

Independent schools are a unique work environment and have a much different culture than corporate settings. Minimally qualified candidates for the TLIS certification generally have five years of experience working at one or more independent schools. The application includes fields where you will enter your most recent role (and past roles, if necessary to reach the requirement).

Professional development activities (CEUs)

Again – please review the eligibility requirements for information about what qualifies for this section of the application.

IMPORTANT: At the time of this handbook's publication, the TLIS was new and therefore candidates had no knowledge of (or reason to document) TLIS-accepted professional development. In lieu of requiring documentation, it is up to the candidates to declare in good faith that they have participated in professional development the past three years in the spirit of this requirement.

Over time, the ACC will update this document and the application process with increased requirements for documentation.

Certification code of conduct acknowledgment

The TLIS Code of Conduct Acknowledgment will also be processed online as part of the application and reapplication/renewal process. Review the Code of Conduct on page 27, as the verbiage is not included on the application itself.

Mentoring form

Available for download on theATLIS.org, the required fields for this form are:

For the candidate:

- Full name
- Organization
- Email address
- Signature

For the mentor:

- Full name
- Organization
- Email address
- Latest year TLIS certified
- Signature

Documentation of mentoring time:

- Date(s)
- Number of hours
- TLIS topics covered
- Total number of CEUs earned

Non-Disclosure Agreement (NDA)

The day of the exam, part of the technical setup process includes agreeing to the NDA. Candidates can review the NDA in full at that time, or it is available on page 15 for review ahead of the exam.

Complaint form

The TLIS Complaint Form is available on theATLIS.org. The form includes the following fields:

- Name of the accused
- Brief summary of complaint
- Which specific policy was violated, if known
- Details of complaint
- File upload for supporting documentation

Appendix A:
Definitions and test frames

Definitions and acronyms

1:1 devices

Advancement (including development, etc.)

App (includes applications, programs, etc.)

Board (including trustees, etc.)

CFO

Device or **laptop** or **tablet** (including branded devices)

Educators (student-facing employees)

Equity and Inclusion

Facilities (including maintenance, etc.)

Families (broadest definition of family)

Helpdesk

MDM (mobile device management)

PTL (primary technology leader)

RFP (request for proposal)

ROI (return on investment)

School community (teachers, students, staff, parents, trustees, etc.)

Staff/employees (support, non-student facing)

Stakeholders (could be anyone involved who serves as a key decisionmaker or is someone who will be directly impacted by outcomes of whatever scenario is being presented by the exam prompt)

Students

Technology department (the team, etc.)

Users, Primary Users (those who utilize and/or depend upon the system/solution)

Test frames

The following lenses may be useful when considering test scenarios and questions that ask you to analyze various scenarios.

Technology leaders represent a wide variety of independent schools with varying enrollment, staff size, budget, etc. It is the ACC's intention that the holders of this certification have a sense of best practices in a common environment.

Therefore, the items in this exam were written while looking through the following lenses, and candidates should select the response from the perspective of this scenario:

- You are the Primary Technology Leader (PTL) at an independent school
- The school's grades served are K-12
- The school's enrollment is 1,000 students
- The total number of school employees is around 250
- The school is a day school
- The technology department is comprised of 5-10 people

The items on the exam do not require that you memorize the above attributes, however in some cases the information above provides relevant, possibly helpful context not explicitly described in every item.

Appendix B:
Question strategies and samples

How to analyze and correctly answer exam questions

The Technology Leader in Independent Schools exam emphasizes practice-based knowledge, rather than just simple memorization of facts. It assumes that the minimally qualified candidate not only knows the facts but also understands how to apply those facts effectively and successfully.

Two sample test questions are dissected below to show the knowledge and logic that must be utilized to arrive at the correct answer. Please use this exercise to answer the sample questions and remember the process when you sit for the actual examination.

*"**1**" refers to the domain, and "**.02**" refers to the specific objective. See the detailed exam blueprint on page 12.*

1.02 Implement technology professional development strategy for the school community

At the start of the school year the PTL rolled out updated gradebook features that are a new part of the school's SIS. Although the PTL is confident that the educators will be able to enter grades at the end of the first term, others on the technology team are concerned that some educators are going to need additional support to successfully enter grades.

What should the PTL do?

A. Send out a reminder email about the updated features and include the original presentation along with a link to the gradebook help guide from the SIS.

B. Task the technology team with developing a new training and require all educators to attend a session of the updated training before the end of term.

C. Schedule and advertise office hours for the technology team in the workdays leading up to the end of the term that anyone who needs help can attend.

A. If the technology team is correct in thinking that educators will need more support, resharing the original presentation and a help guide that they must dig through will likely only add to the frustration of implementing new software. It may be helpful to reshare this information, but not as a standalone fix for the concern.

B. Developing a whole new training isn't a good use of the technology team's time. The first presentation can likely be used or tweaked, but requiring all educators to attend another training in an already busy end-of-trimester time will only frustrate educators. PTLs in charge of implementing PD strategy sometimes overlook issues on the horizon. This question aligns with the objective because it proposes a real-life scenario that technology teams often face during busy times of the year when PD needs to be prioritized.

C. This is the best option because it provides individualized support for any educator in need throughout the process. It doesn't assume that the original training was good enough and it also doesn't assume that everyone needs an entirely new training.

1.04 Research technology and trends to make appropriate recommendations

A PTL's school uses tablets, and the incoming Head of School comes from a school that used laptops. They believe that laptops are more appropriate for teaching and learning and has asked the PTL to research and recommend whether to move from tablets to laptops.

What should the PTL do first?

A. Create a needs assessment with the academic leaders of the school to rate how each device meets the needs of the teaching and learning goals of the school.

B. Reach out to peer schools via the PTLs professional networks to understand what devices schools of a similar size and composition use.

C. Invite representatives from vendors of each device to demonstrate their devices for your school so educators can decide which they like.

A. While everyone may have a favored device, schools need to choose the device that best meets their needs. Those needs should be identified with the group that best understands the teaching and learning process. With the needs identified, devices can be rated, and a determination made.

B. Understanding what peer schools do is important but should not be the rationale for another school's device choice.

C. Vendor representatives will help explain everything that a device can do and the ways in which it may fit into an environment. However, the school must first understand the criteria they will use to determine if a device meets those needs.

Note to candidates: These questions are samples only and not actual test questions. Use of this reference does not assure you a passing score on the TLIS exam.

Sample questions

Answer key appears on page 42.

1. At the start of the school year the PTL rolled out updated gradebook features that are a new part of the school's SIS. Although the PTL is confident that the educators will be able to enter grades at the end of the first term, others on the technology team are concerned that some educators are going to need additional support to successfully enter grades.

What should the PTL do?

A. Send out a reminder email about the updated features and include the original presentation along with a link to the gradebook help guide from the SIS.

B. Task the technology team with developing a new training and require all educators to attend a session of the updated training before the end of term.

C. Schedule and advertise office hours for the technology team in the workdays leading up to the end of the term that anyone who needs help can attend.

2. Educators are struggling to teach technical skills to students in their new 1:1 laptop program. Students exhibit widely different proficiencies in essential technical skills. Some teachers express the expectation that the technology integration specialist is responsible for this, while others insist that the skills are best learned in a subject-area context. Academic and learning support leaders are frustrated.

How should the PTL approach this situation?

A. Communicate with academic leaders to assess scope and integration. Support the technology integration specialist in discussing technical skills in curricula. Manage the collaborative development of a plan to infuse technical skills into the overall program.

B. Inform the technology integration specialist that it falls within their job scope to oversee this process. Reassure academic leadership that it takes time to develop this kind of curricula. Remind teachers that technical and media literacies have become important.

C. Observe all classes to assess their level of technology integration. Draw up a matrix of all relevant technology skills and where they will be included in curriculum. Offer the technology integrator a rubric for assessing the quality of the integration for each class.

3. The school has decided to implement a new event management system. Because employees have varying skill levels, the Head of School has assigned the PTL to implement the system and has allowed for professional development (PD) time to introduce the system.

What should the PTL do?

A. Invite a trainer from the vendor to visit the school during the professional development day to explain the benefits of the new system and answer educators' questions.

B. Meet with key stakeholders to determine common needs, tailor a training presentation that can be shared in-person and asynchronously and leave time for employee questions.

C. Create step-by-step instructions and how-to articles that can be housed in your helpdesk software's knowledge base and accessed as needed instead of in-person training.

4. Educators are using several different tools that serve a similar purpose of helping students create their own infographics. The PTL realizes that although these tools are similar, the individual educators have specific elements of each tool that they like. The students are getting confused and overwhelmed with the number of tools they are being asked to learn.

What should the PTL do?

A. Survey the educators and create a chart of the tools that they are using to create infographics. Identify the best features of each tool on the chart so educators and the technology team can find the right tool to use.

B. Survey the students and gather data on the tools that they are using to create infographics. Look into each tool to check for privacy compliance, best features, and ease of use. Determine the best tool and provide training.

C. Survey the educators and students to determine which tool they find most useful and let them know that this tool will become the standard. Develop effective training for both educators and students.

5. A PTL's school uses tablets, and the incoming Head of School comes from a school that used laptops. They believe that laptops are more appropriate for teaching and learning and has asked the PTL to research and recommend whether to move from tablets to laptops.

What should the PTL do first?

A. Create a needs assessment with the academic leaders of the school to rate how each device meets the needs of the teaching and learning goals of the school.

B. Reach out to peer schools via the PTLs professional networks to understand what devices schools of a similar size and composition use.

C. Invite representatives from vendors of each device to demonstrate their devices for your school so educators can decide which they like.

6. A PTL has been newly hired, and the Head of School shares employee feedback about the Technology Team. A common theme is that employees are uncomfortable seeking help because of negative interactions with department members. The Head of School tasks the PTL with improving relations between employees and the technology team.

What approach should the PTL take first?

A. Analyze data from the ticketing system to determine whether the department is adequately staffed and interview team members to determine possible changes to department structure.

B. Research effective customer service practices from various IT service providers and adapt them into guidelines that team members are expected to use when providing support to the school community.

C. Meet with the technology team to identify how their interactions impact the broader school community and use their observations to inform a set of norms and agreements for positive customer service.

7. The PTL receives feedback that new hires are overwhelmed by too much information during onboarding. The menu of onboarding items is misaligned with what the majority of new hires need to do and know.

How should the PTL proceed?

A. Create a task force of key stakeholders. The PTL will lead the task force through a process for reviewing existing items and identifying new items to fill gaps.

B. Consult other independent school sources and create a process for onboarding that includes menu items that peer schools use successfully.

C. Remove unnecessary onboarding items to streamline the process for future new hires. The menu of items should be reviewed prior to spring break each year.

8. The school has been mandated by their insurance provider to require two/multi-factor authentication for all employee email accounts.

What steps should the PTL take to implement this new requirement.

A. Send an email to all employees with instructions and a date by which they need to have set up the required two/multi-factor authentication.

B. Address the employees in person to explain the need and provide an overview of the process, time for Q&A, instructions, and due date.

C. Turn on two/multi-factor authentication and provide print-based instruction to all employees. Immediately comply with the new requirement.

9. The PTL has been assigned to the construction team for the next building project involving instructional spaces, common areas, and offices. The architect has provided the first set of plans to the team and has asked for comments.

How can you ensure the comments you provide reflect the needs for the spaces?

A. Meet with key decision makers for each space to identify the technology needs and future use.

B. Provide detailed recommendations for network specifications to the architects and design team.

C. Use existing similar spaces on campus as a blueprint for your comments on each type of area.

10. An educator has brought their school-owned laptop to the helpdesk because their hard drive crashed. The technician diagnosed the problems and determined that the last good backup was from two months ago. The educator has stated that their data urgently needs to be recovered because there is personal, non-school related work that needs to be completed. Your school policy states that you will restore backups but not pay to recover data.

What should the PTL do?

A. Immediately have the technician pull the drive, send it to a recovery specialist, and issue the educator a loaner laptop

B. Discuss the lost data with the educator to explore less expensive recovery options, while replacing the drive and restoring a base image

C. Consider the laptop a complete loss, reissue the educator a new laptop, and ensure that the new laptop has a working backup solution

11. Educators from two departments have requested different design apps. The PTL sees significant duplication of features between the two apps.

What should the PTL do?

A. Assume that the educators have properly vetted their requested apps and purchase the apps for them.

B. Deny the requests and ask the educators to reach out to their professional networks to see which apps peer schools are using.

C. Meet with the educators to determine which features are truly needed and whether it is feasible to choose just one.

Answer key

1. 1.02 Implement technology professional development strategy for the school community

C. This is the best option because it provides individualized support for any educator in need throughout the process. It doesn't assume that the original training was good enough and it also doesn't assume that everyone needs an entirely new training.

A. If the technology team is correct in thinking that educators will need more support, resharing the original presentation and a help guide that they must dig through will likely only add to the frustration of implementing new software. It may be helpful to reshare this information, but not as a standalone fix for the concern.

B. Developing a whole new training isn't a good use of the technology team's time. The first presentation can likely be used or tweaked, but requiring all educators to attend another training in an already busy end-of-trimester time will only frustrate educators. PTLs in charge of implementing PD strategy sometimes overlook issues on the horizon. This question aligns with the objective because it proposes a real-life scenario that technology teams often face during busy times of the year when PD needs to be prioritized.

2. 3.07 Develop ed tech academic plan for teaching and learning

A. To engender buy-in and a sense of group ownership of necessary changes and learning, it is important for the PTL to structure and guide the process, without overwhelming the outcome with their own opinions.

B. Slow progress and frustration are signs that some educators don't have the tools they need to move the change forward, meaning that the PTL needs to articulate process and identify collaborative planning avenues. An overly involved or prescriptive role threatens to thwart the scope of other leaders' roles and leave educators and direct reports without the guidance and respect they need to be effective.

C. While a PTL may not teach classes, their leadership and expertise as an educational professional in developing curricula around emerging tools and the skills these require is critical to a school's ability to achieve its mission.

3. 2.05 Design strategies for user support (e.g., create systems for troubleshooting, determine if/when knowledge base is needed)

B. A differentiated training strategy will give employees the opportunity to learn the system at their own pace and allow them to raise concerns in advance and bring focused questions to the PD.

A. Vendor training will be focused on gaining a broad understanding of the system and are unlikely to be able to answer specific use case employee questions that may involve policies for their department.

C. Creating asynchronous instructions will be a useful reference for employees but does not address the PD time allocated by the Head of School, nor does it differentiate for varying skill levels.

4. 4.02 Evaluate use of current ed tech tools to assess impact on learning

C. The PTL should consider both the educators and students to determine the tool and effective training.

B. This solution only considers data from students. Data from educators on likes/dislikes is important, but the PTL is responsible for ensuring that student privacy and data is safe, and tools can be maintained. Streamlining tools for privacy and safety, ability to support, and alignment with school goals should be a priority.

A. This solution only considers the educators and doesn't address the problem of too many tools.

5. 1.04 Research technology and trends to make appropriate recommendations

A. While everyone may have a favored device, schools need to choose the device that best meets their needs. Those needs should be identified with the group that best understands the teaching and learning process. With the needs identified, devices can be rated, and a determination made.

B. Understanding what peer schools do is important but should not be the rationale for another school's device choice.

C. Vendor representatives will help explain everything that a device can do and the ways in which it may fit into an environment. However, the school must first understand the criteria they will use to determine if a device meets those needs.

6. 3.10 Exercise effective independent school leadership practices based on established theories and research

C. Creating awareness around the interdependence of school communities and the way departments impact school climate provides the best foundation for setting positive behaviors.

A. This only addresses staffing and not the negative interactions.

B. While this information may be helpful, this top-down approach is less likely to create team buy-in.

7. 2.07 Onboard/offboard members of the school community

A. The catalyst for the evaluation of the current onboarding process is because it is deemed to contain too much information that is not well-timed. It is not possible for one individual to make adequate recommendations for a comprehensive onboarding program and what should be included in it. For this reason, the best process forward is a collaborative one to review and define the best topics and timeline for onboarding.

B. While it is useful to consult other sources at independent schools, each school is different and has different needs, even if the topics appear similar. This consultation with peers may provide items for onboarding, but may miss critical components that are important for one's individual school.

C. Removing items that seem unnecessary feels compelling, especially if there already appears to be too many items on the onboarding list. Doing so may remove items of need and value that should be included, but at a different time, for example. This also assumes that the best way to remedy an onboarding list that is overflowing is to just remove items.

8. 3.02 Implement and enforce policies and procedures

B. There will be a lot of questions about this requirement, and the "personal" approach will go a long way to move the process forward.

A. While an email can provide the information/detail needed to implement the change it doesn't allow for an opportunity to explain the reason for the change and address concerns.

C. Changing too quickly can cause more problems than it solves. A change of this magnitude will require greater thought, planning, and communications.

9. 2.06 Execute management of infrastructure projects

A. Architects focus on flow and design but do not account for how educators use the space daily. The PTL should meet with those decision-makers, prioritize their feedback, and return comments to the architects.

B. The PTL may feel most comfortable providing network specs but will miss critical elements of space design if this is the only feedback provided.

C. Using existing spaces as a template is a good start, but feedback is required to validate the planned use and possible evolution of the spaces.

10. 3.01 Develop policies and procedures

B. The PTL is following the established school policy. Replacing the drive with a base image will give the educator technology access quickly while providing time to discuss recovery options the educator can afford to pay for on their own.

A. The immediate response is good, however the school's policy indicates it will not pay to recover data so sending it to a recovery specialist should not be the first step.

C. While the laptop does need a working backup solution, it is not a complete loss and should not need to be replaced. This answer does not address the loss of data.

11. 4.03 Manage and streamline ed tech tools

C. Understanding the needs of those requesting the app is critical to knowing whether there is truly a duplication of features between apps.

A. Educators may not always know the apps or software for which a school already has licensing.

B. Relying on a peer school-recommendation does not help determine which features may be duplicated.