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Correlating Social Media Policy To The ISLLC Standards

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CORRELATING SOCIAL MEDIA POLICY TO THE ISLLC STANDARDS

being

A Field Study Presented to the Graduate Faculty

of the Fort Hays State University in

Partial Fulfillment of the Requirements for

the Degree of Specialist in Education

by

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ABSTRACT

The Interstate School Leaders Licensure Consortium (ISLLC) was a committee developed in 1996 by the Council of Chief School Officers (CSSO) that created standards to direct the training of aspirant school administrators. The objective of each of these standards also may provide guidance for administrators in their daily mission to lead their school to providing the highest quality education possible.

Social media is a fairly new communication tool that school leaders must consider in the development of school policy. This communication tool has an overabundance of considerations, both positive and negative, that must be measured when developing policy on its incorporation into the school's culture.

The purpose of this study is to examine the correlation of the ISLLC Standards and the development of school policy on social media. What is to be examined is how policy on the use of social media in school should integrate the principles that guide the leadership of the school in meeting the vision for learning of the school. The study will conclude with basic recommendations for administrators to consider who consider the addition or revision of social media policies for their schools.

ACKNOWLEDGEMENTS

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INTRODUCTION

A review of education in America through the years indicates there have been substantial changes in the system, although the basic premise has always remained. The primary goal of the American educational system has always been and continues to be the preparation of young people for their future as adults. While the system remains constant in this endeavor, it is the face of that future that has changed dramatically. Twenty-first century adults must possess many career and personal skills that only recently became a necessity.

A focus on the "3 R's", reading, writing, and arithmetic, was common for all early American classrooms, however a disparity in the school system existed in that the wealthy were able to elect the best schools. In the mid-1800's, Horace Mann and Henry Barnard lead the Common School Movement. These educational reformers embraced the idea of "increasing opportunities for all children and create common bonds among an increasingly diverse population. They also argued education could preserve social stability and prevent crime and poverty" (Chesapeake College, 2010).

While the educational system continued to emphasize the basics as a primary way to prepare all children for adulthood, it was the industrial revolution that caused a shift in the focus to address the preparation of students to become workers. These workers needed to be capable of following directives and perform tasks without creative thought so as to be compliant within the economic system. By the start of the twentieth century, a number of different groups began to believe that a comprehensive education was necessary to enhance the students' ability to become "complete" adults. Studies that

included the arts, history, and literature gained significant importance. These and more creative subjects were added to school curriculums; however the approach seemed to foster the development of students trained to be compliant individualistic workers.

Not until recent times has there been an emphasis on developing all students into adults that work collaboratively as creative individuals in society. Education has evolved from producing the 20th Century "factory model" that met the needs of employers in the industrial age to the 21st Century "global model" that meets the needs of a globalized, high-tech society (California State PTA, 2011). This shift has taken children from the role of passive learners to active learners. As active learners, students must be allowed to explore the world around them. To this end, technology has become an integral part of the educational process. With technology playing such a relevant role in the world today, schools would be remiss in ignoring its importance by omitting it from its curriculum. It is an essential component for preparation into the adult work.

Technology, even more than many other aspects of education, presents unique challenges. It lends itself to the need for school policy to ensure ethical and positive behavior within the school frameworks. Schools must develop policies on technology to establish acceptable use practices to ensure that their stakeholders learn and practice safe and appropriate procedures when utilizing technology. Policy development that outlines specific guidelines has become essential from a financial aspect. The federal government, in the form of E-rate in the Schools and Libraries Program, provides assistance in financing technology in the schools with the stipulation that specific guidelines be incorporated in a school technology plan.

When schools develop technology policy, acceptable use guidelines must address the area of social media. There is a great deal of latitude afforded schools in establishing these guidelines. It may be as stringent as blocking all social media or as lenient as to allow access to all social media. The caveat, whether allowing some or all social media, is that the school must ensure safe and responsible usage of these forms of communication by its stakeholders.

A large majority of schools in Illinois utilize the Illinois Association of School Boards' (IASB) policy services when writing their school's policy manual. The IASB's Policy Reference Educational Subscription Services (PRESS) provides a Policy Reference Manual to assist schools in developing policy, along with regular updates to keep the school district informed of new legal requirements. All policies found in this reference manual are aligned with Illinois School Code. The policy suggestions provided by IASB in regard to technology are found under section 6:235 Access to Electronic Networks. This section delineates an outline for technology use under the specifics of Curriculum and Appropriate Online Behavior, Acceptable Use, Internet Safety, and Authorizations for Electronic Network Access. The guidance provided in this suggested policy provides for general safety for not only students, but also for the liability of the district. Within this policy, social media is only mentioned directly once. Social media is directly addressed under Curriculum and Appropriate Online Behavior and states:

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional need, learning styles, abilities, and developmental levels of the students, and (2) comply with the

selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, Curriculum Content, student will be educated about appropriate social networking websites and in chat rooms and (3) cyber-bullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum. The District's electronic network is part of the curriculum and is not a public forum for general use. (IASB, 2012) As can be seen, the policy's direction on social media, within the context of technology, is only a reference to curriculum guidelines set forth in other suggested board policy found further in the reference manual under section 6:60. In both the technology and the curriculum policy standards set forth by IASB, social media's use within the school has very little in the form of limitations or direction for the use of social media. From this policy manual, it can be seen that schools in Illinois may use social media as long as individuals are protected and it is mandated that the appropriate interactions through the use of social media be taught.

From the vagueness of the suggested policy on social media from IASB, Illinois administrators have virtually free reign on how social media is incorporated into an Illinois school district's culture. The amount the stakeholders of the school are exposed to social media within the confines of the school community is entirely based on the leadership's (administration, board of education) view of its importance to meeting the school's vision for learning. For this reason school leaders in Illinois must look to the ISSLC Standards and apply the values of those standards to the development of policy on social media in their districts. In the following chapters, each ISSLC Standard will be

examined as to its relationship of the use of social media in a school community's culture

and how social media can be useful in achieving the vision for learning in the school.

LITERATURE REVIEW

As stated, the purpose of this research is to examine how policy on social media in school reflects the school leadership's commitment to the ideals of the ISLLC Standards. For the purpose of this study we will examine how this topic relates to school leaders in the state of Illinois, although it will be applicable to administrators nationwide. When developing a policy on social media, schools have a variety of options available from totally blocking all access to social media sites within the school, to limited access to specific sites, or to allowing complete access to social media sites. Of course with whatever option chosen by the school, there must be precautions taken that ensure the students are not exposed to harmful materials or activities as designated by state guidelines.

This literature review will be two fold in nature. The review will first examine the ISLLC Standards. It must be understood where the ISLLC Standards came from and what the intended purpose was for these standards. It must be implicit what the ISLLC Standards mean to the school administrator's performance of the duties and responsibilities as leader of a school. The background of the ISLLC Standards can reveal the importance of the connection between the school leader's development of school policies and the intent of the standards.

The second area to be examined will be social media. When investigating the development of a school policy on social media and how it correlates to the ISLLC Standards, one must understand the benefits and pitfalls of social media as it affects children. This area is vast and ever changing, so for the purpose of this review a synopsis

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can only be accomplished. But through this summation an understanding of how policy

on social media correlates to the ISLLC Standards can be accomplished.

Background of ISLLC Standards

One may first ask, "What is ISLLC?" and "What are the ISLLC Standards?" To

address these questions we must embark on a brief look at the history of the ISLLC

Standards. For many years the school leader was engaged in his duties without a uniform

set of norms. There were no common expectations that could be found across schools or

programs that were meant to prepare administrators for the task of leading schools to be

successful institutions of learning. Prior views of the school leader held that the "school

administrator was constructed almost entirely on a two-layered foundation built up during

the 19th century: concepts from management, especially from the private sector, and

theories and constructs borrowed from the behavioral sciences. The idea of school leaders

as business managers first surfaced during the early decades of the 20th century when the

paramount hero in the larger society was corporate enterprise and its apotheosis, the

CEO" (Murphy, 2003).

"In the early 1980s, effective schools research identified instructional leadership

as one of the seven correlates of effective schools. Since that time, the principal has been

at the forefront of numerous research studies and been recognized as a key to successful

schools" (Waters, Alsbury, Else, & Reed, 2006). From the indications brought forth

through the research on the role of the school administrator in providing effective

educational opportunities, common effective traits were now of interest. By developing a

common set of standards, school leaders could be trained to be most effective in leading a successful educational setting.

In the mid 1990's, the Interstate School Leaders Licensure Consortium (ISLLC) was established. ISLLC was primarily a collaboration of 24 state educational agencies and 11 professional development organizations dedicated to creating standards for school leaders. Of the 24 states, Illinois was one of those involved in the collaboration in the development of these standards. Some of the organizations involved with this initiative were the National Commission for Excellence in Educational Administration (NCEEA), the National Policy Board for Educational Administration (NPBEA), National Council for Accreditation of Teacher Education (NCATE) and the National Alliance of Business to mention a few. The Council of Chief State School Officers (CCSSO) became the home of ISLLC along with the Interstate New Teachers Assessment and Support Consortium (INTASC). Through the development of ISLLC, there was now a group that could focus its efforts in developing a set of standards for school leaders. Through a consortium such as this, the common set of standards would create consistency in the training of future school leaders. As well, these standards could assist school leaders in continual self-evaluation, providing for recurrent improvement in job performance, and in turn continuous school improvement.

The ISLLC Standards

"In developing the Standards, the Consortium also relied heavily on the research on principals and superintendents who were especially productive in leading high-performing organizations" (Murphy, 2003). The development of these standards was seen

as being of great value to the continued improvement of the educational system. One reason for the importance placed on these standards is that "studies find leadership is second only to classroom instruction in influencing student outcomes" (CCSSO, 2008). From the research on effective school leaders, ISLLC compiled the characteristics exhibited and broke the characteristics into six distinct principles. These principles can be seen as a guide administrators should endeavor to meet for achieving success as a school leader. The six ISLLC Standards are:

- Standard 1: Setting a widely shared vision for learning an education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

- Standard 2: Developing a school culture and instructional program conducive to student learning and staff professional growth an education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Standard 3: Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment an education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

- Standard 4**:** Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Standard 5: Acting with integrity, fairness, and in an ethical manner an education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

- Standard 6: Understanding, responding to, and influencing the political, social, legal, and cultural contexts an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. (School Leadership Briefing, 2012).

The concept behind these standards would be that if the leadership of the school were to successfully attain each of these principles, the administrator would lead the school to the achievement of providing the highest quality education. Through striving to meet all of these ambitions, the school leader is developing the school to its fullest potential.

Each of these standards can be examined and related to the various aspects of the school and the school community. This is equally true when the school leadership is involved in developing school policy. This point will be reiterated further in the rest of this research when looking at school policy on social media.

Social Media

     "Social Media**:** forms of electronic communication (as Web sites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos)" (Merriam-Webster, 2012). As the definition states, social media is a form of communication. This form of communication has become a norm in today's culture. Mark Prensky (2001) identifies this peer group, who has always known technology, as "Digital Natives." "This generation has been termed digital natives because they have never known a time without the types of technology that we have today. Today's students – K through college – represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age" (Prensky, 2001).

     While social media has become a norm, this form of communication is still foreign to many in to today's world. Many of the older generation have little or no experience with the various forms of social media, including school administrators and staff. "Those of us who were not born into the digital world but have, at some later point in our lives, become fascinated by and adopted many or most aspects of the new technology are, and always will be compared to them, Digital Immigrants" (Prensky, 2001).

     This term, Digital immigrant, applies to many in the field of education. For the educators of today to be effective, they must acclimate themselves to understanding this new means of communication used by those who they are trying to educate.

Social media as a communication tool can be found in many forms. From communicating via text messages on cell phones, e-mail, chat sites and blogs, pod casts, wikis, social tagging, on-line videos, to social networking web sites, there are a myriad of forms of communication available today. The web site eBizMBA (2012) listed the top 15 social networking sites, of those Facebook, Twitter, Linkedin, MySpace, and Google Plus+ were at the top. These are but a few of the modes of communication used by the digital natives, and with the speed in which technology evolves these may be replaced in a rapid fashion.

Statistics from the presentation "Welcome to the New Media World" by Oxiem, show that "73% of online American teens ages 12-17 used an online social network website, 86% of teen social network users post comments to a friend's page or wall, 75% of American teens agers

12- 17 have a cell phone" (Oxium, 2010). This illustrates the need to examine the use of social media as a communication tool within the school community setting.

Pitfalls of Social Media

Human beings have from the beginning of time been very ingenious creatures, developing countless ideas into inventions that were meant to improve life for the people of our society. This is still true today as it was from the beginning of time and maybe even more so, as developments in technology to be used to improve life for mankind, progresses at exponential rates. But as human beings are creative in developing useful tools for society, human beings are just as creative in developing ways to abuse these tools that were intended to improve our lives. This fact is true within the use of social

media. For this reason, social media must be examined for the potential pitfalls that could be detrimental to the learning environment of a school community. As with all things man has created for good, the possibilities of potential pitfalls with social media are limitless. For this reason we will not be able to examine them all, but we can look at a sampling of feasible problems.

"There is no doubt that using online technology at high rates and in certain ways is a related to poorer academic and psychosocial outcomes" (Junco, 2011). Social media communication does not require that formal communication skills be implemented by its users, and since there is a sense of anonymity, social standards are not as implied as with face to face communications. The use of social media within the school setting may also lead to a lack of engagement in the academic process thus lower achievement levels.

Another aspect of social media is that postings can influence the future of those who post. "Students have only recently started to become aware of the fact that potential employers check their social networking Web sites, in addition to conducting Google searches. CareerBuilder.com has found that 45 percent of employers check social media profiles during the hiring process" (Junco & Chickering, 2010). Students have always tended to be unaware or oblivious to how their actions as a student may affect them as they get older. This is due mainly to their immaturity and the misguidance of adolescence. With the addition of social media to the lives of teens, there is yet another consideration for them to remain conscious of when considering how their behaviors affect their futures.

One of the more troubling aspects of social media is the advent of cyber bullying. The Cyberbullying Research Center (2012) defines cyber bullying as: "Cyber bullying is when someone repeatedly harasses, mistreats, or makes fun of another person online or while using cell phones or other electronic devices." The following tables illustrate their 2010 research:
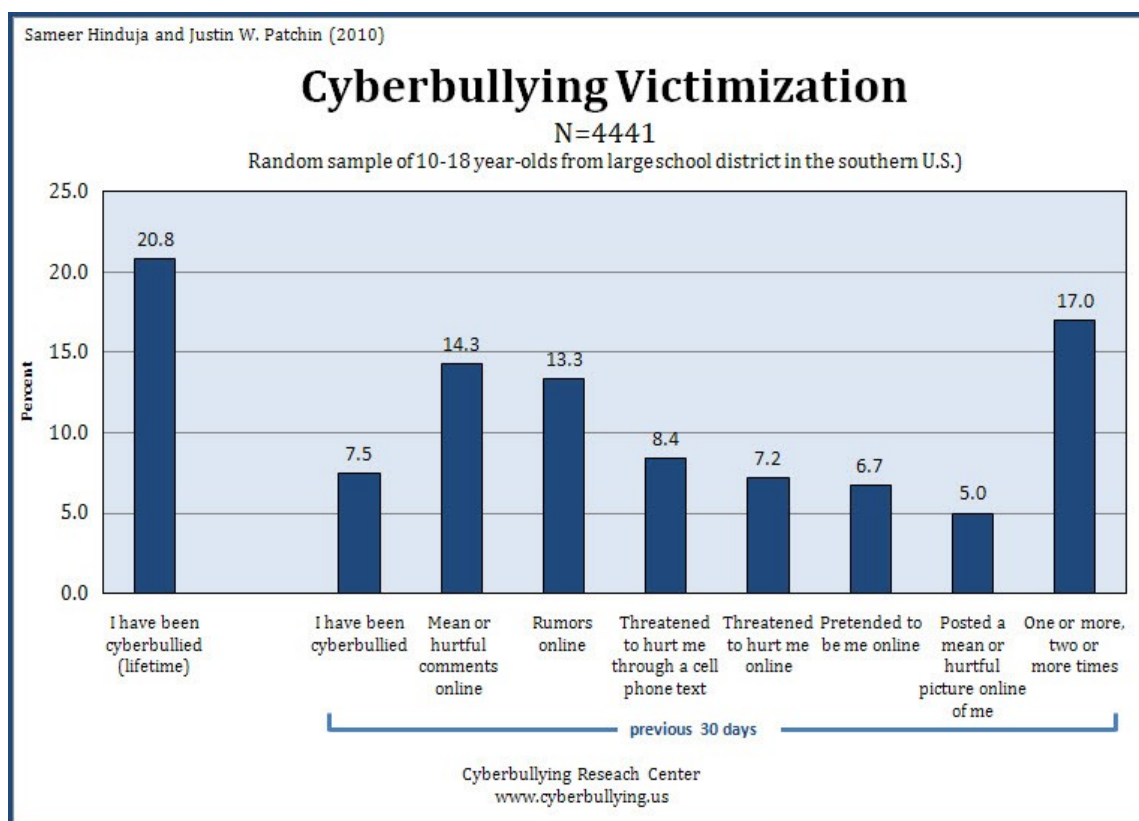
Figure 1

Sameer Hinduja and Justin W. Patchin (2010)

Cyberbullying Victimization

N=4441

Random sample of 10-18 year-olds from large school district in the southern U.S.)

Cyberbullying Reseach Center
www.cyberbullying.us

Figure 2
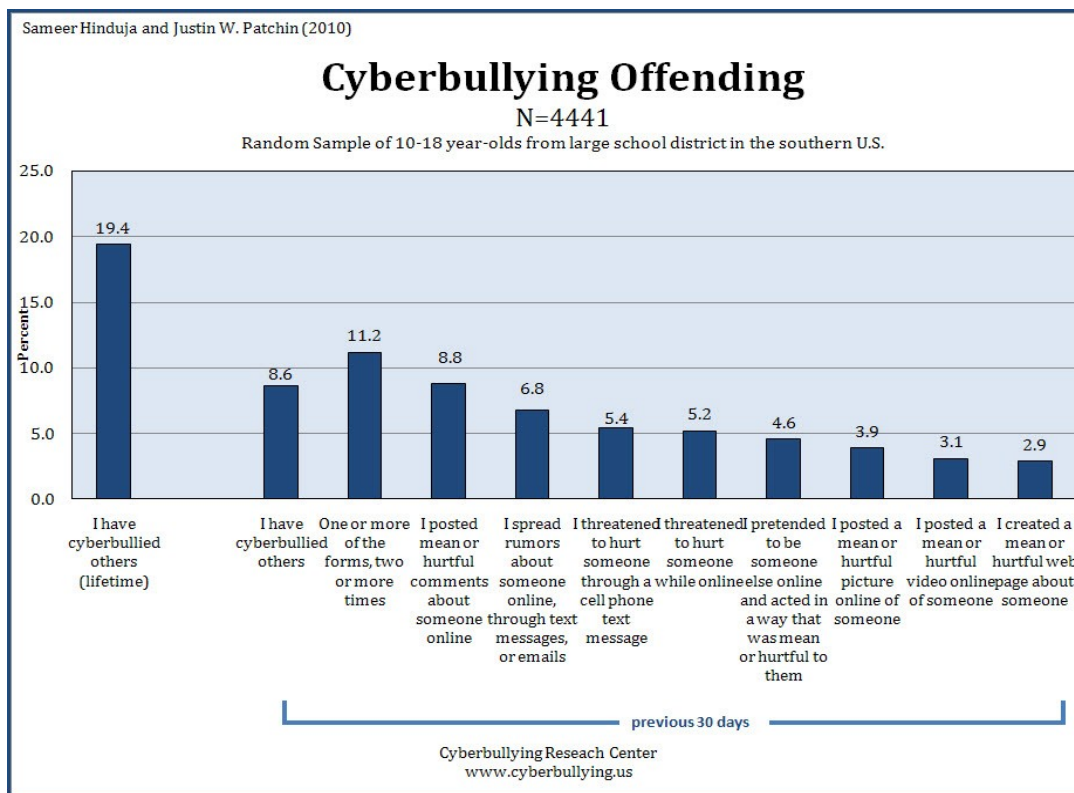
 "This study surveyed a random sample of 4441 youth between the ages of 10 and 18

from a large school district in the Southern United States. Data was collected in February

of 2010 from 37 different schools" (Cyberbullying Research Center, 2012). From the

findings of the Cyberbully Research Center we can see that approximately 20% of

students had experienced some type of cyber bullying, and approximately 20% of the

students admitted they had bullied someone through the use of technology. Though this

research was limited in scope, only from one school district, we can still see how cyber

bullying is of concern for schools. "A Pew Internet and American Life survey conducted

by Amanda Lenhart found that 32 percent of online teenagers have been the target of

behaviors that can be categorized as bullying" (Junco & Chickering, 2010). Activities such as cyber bullying could lead to debilitating a school's culture and climate and be a detrimental factor in a school's ability to accomplish its vision for learning.

Another area of concern, when considering social media in the school setting, is inappropriate contact by adults with students. Keeping students safe from sexual predators and/ or potential sex crimes is always a responsibility of the school. Inappropriate activities such as these must be considered when looking at social media in schools. (InternetSafety 101, 2010) provides the following statistics:

- 29% of Internet sex crime relationships were initiated on a social networking site (Journal of Adolescent Health 27, 2010).

- In 26% of online sex crimes against minors, offenders disseminated information and/or pictures of the victim through the victim's personal social networking site (Journal of Adolescent Health 47, 2010).

- 33% of all Internet-initiated sex crimes involved social networking sites (Journal of Adolescent Health 47, 2010).

- In half of all sex crimes against a minor involving a social networking site, the social networking site was used to initiate the relationship (Journal of Adolescent Health 47, 2010).

- Cases of Internet sex crimes against children involving social networking sites were more likely to result in a face-to-face meeting. This was true of 81% of Internet-initiated crimes involving a social networking site (Journal of Adolescent Health 27, 2010).

As can be seen by the data, the potential for problems with inappropriate contact with students by adults exists and should be of concern when dealing with social media in schools. It can also be construed that the actual occurrences of inappropriate contact through social media is actually high because there is sure to be cases that are not reported.

There is also concern about the use of social media by staff, and its relation to school operations. With access to social media in schools, there is a concern about inappropriate relationships between students and teachers through these communication tools. Social media tools provide students and teachers with another way to stay in contact beyond the school setting and the school day. Although strong relationships between teachers and students provide for positive outcomes in learning, these unmonitored forms of communication leave room for the abuse of the trust intended in student-teacher relationships. "New technological tools are providing educators with direct access to students–often unmonitored–24 hours a day. That, coupled with the casual tone of text or online conversations, can help blur the lines of appropriateness between a student and teacher, say law enforcement officials and social media experts" (eSchoolNews, 2011). The concern over student-teacher communications through social media has sparked such great concern that the state of Missouri passed Senate Bill 154 to address such communications. The bill contains many parts including requirements for school districts in regard to policy but in direct relation to teachers who use social media such as Facebook or Twitter, "the bill would require that any communications that are made between a district employee and a student must be accessible to the administrators

and parents. This would seem to imply that the communication must be publically posted on the Facebook wall and that no personal communications can be made via direct messaging or chats on Facebook. For Twitter, this means you cannot have an account with protected tweets or send direct messages" (MSTA Blog, 2011).

As stated earlier, there are an unlimited number of possible ways that social media can be abused and only a few that could be harmful within a school community have been mentioned here. This does not intend to infer that there are no other concerns that a school should consider when evaluating social media as part of the school culture.

Benefits of Social Media

In this new age of education, with the primary demographic of students being digital natives, it is well worth examining the positive outcomes that can be fostered through the incorporation of social media into a school's learning environment. Technology and social media have fast become part of the mainstream of communication for the digital native. Since social media has become such a common communication tool for today's youth, it would be a disservice to exclude a tool such as this from the educational process. After all, part of the educational process is preparing our next generation for life beyond the confines of academia. As with the pitfalls of social media, the benefits of social media in the educational setting are vast. For this reason we will only be able to take a glimpse at the ways social media can enhance the educational process.

To those who are leery of incorporating social media into the repertoire of educational tools, mainly digital immigrants, there is concern that there is a lack of real connection between teachers and students when using technology as compared to face to face interactions. "Critics of e-learning often characterize online classrooms as neutral spaces devoid of human connection, emotion, or interaction with instructors or peers. However, effective use of social networking and media technologies provides course designers and instructors with the ability to interject emotion in the online space" (Baird& Fisher, 2005). For the digital native, communication through social media is a norm in which there is more than a disconnected relationship through digital communication. This form of communication has as much social relevance as face to face interactions for the digital native. The University of Minnesota performed a study on the educational benefits of social networking sites. "The study found that, of the students observed, 94 percent used the Internet, 82 percent go online at home, and 77 percent had a profile on a social networking site. When asked what they learn from using social networking sites, the students listed technology skills as the top lesson, followed by creativity, being open to new or diverse views, and communication skills" (UMNews, 2008).

Author and technology consultant Soren Gordhamer has delineated five ways social media is changing our lives. First, Gordhamer notes that the way we receive our news has changed, now people are trending towards checking social networking sites such as Facebook, and Twitter before they check online news sources such as Yahoo or Google news, or online publications such as USA Today or CNN online. He has also

observed that the way to start and do business has changed. With social media, business startup has become less of an economic challenge and advertising is much easier through more possibilities of engagement with the global community. Gordhamer next notes that social media has changed the way we meet and stay in contact with people. Through social media, ease of communication has enabled people to expand their social and business contacts. He also states that social media is leading people to reveal their humanness through a transparent look at their thoughts and feelings. Finally, Gordhamer states that social media is changing our ability to influence people. From these five changes that our society is experiencing due to social media, we can see that there is a need for our students to understand how to apply social media in a positive way in their lives to be able to successfully navigate in this technological society.

In the article "The Case for Social Media in Schools" by Sarah Kessler, six points of contention are made to support the adoption of social media into the educational setting. First, Kessler emphasizes social media is not going away. "Almost three-fourths of 7th through 12th graders have at least one social media profile, according to a recent survey by the Kaiser Family Foundation. The survey group used social sites more than they played games or watched videos online" (Kessler, 2010). With social media a part of our everyday lives, we should embrace it as part of our educational process. She also notes that when kids are engaged they learn more. This is a fact educators have long known. Kessler alludes to the fact that incorporating social media into lessons or projects is a way of increasing student engagement. In the article, Kessler also debunks the argument that social media sites are too unsafe for use in schools. She points out there are

safe and free social media sites available for educators. Kessler also asserts, "Replace online procrastination with social education" (Kessler, 2010). Her concept is that kids are involved in using social media recreationally; so to increase the effectiveness of their time educationally, inclusion of social media into the learning process will increase productivity. "Between 2004 and 2009, the amount of time that kids between the ages of 2 and 11 spent online increased by 63%, according to a Nielson study" (Kessler, 2010). With the amount of time online increasing, we should try to associate this time more with educational productivity. Kessler notes that social media is an effective tool for encouraging collaboration. "Social media as a teaching tool has a natural collaborative element. Students critique and comment on each other's assignments, work in teams to create content, and can easily access each other and the teacher with questions or to start a discussion" (Kessler, 2010). Finally, Kessler points out cell phones are a parent funded source of communication that can easily be tapped into for educational purposes by teachers.

There has been an old adage, "kids aren't like they used to be," coined by older generations and has been reiterated by veteran teachers throughout the years. This may or may have not been true in the past, but with today's youth this statement holds true more than any other time. This generation of digital natives has a learning style that is different than many of those who are charged with instructing them. "Digital Immigrant teachers assume that learners are the same as they have always been, and that the same methods that worked for the teachers when they were students will work for their students now. But that assumption is no longer valid. Today's learners are different" (Prensky, 2001).

Today's students expect to receive information at a higher pace than ever before due to their acquaintance with technology. Since this is the custom in their lives, educators must adapt to the needs of their students' learning styles just as they would if the student was a spatial, kinesthetic, or linguistic learner. Social media is another avenue for differentiation in the classroom. Social media provides a means for teachers to deliver information "now" beyond the confines of the classroom to students when they need it.

Charlotte Danielson, a recognized expert in teacher effectiveness, emphasizes student engagement as a major factor in effective teaching. Her definition of student engagement is not one of students merely on task, but students actively involved in the cognitive process of learning. In domain three, component "C", of her Frameworks for Teaching Evaluation Instrument, Danielson states:

> Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering "what if?" questions, discovering patterns,
> and the like. They may be selecting their work from a range of (teacher-arranged) choices and making important contributions to the intellectual life of the class.

Such activities don't typically consume an entire lesson, but they are essential

components of engagement (Danielson, 2011).

Effective teaching is the goal of educators in the classroom, but should also be a goal for

beyond the classroom as well. Through the incorporation of social media student

engagement is increased. "Using social media and networking tools obviously has a

social aspect to it, and it requires proactive effort on the part of the user. In other words,

using these tools to communicate and interact requires a student's active engagement"

(Walsh, 2011).

Social Media and Schools

With social media having become such an integral part of today's society, the

Federal Government recognized that this form of communication must be addressed and

governed by the Federal Communications Commission (FCC). In 2000, in order to deal

with apprehension over the ability children to access harmful or obscene material via the

internet, Congress enacted the Children's Internet Protection Act (CIPA). The CIPA

obliged schools and libraries to meet defined standards to be eligible for discounts on

internet access or internal connections available in the E-rate program.

E-rate discounts are not available for schools and libraries unless they have an

internet safety policy with technology protection measures. These measures must block

or filter access to pictures that are obscene, are child pornography, or are harmful to

minors on computers that minors are in contact with. As well, "Schools subject to CIPA

have two additional certification requirements: 1) their Internet safety policies must

include monitoring the online activities of minors; and 2) as required by the Protecting

Children in the 21st Century Act, they must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response" (FCC, 2012).

The development of such regulations illustrates the understanding of the potential longevity of social media in the schools of today's society. With this understanding, Congress has not laid idle on the subject. "In 2008, Congress added a new certification requirement for schools as a part of the Protecting Children in the Twenty-First Century Act – to certify that, as part of internet safety, schools were educating minors about appropriate on-line behavior, including interacting on social networking websites and chat rooms, as well as cyberbullying awareness and response" (iKeepSafe, 2011). As of July 2012, schools receiving E-rate funding must be able to prove that their internet safety policies provide for educating children on appropriate on-line behavior. Although the new mandates do not insist schools allow access to social media sites, they do lend themselves to encouraging that students have access to social media in a controlled environment, in order to accurately learn to use this medium in an appropriate manner.

ISLLC STANDARD1

The task at hand for the leaders of schools is to facilitate the successful execution of meeting the school's vision which includes learning for all of its stakeholders and community. As a guide for administrators seeking to accomplish this undertaking, there are the ISLLC Standards.

Before one can accomplish meeting the vision for learning in a school, there must be a clear vision that has been established collaboratively with the school's stakeholders to ensure ownership of the vision. This is the guidance set forth in ISLLC Standard 1. The standard directs "Setting a widely shared vision for learning an education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders" (School Leadership Briefing, 2012).

For the 21st Century school leader, accomplishing the goal modeled in Standard 1 can be aided through the use of social media.

For the school leader to meet the goal of ISLLC Standard 1, he must have knowledge and understanding of information sources, data collection, and data analysis strategies along with effective communication methods. In this regard, the administrator should be aware of the implications of social media on the members of the school community. A recent Nielson report stated, "In the U.S., social networks and blogs reach nearly 80 percent of active U.S. Internet users and represent the majority of Americans' time online" (Nielson, 2011). With such a large number of Americans using social media, school administrators would be wise to examine social media as a means of sharing the

vision of the school with its stakeholders. Every effort to involve more of the school's stakeholders in achieving the vision for learning of the school increases the likelihood of success in that mission. It is also helpful to be able to communicate the vision with frequency and ease of access. By doing so, the school's stakeholders may feel more connected to the school and its vision. The Nielson report also found that "close to 40 percent of social media users access social media content from their mobile phone" (Nielson, 2011). With access to social media so readily available, the school leader should recognize the advanced opportunity for effective communications in sharing the schools vision for learning.

ISLLC Standard 1 also guides that the administrator should value and be committed to continuous school improvement that is inclusive of all members of the school community. Through the use of social media and the availability of this form of communication, the prospect of increasing the number of stakeholders involved in efforts to make continual improvements in the school grows. Communication is one of the common pitfalls that hinder success of schools in meeting their vision. Through the use of social media, more involvement of the school's stakeholders can possibly be realized, in turn increasing ownership of the vision for learning by more of the school community.

To ensure the success of every student, the leaders of the school must be committed to ensuring that students have the knowledge and skills needed to become successful adults. Social media has become so much a part of our daily lives that it is common place. Just as we educate our students in areas of health, civics, and core academic subjects to ensure success as adults, in this day and time we must also include

educating our students on safe, appropriate, and productive use of social media. This is

the guidance given in the sample policy created by the Illinois Association of School

Boards. The sample policy states "*Curriculum Content*, student will be educated about

appropriate social networking websites and in chat rooms" (IASB, 2012).

This is a broad generic statement that allows for instruction on appropriate use of social

media to be anything from a lecture on social media etiquette to actually working with

social media in the classroom. For a school's policy to be effective in providing students

the knowledge they will need to incorporate social media into their adult life, the policy

must encourage active use of social media. This is vital to ensure effective understanding

by students of the advantages of using social media to enhance their adult lives and

possibly careers. Only through hands on experience could students develop

communication skills with social media tools that will enhance their adult lives.

The school administrator must also be active in the sharing of the vision for

learning. Social media could be a tool in the administrator's arsenal for completing this

task. The administrator must engage in activities where the vision and mission of the

school are effectively communicated to all of the stakeholders of the school. For

example, the development of a school Facebook page or a school Twitter account could

be used in assisting the leader of a school in keeping the stakeholders of the school

informed and involved in the events of the school. By enlisting these communication

tools, progress toward the vision and mission can be communicated to the stakeholders

through a commonly used method of today's society. With social media being such a

large part of our 21st Century's culture of communication, administrators would be remiss

in not applying it to the process of ensuring the school community and its stakeholders are involved in school improvement efforts. Through continual communications, shared ownership of the school's vision could be enhanced. Utilization of a social media outlet such as Facebook or Twitter the administrator could ensure contributions of school community members to the vision that could be acknowledged and celebrated as ISLLC Standard 1 encourages.

Standard 1 directs the administrator to expedite practices and engage in activities that ensure pertinent demographic data relating to students and their families be used in developing the school mission and goals. School policy on social media should be flexible enough to allow the use of social media for school/community interactions. Through sites such as Tumlbr and other blogging sites, administrators can gain knowledge on demographic data that would assist the school in continual improvement. From continual communication through blogs the administrator would be able to identify barriers to achieving the vision and ensure these barriers are addressed. In order to meet the school's mission and goals, needed resources must be sought and obtained. Through social media outlets such as LinkedIn and Facebook, school leaders may investigate, with immediate feedback, solutions to the needs for meeting the school's vision for learning. ISLLC Standard 1 provides the necessary guidance for an administrator regarding the use of social media as it relates to the vision of a school.

ISLLC STANDARD 2

Whereas ISLLC Standard 1 is a guide for visionary leadership, Standard 2 is a guide for instructional leadership by the school administrator. While ISLLC Standard 1 provided measures school leaders can utilize in developing school policy on social media that promote the schools vision for learning, Standard 2 provides direction on applying social media to culture and instructional programs of the school. "Developing a school culture and instructional program conducive to student learning and staff professional growth an education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth" (School Leadership Briefing, 2012) is what has been provided for school leaders in ISLLC Standard 2. Through looking at the precepts of this standard, school leaders can view how to implement social media to ensure success in meeting the school's vision for learning.

From Standard 2 a school leader must have knowledge of and understand student growth and development along with applied learning and motivational theories. As the administrator looks at policy on social media he must consider this knowledge. A policy on social media that openly uses social media within the school's curriculum can encourage learning based on various theories of learning. Cognitive theories indicate that learning that comes through firsthand experience and is based on students' prior knowledge. Through the use of social media students can gain firsthand experience in using a tool that may be invaluable to them as adults. At the same time students may develop collaborative skills in the sharing of knowledge that they already have and

knowledge they may attain from communicating with others through social media. The humanistic theory of learning interprets the human experience as a whole in learning. With a policy that encourages the use of social media in its curriculum, this theory can be embedded into the learning process of the school. Social media provides an avenue for students to learn in a setting that meets the need for "belonging" to the culture in which they interact, which fulfills one of the base needs to allow the students to move toward achieving their utmost potential. Behavioral learning theories consider reinforcement of behavior to improve learning. Policy that encourages social media opens the curricular structure to allow for interaction between students in which students can act as role models for one another, and open praise can be asserted by teachers and peers as motivation.

A school administrator must also have knowledge of school cultures and instructional program that are conducive to student learning and staff professional development. He must understand the role of technology in promoting student learning and professional growth, expressly adult learning and professional development models. When considering the policy on social media, the impact on the educators in the school community must be considered. This consideration must be two fold in nature, first in instructional practices and next in professional growth. When developing policy on social media the school leader must consider how social media may be used to increase the ability of the teacher to communicate with students beyond the classroom. Due to the increased knowledge base students are faced with acquiring during the school year, increased access to the teachers professional guidance and knowledge may assist in the

 acceleration of learning. In addition to students accessing the resource of the teacher more readily, teachers may be able to continually improve their professional practices by the incorporation of social media into their repertoire of professional development. By communicating and sharing ideas not only with local educators but educators from across the globe, teachers may increase their professional growth with greater ease. The school leader must understand the role of technology in promoting professional growth in doing so he must weigh the benefits of social media when developing policy.

Standard 2 guides that the school administrator must believe that all students can learn and that there are a variety of ways in which students can learn. For this reason when policy on social media is created in a school, social media must be considered as means of differentiating instruction for students. The policy should reflect the school leader's commitment not only to differentiating instruction, but also to influencing lifelong learning of all of the school's stakeholders. Through incorporating social media into the curriculum, learning may be communicated beyond the classroom walls to the external stakeholders of the school.

The ideals set forth in Standard 2 also guide that the administrator believes that diversity is of benefit to the school community and the administrator must be committed to preparing students to becoming participating members of society. It is essential that the administrator understand how social media may increase diversity of views and beliefs that may enhance the schools culture and instructional practices. He must also consider how social media may encourage and assist the stakeholders of the school community

into becoming more active members of society. These things should be considered when creating policy on social media in the school.

The ISLLC Standard 2 leads the administrator to nurture and sustain a school culture and instructional program conducive to student learning and staff professional development. Towards that end the development of Professional Learning Communities (PLC's) are a means to reaching this goal. When considering the school's social media policy, the administrator should reflect upon how social media may enhance the PLC's ability to affect growth in continual school improvement. Social Media lends itself to the fulfillment of the goals of a PLC.

A school which is a professional learning community focuses upon removing the walls between classrooms (metaphorically, in all cases, physically in some!), encouraging collaboration, dialogue, ready access to colleagues and an openness to challenge understandings and current 'accepted' knowledge. Teachers model ongoing learning as they view themselves as lifelong learners also. Time is provided not only for professional development in the traditional sense of in-service days, but also for collegial discussion and reflection. As the walls between the classrooms are no longer there, teachers feel free to engage in co-teaching, team teaching, mentoring, and peer observation (ResourceLink, 2011).

When utilizing social media, a professional learning community is not limited in its scope of sharing of ideas, time nor location. Collegial discussion can be more freely accessible

to the various stakeholders and remain ongoing without the limitations of traditional

professional development activities.

ISLLC STANDARD 3

For the stakeholders of a school to be guaranteed they are provided a well-organized, functioning learning environment, the administrators of schools must provide organizational leadership. This type of leadership is embodied by the guiding principles set forth by ISLLC Standard 3 as it states, "ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment an education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment" (School Leadership Briefing, 2012).

The goals implied by Standard 3 should lead the school leader to develop his knowledge of current ideologies and concerns that relate to school safety and security. He will need to be aware that the school's social media policy may be subject to numerous pitfalls due to the shear nature of this type of communication medium. As the policy is developed, the administrator must ensure that it provides safeguards that guarantee students are thoroughly educated on the safe practices in the use of social media. Development of a policy for social media use within the school not only teaches safe practices in a hands-on setting, but provides students with knowledge that can help keep them secure in their private lives away from school when using social media. The Teen Online & Wireless Safety Survey revealed that "72% of teens have a social networking profile and nearly half (47%) have a public profile viewable by anyone" (Enough Is Enough, 2010). From these numbers, it can be seen that educating teens on safe social media practices is imperative for this generation of students. Though schools can

implement numerous measures to block access to social media from the confines of the school, as long as schools have internet access, students will be able to manage their way around security to access social media. The likelihood that students will have more secure experiences with this communication tool increases with the development of policy that both allows the use of social media and educates students in its appropriate use.

It is also important that the administrator understand current technologies available to manage and ensure a safe and secure learning environment. With a policy in the school that allows the use of social media, the administrator can develop a system to help monitor student behavior while using social media within the school setting. There are various software and online tools available to schools that would assist in monitoring student usage of social media at school. For example, LogMeIn, a web based remote access desktop monitoring system, could be used to keep an eye on social media usage at school. With a policy that allows social media and a way of monitoring its use, students could be corrected if needed and taught to use this means of communication responsibly.

In the managerial role the school administrator must believe in and be committed to making decisions that will ultimately enhance teaching and learning. By creating a school policy that encourages the use of social media by staff and students, the administrator will achieve this goal. The incorporation of social media as a learning and teaching tool will expand the learning space available to teachers and students beyond the boundaries that the traditional classroom setting for learning. The administrator must be willing to take risks and trust the judgment of the school's stakeholders. With the social media policy that incorporates this type of communication into the school's culture there

will be risks, but the administrator must trust that the stakeholders involved will hold the same high expectations and standards for its use in meeting the school's vision for learning. He must have confidence that with a policy which aims at incorporating social media, the stakeholders will be guided to maintain an environment that is as safe as or safer than a policy that restricts the use of social media by the stakeholders of the school.

As the school leader considers the policy on social media, he must think about his own role in facilitating effective communication among the stakeholders of the school community. By ISLLC Standard 3's guidance, the administrator must be an effective communicator with the various stakeholders of the school. By developing a policy that embraces the use of social media, the administrator's ability to communicate with the various members of the school community will increase. Through the use of social media outlets the administrator and all of the stakeholders of the school will be able to share ideas. Also through social media potential problems may be identified that could be of hindrance to maximizing the opportunities for successful learning. Through a policy that incorporated social media into the culture of the school, the various stakeholders may become more involved in the decisions that affect the school, in turn creating more ownership in meeting the requirement of achieving the vision for learning.

Social media, by its very nature, lends itself to being a useful tool for collaboration between individuals or groups. This could also be true within a school community. ISLLC Standard 4 presents the following as its mission: "collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources" (School Leadership Briefing, 2012). From this standard we can infer that the leader of the school must employ collaborative leadership. In lieu of this, the administrator must closely examine the policy on social media in the school to consider this tool's promise towards enhancing collaborative leadership.

With the administrator's objective being to collaborate with families and community members to respond to multiplicity of the community's needs, the administrator must be aware of developing issues and movements that may potentially impact the school community. To accomplish this, the administrator must seek the most effective means of communication to make certain the situations and subtleties of the school community are at the forefront of his knowledge base. By social media having become such a large part of society's informational system, administrators would do well to consider its use in the collaborative strategy and process of communication. Keeping this in mind, when adopting a policy on social media, the administrator should allow leverage in its use to enhance the school's ability to operate as an integral part of the

school community. Social media can be used as tool for data collection which could assist in gaining understanding of relevant issues of the school community. For example the article by Deleshia Watson notes, "Survey Monkey is ideal for data collection because it's free for up to 100 questions. There is also the option of conducting opinion polls on Facebook because that's where the people are. The richness of data is what's important, not where it's collected" (Watson, 2012).

The school administrator must value and be committed to the precept that schools today operate as a vital part of a larger community, and even more so the global community. By the guidance of Standard 4 today's school leader must be committed to the proposition that diversity augments the school and the success of its stakeholders. This is yet another reason for school policy on social media to not only allow its use, but encourage its use in collaboration with the community at large. The administrator, through the use of social media, may expand the ideas which could increase the success of meeting the school's vision for learning.

> LinkedIn is growing in prominence as a networking tool for professionals. While it began as a place for business people to share a virtual summary of career highlights with potential employees, it is moving beyond this, to provide online discussion spaces for groups of like-minded educators, on topics such as 21st Century Education, Educational Leadership, Teacher Training and Curriculum Development. A search reveals 4,779 groups to choose from; and membership is drawn from around the world. (ResourceLink, 2011)

Social Media outlets provide a variety of sources, such as access to educators across the world through tools like LinkedIn where administrators can expand the scope of their understanding of its stakeholder's needs.

Commitment to collaborating and communicating with families, making them partners in the education of their children is a basic precept of ISLLC Standard 4. By not incorporating social media into this equation would make the administrator remiss in a perfect opportunity to meet this goal. This should be a primary consideration when developing the school's social media policy. The policy should allow the administrator and other stakeholders of the school to access social media in a forum that promotes collaboration and allows for a conversant public.

Through the incorporation of social media, the administrator can ensure active involvement occurs and communication with the larger community looms as a priority. With social media as a communication tool for the various stakeholders, the school and community are able to serve one another better. Social media will provide a more viable outlet to assure effective media relations are maintained, allowing for a more comprehensive program of community relations. For these reasons, social media serves well in meeting the objectives of ISLLC Standard 4.

"Acting with integrity, fairness, and in an ethical manner an education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner" (School Leadership Briefing, 2012) is the guidance provided by ISLLC Standard 5. This benchmark for school leaders directs the administrator into the role of ethical leadership. In this role, the administrator must understand the purpose of education in modern society. Education today must include educating students to be knowledgeable and competent in the use of technology in its various forms. This is yet another reason the policy developed on social media should encourage social media's incorporation into the curriculum of a school.

By acting with integrity, the leader of the school must understand the significance of the diversity within the school community. The school leader must take advantage of the school community's diversity in a positive manner. The administrator must surmise that social media is a tool the school can employ to incorporate the diversity of its community into the school's commitment to the vision for learning. This can only be accomplished if the school's policy on social media elicits the incorporation of social media into its culture. Social media opens itself for diversity by its nature.

The administrator, acting ethically and with integrity, must subvert his own interest to the good of the school community. This is true even when the administrator is a digital immigrant. The school leader must dismiss all his bias towards social media when developing policy on social media. He must look at the positive outcomes that can

be achieved, weighing those outcomes against the possible setbacks that could occur through the incorporation of social media into the school's culture.

Valuing the growth of a caring school community is also a measure of Standard 5. As the administrator develops the policy on social media, he must consider how the integration of social media may foster such growth. With social media, community involvement can be increased to develop greater ownership of the schools vision for learning and convey the school message of being of value to all of its stakeholders.

By developing a policy that embraces social media the administrator can facilitate activities that show the values and attitudes that will inspire the various stakeholders to greater levels of performance. With social media available to use as a communication tool, the stakeholders of the school may be able to share its goals and successes, inspiring a quest for attaining greater achievement at all levels of the school.

As the administrator accepts responsibility for school operations, he must serve as a role model and use the influence of his office to enhance the educational programs of the school. This task can more effectively be accomplished through the incorporation of social media in his communication tool bag. A broader spectrum of the school community may be reached through a less tasking media such as this. Through Twitter feeds, texts, blogs, and social media web sites, many of the stakeholders could be reached in much less time than through past practices such as newsletters and notes home.

Political leadership is proposed, by ISLLC Standard 6, as guidance for the administrator to attain as part of his comprehensive leadership of the school. Standard 6 states, "understanding, responding to, and influencing the political, social, legal, and cultural contexts an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context" (School Leadership Briefing, 2012).

The leader of a school must appreciate the role education plays in America's democratic society and the influence it has on the economic productivity of the nation. As the country's economy has developed into a fragment of the much larger global economy, schools must prepare its stakeholders to acclimate and compete with those from around the world. For this to happen, the stakeholders of the school community must have access to the tools of today's culture. Social media would be considered one of those tools. The boundaries of social media are not limited by time or territorial lines. Through social media, communication and collaboration can occur within minutes with people around the globe. For the next generation to be prepared, they must be accustomed to the methods they may utilize in when they enter the economic system. With this in mind, it is imperative that a school's policy on social media encourage and develop these communication skills. To illustrate the impact of social media globally consider the following statistics:

- China is the most socially-engaged market in the world, with 84% of Internet users contributing at least once a month to either social networking, blogging,

- video-uploading, photo-sharing, micro blogging or forums – they are followed by Russia, Brazil and India.

- 44 per cent of all online users are in Asia, with China accounting for 485 million people (even though countrywide internet penetration is just 36%).

- Social networking is still the fastest-growing active social media behavior online, increasing from 36% of global Internet users to 59% managing their profile on a monthly basis by the end of 2011.

- There are now over 2.8 billion social media profiles, representing around half of all internet users worldwide.

- 4 out of 5 internet users visit social networks and blogs.

- 75% of companies now use Twitter as a marketing channel.

- 9 percent of agencies said they would use Facebook to advertise for their clients in 2012 – either by purchasing ads, creating pages, or other methods of engagement.

- 38% of CEOs label social media a high priority, and 57% of businesses plan to hike their social media spending in 2012 (Pring, 2012).

These statistics support the notion that social media has a great impact on today's economic system globally. For the youth of America to live and compete in this system, they must be prepared to use these tools.

Education is the key to opportunity and social mobility in the future of children and the leader of the school must be committed to this ideal. The administrator must recognize and value the diversity of ideas and values from other cultures. Through the

incorporation of social media into the school curriculum students have infinitely more opportunities to be exposed to a variety of cultures than ever before in the school setting. By developing a policy that promotes social, media students may gain greater understanding of the world in which they must live in.

The environment of the school operations must be influenced by the administrator on behalf of the stakeholders. The school at large must continually be ready to meet the changing needs of its community. To achieve this mission, the school must have effective line of communication available. In the development of the school's social media policy, the administrator must consider the advantage presented by social media to this end. With social media enveloped into the school's culture, communication may occur among the school community concerning trends, issues, and potential changes in that may impact achieving the vision for learning.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The ISLLC Standards provide guidance for school leaders to follow in the quest to lead the stakeholders of a school in meeting the school's vision for learning. The ISLLC Standards reveal the leadership role of the school administrator as a multidimensional position. The standards provide direction for the administrator to become accomplished at each element so he may perform his duties to his maximum potential. When considering policy on social media, the administrator must apply the concepts outlined by the ISLLC Standards. In doing so, the administrator will be led to develop a policy that most directly aligns itself with the mission of meeting the school's vision for learning.

As the administrator considers the development of a policy on social media for the school and its stakeholders, he has a plethora of options available. The policy can be so stringent that social media may become essentially just a "talking point", or so loose as to allow social media to be used with only simple precautions in place to protect the stakeholders of the school from misconduct of its users. The ideal policy would be somewhere in the middle. It would also be aligned with the precepts set forth by the ISLLC Standards.

The policy on social media should reflect the visionary leadership of the school's leaders. The policy should promote the use of this medium as a tool to involve the various stakeholders of the school in supporting continuous school improvement. Communication among the stakeholders of the school should have the prospect of being

 enhanced through the guidance of the policy leading to greater success in meeting the vision for the school. The policy should also reflect the school's commitment to ensuring the actuality that the school is committed to providing for the needs of all of the stakeholders to become a vital part of today's society. With these propositions in place the policy will echo the principles of ISLLC Standard 1.

The social media policy developed by the school leader should also regard instructional development reflecting the instructional leadership of the administrator. The policy should be designed in a manner that allows for social media to be used to assist in providing effective instruction. It should also be designed to allow for the enrichment and refinement of the curriculum, to support the various learning and motivational theories that can be applied for student growth and development. The policy must also be a sign of the school's commitment to developing lifelong learners, not only for the students of the school, but also for the adults. The policy should encourage professional development through communication via social media. The staff must be led by the policy to embrace the opportunity to refine their techniques by communicating with educators globally, increasing their resources for continual self-improvement in their profession. Finally, the policy should aid instructional development by promoting the richness of diversity. This should occur not only within the bounds of the school, but the positive effect of diversity upon the school from the world community. The precepts of ISLLC Standard 2 would be confirmed by the inclusion of these ideals.

The social media policy of the school should characterize the organizational leadership that manages the school's function. Of course, even if the school's policy only

provides for minimal use of social media within the school, rigorous safe guards must be in place for the safety and security of the school and its stakeholders. This is equally true when the policy seeks to promote the use of social media more liberally to positively affect the growth of the school's capacity to serve the needs of its members. While the policy should uphold the need to deliver a safe environment it should allow for a management process that allows for decisions to be made that enhance learning and teaching. There must be provisions that enlist trusting people and their judgments to take risks to improve the school. The policy should allow for identification of potential problems and recognition of opportunities and trends within social media that could be maximized to advance the communication skills needed for successful learning. ISLLC Standard 3 embodies these concepts when developing a social media policy.

As collaboration is a vital part of the educational atmosphere, the social media policy developed by the school must support and encourage collaboration and reflecting the collaborative leadership of the administrator. The policy on social media should allow for the solicitation of community resources, strengthening community relations with the various stakeholders of the school community at large. The policy must create opportunities for working in partnership with the stakeholders of the school to incorporate the diversity of the members, in turn enriching the school. The policy must afford the prospect of communicating potential issues and trends affecting the school to insure the community and school work as cohorts in providing the best educational opportunities to its children. Collaboration must be modeled by the adult stakeholders through the use of social media and mirrored in the educational process by students. The

policy must support teamwork by students through the use of social media. Focus on collaboration epitomizes the objective set forth by ISLLC Standard 4.

The policy developed on social media must also have ethical implications as the administrator himself must present ethical leadership. It must provide for a means of transparency, so the stakeholders of the school can feel secure the values the school place high priority on are tied directly to meeting the vision for learning. There must be provision in the policy that allows for developing the youth of the school into active members of society by learning to interact in a public forum with integrity and responsibility. The students must learn their role in the global community and experience dealing with diverse cultures and ideas in a fair minded manner. To pervade the school community and influence it in regard to high standards for learning, the policy must illicit the use of social media to demonstrate that the approach to learning is fair to every stakeholder. This is essential through communication via social media as a tool. These concepts bind the policy on social media to ISLLC Standard 5.

The political power of social media must be considered when developing policy on its use in the school, just as the administrator must understand his political leadership role in the school community. The social, cultural, and economic factors that play a role in influencing the school must be considered. The policy should influence the use of social media in communicating to the school's community the vision for learning and how that vision is of benefit to all stakeholders regardless of social, cultural, or economic background. The policy should allow for communication with the stakeholders that helps in recognition of the variety of ideas, values, and cultures that have influence upon the

school. Just as ISLLC Standard 6 guides the administrator to influence the stakeholders in promoting the success of all students, these measures in the social media policy would serve the same purpose in meeting the vision for learning of the school.

In summation, the school's policy on social media must reflect the same values that the ISLLC Standards place on the school administrator. The vision of the school must be permitted to be conveyed to the various stakeholders as a result of the policy allowing social media to be a part of the school's culture. It must promote instruction and improvements within the instructional system of the school. The organizational aspect of the school should be aided by the policy ensuring that social media is used safe and effectively in assisting with the mission of the school. Collaboration by the various stakeholders of the school must be encouraged through the policy not only within the school and among the immediate school community, but globally as well. The policy must ensure that social media is used ethically and promotes the vision for learning with integrity. Finally, the policy on social media must allow for the medium to be used to assert political influence on the stakeholders of the community to involve the entire community in aiding in the mission of meeting the school's vision for learning.

Recommendations

As the administrator seeks to develop or improve his school's policy on social media through leaning on the concepts outlined by the ISLLC Standards, he has many concerns to balance to make certain his actions are lending themselves to meeting the school's vision for learning. The approach must be one of closely examining each standard and applying those principles to his decisions

The administrator should study the demographic make-up of his school community. Consideration must be given to the capability of the stakeholders of the school in their ability to access social media with fidelity. It must be determined if the use of social media would be an asset in expanding the school's ability to communicate the vision of the school to the various stakeholders of the school. For social media to be effective in communicating the school's vision, it must be accessible to the various stakeholders.

The administrator must also examine the effects of the use of social media on the technological capacity of the school. Although social media is a tool students may benefit from learning through and about, it must not interfere with other learning that benefits from the use of technology. The school must provide that the students have the knowledge, skills, and values needed to become successful adults. While social media is a valuable tool for students to understand, and be able to use, it is not as high in priority as other more basic skills.

When working on the policy for social media in the school, the administrator must consider how to integrate the use of social media into the culture of the school. He must provide structure to the policy that will guide the stakeholders of the school into applying social media to maturing into lifelong learners through its use. To accomplish this, the policy must provide direction for the faculty and staff to model the standard by which the other stakeholders of the school can set high expectations for themselves in meeting the vision for learning.

It would be suggested that the administrator examine every safe guard for stakeholders when developing the school's policy on social media. He must ensure that the policy protects the members of the school, while balancing the benefits of this communication tool. The school leader must research all security measures available before completing the policy. The policy that the administrator employs in the school must meet the Children's Internet Protection Act's (CIPA) requirements with integrity if and when the policy is scrutinized by governmental regulators. The policy must meet the CIPA goal of educating students to responsible use of social media.

It is recommended that the administrator provide a social media policy that is flexible enough to be adjusted to the ever increasing changes within the media itself. As rapidly as the world of technology changes, so must the policy be ready for those changes. The policy must also be ready for the ever changing needs of the diverse community which it serves.

The social media policy should also be developed with integrity in mind. Guidance should be set forth by the policy into protecting the standing of the school in the eyes of the public which the school serves. There must be direction to lead the use of this tool to promote the value of the school's vision for learning.

Finally, it is recommended that the social media policy be developed in such a way that it guides the stakeholders to strive towards the vision for learning. The policy must assert the ideals of the school's culture and guide in aiding to influence the stakeholders of the school through the use of social media.

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