Purpose:
This course is designed to provide a comprehensive study in the use of technology from the perspective of the school leader’s responsibility to curriculum development. The course will focus on the use of technology as a tool for administrators and teachers to collect, analyze, and report data that will support and enhance the school improvement process.

Course Objectives:
The primary objectives are to:

- Gain a working understanding of national technology standards.
- Develop an understanding of the role of the education leader as one who inspires a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.
- Develop an understanding of the role of the education leader as one who ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.
- Gain knowledge of how an educational leader may apply technology to enhance their professional practice and to increase their own productivity and that of others.
- Develop awareness of how an educational leader ensures the integration of technology to support productive systems for learning and administration.
- Use technology to plan and implement comprehensive systems of effective assessment and evaluation.
- Understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.
- Examine commitment to the education professional through reflective practices.

Required Texts:

Internet Sites:
www.isbe.state.il.us
www.mcrel.org/products/tech (Mid-Cont Research for Educ & Lrng. Tech use information.)
www.ngs.org/center/topics/1,1188,C_CENTER_ISSUE%5ED_362,00.html (Nat. Gov Assoc. Examples of how technology is used in U.S. schools.)
http://rtec.org/resource.shtml (Network of Regional Technology in Education Consortia - links to research and models for technology use with students.)
ELLC STANDARDS
Successful completion of EAHE 511 prepares students to meet two of the standards identified by the Educational Leadership Constituent Council (ELCC). The standards addressed by this course are:

- Promoting a positive school culture, by providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff. (#2)
- Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (#3)

Expectations:
Attendance - Students are expected to attend every class.
Class Participation – Participation in class discussions & activities are required each session.
Readings/Assignments – Readings are to be done in advance and written assignments/projects are due when indicated on the syllabus. Each student is responsible for finding an idea or best practice to share with the class. In-class assignments may be hand written but must be legible and out of class assignments are to be completed by word processor.

Grades:
The final grade is determined from the total points awarded on assignments in each of the following categories:

- Class Attendance & Participation – 25 Points
  (Showing up is required, but not sufficient to succeed in the course. Students must also engage and participate in all aspects of the class.)
- Mini-Activities – 50 Points
- Final Project – 25 Points

Total Points = 100

Point Distribution: A= 92-100 B= 83-91 C= 74-82

Detailed Assignment Information & Point Accumulation

Class Attendance & Participation
Attendance and promptness are expected. The absence from any part of a class will result in the loss of points. (5 points each @ 5 sessions total 25pts)

Mini-Activities
Walk-a-way mini-papers (WA):
At the end of each class meeting, each student is to write a 1-2-page paper containing 2 concepts or bits of information gleaned from that class session. The walk-a-way may be submitted at the end of class (if writing time is allowed by the instructor) or submitted electronically by 8:00am the following Monday morning. (4 points per walk-a-way @ 5 WA’s equals 20pts)

Presentations:
Each student is responsible for making two presentations. Each presentation must be accompanied by a written and oral report (handouts for the class are encouraged). Each presentation is valued at 15 points. (15 points @ 2 presentations totals 30pts)

Presentation #1 – Technology Leadership Standard
Student is to provide an in depth look at a technology leadership standard and present the finding via PowerPoint. The presenter is to thoroughly cover each indicator of the assigned standard and provide prevalent issues, best practices, and performance indicators surrounding the standard. The presenter should describe, in detail, the meaning and implication of each indicator from the national institutes’ point of view as well as from the context of his/her own respective school and how the new information has changed or will change the presenter’s view. The use of at least one other source (see listing of Internet sites) may strengthen and/or validate the presentation. The time allotted for the presentation is 45 minutes.
Presentation #2 – Critical Current Issue
This presentation is on a selected topic from a list of critical current issues (a partial list is provided below). The issue is to be fully researched (usage, policy, application) and the findings, with best practices, are to be shared with the class. The use of PowerPoint is required to deliver the findings and 45 minutes will be allowed for the oral presentation. A two-page summary of the key findings, with administrative implications, is to be submitted to the instructor.
Current Issues:
Cyber-bullying                      Social Media in the Classroom
Plagarism                          E-rate/Hardware Deals for Schools
Digital Libraries                  Distance Learning/Smart Rooms
Staff & Student Training           Assistive Technologies & Students w/needs
Project Based Learning & Technology

Final Project
The final project contains two parts:
  1) District technology plan analysis
This section requires you to obtain a copy of your District’s most recent technology plan for review and analysis. Using the knowledge acquired in the class (the standards and best practices), you are to write a critical analysis and offer suggestions/ideas to enhance the plan and share them with the class.
  Suggested steps:
    I. Interview the chief author of the plan or person responsible for submitting the plan to ISBE
    II. Align the tech plan with the standards and best practices
    III. Use the standards and best practices to suggest improvements for future plans
    IV. Share the above information with the class in oral presentation
    V. Submit the written analysis to the instructor

  2) Personal professional technology learning plan
This section requires you to critically assess your strengths/weaknesses, knowledge and skills, and/or practical technology use. Use the format on page 257 in Egbert.

The written analysis should be between 3-5 pages and the professional learning plan between 2-4 pages excluding any appendices. Your district’s plan should be attached to the report.
  (The final is worth 25 points)

FYIs –
No extra credit work will be given and cases of “academic dishonesty” will be handled as outlined in the SIU Graduate Student Catalog.
COURSE SCHEDULE

Guide to readings:
DW = Boudett, City, & Murnane  SC = Stiggins & Chappuis  WR = Williamson & Redish

Week #1

Course Introduction
I. Instructor & Students Share Technology Skills
II. Review of Course Syllabus
III. Description of Tasks
   A. Connecting Assignments with Leadership Challenges
      1. Standards Discussion & Selection
      2. Current Issues Discussion & Selection
   B. Logistics of Presentations
      1. Include an overview of the material
      2. Statement of the overarching principle(s)
      3. Personal philosophies
      4. Implications for leadership practices
         Break
IV. The ISTE & NETS
V. Introduction to Technology Facilitation & Leadership Standards
VI. Chapters 1 & 2 (DW)

Lunch

Facilitating Technology for Improved Instruction
VII. Chapters 1, 2 & 3 (SC)
     Break
VIII. Assignment of presentations (Critical Issues & Standards)
      (Organization and preparation time allowed)
XI. WA #1

Week #2

Thinking Critically about Data
I. Review of Week 1 Activities & address concerns from WA #1
II. Share “Best Practices”
III. Chapters 3 & 4 (DW)
     Break
IV. Standard – I Technology Operations & Concepts
     Break/Setup
V. Current Issue #1 Discussion and Analysis ____________________
     Lunch

VI. Chapters 4 & 5 (SC)
VII. Standard – II Planning & Designing Learning Environments
     Break
VIII. Chapter 6 (SC)
      Break/Setup
VIII. Current Issue #2 Discussion and Analysis ____________________
IX. Standard – III Teaching, Learning & the Curriculum
X. Review expectations for final project & groups meet
XI. WA #2

Week #3
Assessing Teaching, Learning, & the Curriculum
I. Review of Week 2 Activities & address concerns from WA #2
II. Share “Best Practices”
III. Chapters 5 & 6 (DW)
   Break
IV. Standard – IV Assessment & Evaluation
   Break/Setup
V. Current Issue #3 Discussion and Analysis _________________
VI. Guest Speaker – Shari Biggs, Technology Director of ROE 30
   Requirements for district technology plans

Lunch

VII. Chapters 7 & 8 (SC)
VIII. Standard – V Productivity & Professional Practice
      Break
IX. Chapter 9 (SC)
X. Current Issue #4 Discussion and Analysis _________________
   Break/Setup
XI. Standard –VI Social, Legal, Ethical, & Human Issues
X. Review expectations for final project & groups meet
XI. WA #3

Week #4
Applying and Evaluating Practice: Actions and Strategies
I. Review of Week 3 Activities & address concerns from WA #3
II. Share “Best Practices”
III. Chapters 7 & 8 (DW)
   Break
IV. Standard – VII Procedures, Policies, Planning & Budgeting
   Break/Setup
V. Current Issue #5 Discussion and Analysis _________________
VI. Chapter 9 (DW)

Lunch

VII. Chapters 10, 11, & 12 (SC)
VIII. Determine Order of Next Week’s Presentations
      Break
IX. Chapters 13 & 14 (SC)
X. Current Issue #6 Discussion and Analysis _________________
   Break/Setup
XI. Standard –VIII Leadership & Vision
X. Review expectations for final project & groups meet
XI. WA #4
Week #5

I. Review of Week 4 Activities & address concerns from WA #4

II. Final Project Presentations:
   Presenter 1 _______________________
   Presenter 2 _______________________
   Break

III. Presenter 3 _______________________
     Presenter 4 _______________________
     Break

IV. Presenter 5 _______________________
    Presenter 6 _______________________

V. Reflect & Debrief on Morning Presentations
   Lunch

VI. Presenter 7 _______________________
    Presenter 8 _______________________
    Break

VII. Presenter 9 _______________________
     Presenter 10 _______________________
     Presenter 11 _______________________

VIII. Reflect & Debrief on Afternoon Presentations

IX. Instructor Wrap-up & Course Evaluation

X. WA #5