

EDUC651

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC651 **Title :** Technology Leadership in Education

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: The course is designed to help school administrators develop an understanding of how to create and support technological change through a systems approach. Topics include sources of resistance to change, tools for planning, decision-making and change, creating and supporting a culture for learning and change, and managing and institutionalizing change systems. Administrators will evaluate the essential 21st century skills for success in today's world, such as critical thinking, problem solving, communication, creativity and collaboration, as well as skills and strategies for leading their school or district into the ongoing process of technology integration.

Course Scope:

With the increased availability of technology available to today's educator, administrators need to have the skills necessary to select appropriate technology, guide the campus in a technological vision, and provide ongoing evaluation of the effectiveness of the tools and instruction given. Candidates will be given the opportunity to analyze current organizational plans and plan effective change within existing systems.

Objectives

After successfully completing this course, students will be able to:

1. Evaluate technology plans for existing organizations. (ELCC 2.4, 3.1, 3.2, 4.1, 4.2, 6.3) (PII 5D, 5F)
2. Demonstrate how to plan for creating and supporting technological change. (ELCC 4.1) (PII 1G, 5D, 5F)
3. Analyze current trends and issues in computer education, distance education, electronic communications, computer hardware and software. (ELCC 6.3) (PII 3.K, 5D, 5F)
4. Analyze computer based tools available for use in an educational setting. (ELCC 2.4) (PII 3.K, 5D, 5F)
5. Analyze current educational research to support their continued professional development and to support problem solving and decision-making in their profession. (ELCC 6.3) (PII 3.K, 5D, 5F)

ELCC= ELCC Standards PII=Praxis II Standards

Outline

Week 1:

Topic(s)

The principal's role in technology administration

Creating and supporting a culture for learning and change

Learning Objective(s)

- Analyze the role of the principal in the development of and implementation of a technology plan.
- Analyze the principal's role in providing technology based professional development.
- Analyze current literature to identify the top 10 skills an administrator needs to be a successful technological leader.
- Reflect on personal experience with the change process.
- Analyze the teacher's responses to change in the reading.
- Analyze the change process and make recommendations for practice.

Reading(s)

<http://plpnetwork.com/2011/07/11/all-principals-should-be-tech-savvy/>

<http://thejournal.com/articles/2012/06/07/7-habits-of-highly-effective-tech-leading-principals.aspx>

Deliverables

Assignment: (Obj 5) Current Literature Review

Using current literature, identify the top 10 skills or aptitudes a principal needs to effectively lead a school in technology. This assignment may be a list.

Assignment: (Obj 2) Issue Response

Use the library to locate a minimum of two articles that address how administrators support/encourage the adoption of technology/innovation in the classroom. Discuss how educational leaders help their teachers to address attitudes and practices regarding change and innovation. Use the resources to support how you recommend the adoption of change/innovation in the classroom as an administrator.

Introductions

Post an introduction of yourself to the introduction forum. Take time to respond to some of your classmates so we can begin to form a learning community.

Forum 1:

In your experience, how involved is the principal in technology planning, implementation and evaluation? What do you see your role being when you are an administrator?

Forum 2:

What do you think creates the best environment for change? What have you seen done well (or really poorly)? If you have seen something done poorly, explain what you would do differently.

Week 2:

Topic(s)

Tools for planning, decision-making and change

Managing and institutionalizing change systems

Learning Objective(s)

- Analyze decision-making models.
- Create a decision making model for a school administrator.
- Describe the process of institutionalizing change.

Reading(s)

Lunenburg Book Chapters 6

Cranston Article

Website in course

Deliverables

Assignment: (Obj 2) Decision Making Model

Create a decision making model that you would implement as an administrator. You can use elements of different models or create your own. Please reference all models you utilize. A reference list is required.

Forum 3:

What decision-making model do you think is best for a school administrator? Worst? Why?

Forum 4:

What is the process of moving from implementing change to institutionalizing change? Have you seen this happen in schools?

Week 3:

Topic(s)

Technology Basics

Beyond the Basics

Learning Objective(s)

- Describe basic hardware
- Describe internet basics.
- Analyze hardware in current school.
- Analyze internet access in current school.
- Describe the process behind browsing and search on the internet.
- Describe the elements of internet security.
- Analyze your school's internet security.

Reading(s)

None

Deliverables

Assignment: (Obj 3) Basic Analysis

Analyze your school's current hardware and internet access. Then evaluate your school's internet security (firewalls and software). Identify the tools and research them (include consumer reports and product website information). Describe strengths and weaknesses.

Forum 5:

How has basic hardware and internet access in schools changed in the past decade? What software programs do you use at school and at home to protect your system? What changes to technology as home and at school have had the greatest impact on education and how you protect students on the internet?

Week 4:

Topic(s)

Introduction to the NETS*A

Analyzing the Vision

Learning Objective(s)

- Analyze the NETS*A for importance and practical application.
- Describe how your administrator models the requirements of NETS*A Standard 1 (all elements)
- Identify the stakeholders that should collaborate when creating the vision.
- Evaluate your school's current vision.

Reading(s)

NETS*A Standards

Deliverables

Assignment: (Obj 1) School Vision Analysis

Evaluate your school's vision for technology. Interview the administrator and describe how he modeled the elements in NETS*A Standard 1.

Forum 6:

Put the five NETS*A standards in order of importance and provide a one paragraph rationale behind your ranking.

Forum 7:

Who should participate in the creation of the school's technology vision? What is the role of the principal?

Week 5:

Topic(s)

Digital Age Learning Cultures

Excellent in Professional Practice

Learning Objective(s)

- Describe a digital age learning culture.

- Analyze your school's culture.
- Reflect on current professional practices.
- Create a professional development plan.

Reading(s)

None

Deliverables

Assignment: (Obj 2) Learning Culture

Evaluate your school's learning culture. Is it digital age? How can you, as an administrator, model the elements of Standard Two when creating a digital learning culture?

Assignment: (Obj 5) PD Plan

Professional Development Plan: Reflect on your personal strengths and weaknesses in each element of Standard 3. Identify at least two activities you can use to improve current practices (in each element).

Forum 8:

What does a digital age learning culture look like? What are the best tools, organizations or professional development activities to use for professional development that meet the needs outlined in this week's standards?

Week 6:

Topic(s)

Systemic Improvement

Digital Citizenship

Learning Objective(s)

- Analyze personal aptitude in guiding systemic improvement.
- Create a guide for systemic improvement based on interviews and current research.
- Define digital citizenship for 21st century learners.
- Analyze personal strengths and weaknesses related to digital citizenship.

Reading(s)

None

Deliverables

Assignment: (Obj 2) Guide for Improvement

Create a guide for systemic improvement based on interviews and current research.

Assignment: (Obj 2) Professional Skills Reflection

Write a reflection that analyzes professional skills and aptitudes related to digital citizenship as defined in Standard 4 (all elements).

Forum 9:

How do you define effective use of information and technology resources? What is digital citizenship and why

is it important to teach it to students? How does digital citizenship impact educational organizations?

Week 7:

Topic(s)

Evaluating Educational Technology (Tool Creation)

Learning Objective(s)

- Compile an annotated bibliography that contains current literature that provides strategies for evaluating technology.
- Create a tool to analyze educational technology in your school.
- Provide a rationale for evaluating curriculum tools (as an administrator).
- Evaluate curriculum tools from your choice of subject and/or grade level.

Reading(s)

None

Deliverables

Assignment: (Obj 4, 5) Analysis Tool

Create a tool to analyze educational technology in your school using current literature you have chosen to guide the creation. Evaluate a minimum of 3 technology applications or programs that support one specific subject or grade level using your tool. These need to be tools you can access in order for you to provide a thorough analysis. Your assignment should contain a tool, an annotated bibliography of the technology tools you evaluated, and a reflection based on your findings.

Forum 10:

Who should evaluate the technology used on the campus? Identify the stakeholders that should participate and what role each should play. What role does the administrator play in evaluating curriculum tools? What level of participation have you seen from administrators?

Week 8:

Topic(s)

Course Project: Evaluating A Technology Plan

Learning Objective(s)

- Evaluate a campus technology plan.
- Provide a plan of improvement for identified weaknesses.

Reading(s)

None

Deliverables

Assignment: Course Project: Evaluating A Technology Plan (Obj 1-5)

Evaluate a campus technology plan and provide a plan of improvement for areas of weakness (at least 3 identified areas).

Forum 11:

What materials will you need to evaluate the technology plan? How will you organize your evaluation?

Evaluation

Forum

Please join the forums each week. Students must post a reply to both weekly forums and reply to at least 2 other students for each Forum. This means that each week you should have 2 initial posts and 4 responsive posts. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

[Forum Rubric](#)

Homework Assignments (Obj. 1, 2, 3, 4, 5)

Throughout the semester you will write responses to questions. These responses will involve analyses of readings, comparing and contrasting the views of various authors, and critique of arguments presented by the readings or the class. Papers will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. Papers should be 2 – 4 pages in length unless otherwise noted.

Course Project (Obj. 1, 2, 3, 4, 5) (Field Experience Activity—Add to Log)

Candidates will evaluate the current technology plans in their organizations. The students will:

- Obtain a copy of the campus technology plan
- Evaluate the plan using the provided tool.
- Describe the strengths of the plan: curricular, professional development, organizational management.
- Describe the weaknesses of the plan: curricular, professional development, organizational management.
- Support your identification of strengths and weaknesses with current research that explains why they are doing well or need improvement.
- Interview the administrator and a minimum of three teachers regarding the plan. Determine the following:
 - Does the staff know what the technology plan says?
 - Is the vision of the plan clear?
 - How is the technology plan communicated to the staff?
 - Who participates in the evaluation of the plan and how often?
 - Does the plan actually drive the decision making process when it comes to technology and implementation?
- Analyze the evaluation plan that assesses technology implementation.
- Create a paper and presentation of the information above.

The paper should be written following APA guidelines and should be a minimum of 6 pages. You should have

references that support your findings (i.e. the interviews and the technology plan as well as references to support your findings of strengths and weaknesses). This is a professional paper written to report your findings and should not be written in first person. Assume the superintendent will be reading this paper (that is your target audience).

The presentation must include both audio and video. The video can be a presentation tool, such as PowerPoint, but you must have audio. This presentation should be developed as if you are sharing your findings with a school board. You should provide all of the information from the paper (respecting the privacy of the people you interview) and you should present the information professionally and concisely. You may choose any technology tool at your disposal as long as I can access the materials. If you choose any type of video presentation tool, YouTube is the best method for sharing videos.

[How do I upload a video to my classroom using Kaltura?](#)

Grading:

| Name | Grade % |
|------|---------|
|------|---------|

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author: No Author Specified

Publication Info:

ISBN: N/A

Required Course Readings:

See sources linked in the classroom to various web resources

Recommended Materials:

Publication Manual of the American Psychological Association (6th ed.). (2009). Washington, D.C.: American Psychological Association.

Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name Web Site URL/Address

International
Society for
Technology
in
Education
(ISTE) <http://cnets.iste.org/>

APA Format <http://www.apa.org>

Organization
for
Educational
Technology &
Curriculum
(OETC) <http://www.oetc.org/>

Educational
Leadership
Constituent
Council
(ELCC)
Standards http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

National
Association of
Elementary
School
Principals
(NAESP) <http://www.naesp.org/>

National
Association of
Secondary
School
Principals
(NASSP) http://www.nassp.org/s_nassp/index.asp?TRACKID=

National
Board for
Professional
Teaching
Standards
(NBPTS) <http://www.nbpts.org/>

National
Community
Education
Association <http://ncea.com/>

National
Council for
Accreditation
of Teacher
Education
(NCATE) <http://www.ncate.org/>

National
Policy Board
for Education
Administration
(NPBEA) <http://www.npbea.org/>

North Central
Regional
Educational
Laboratory <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/css/cs100.htm>

Course Guidelines

Citation and Reference Style

Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed). See <http://www.apastyle.org/> and <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), J

Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

- The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

· Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.

· Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

· If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

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