EDU 622
Administrative Applications of Educational Technology
Spring 2013

Professor: Dr. Catherine Tannahill, Associate Professor
Class Location: Online
Office: Webb 149, Education Dept, ECSU, 83 Windham, Willimantic, CT 06226
Office Hours: Tues. & Wed. 1-3, Th 11-12, others by appointment.
Please contact Dr. Tannahill at (860) 465-5098 or through her email address – tannahillc@easternct.edu

Catalogue Description: This course is designed to prepare participants to use educational technology at the campus and district level as well as address funding issues, supervision of technology personnel and the use of technology in school and district administration.

Course prerequisites: Graduate standing or permission of the instructor

Required text/materials:

Recommended free online materials:
3. National Educational Technology Standards for Students (NETS-S), Teachers (NETS-T), Administrators (NETS-A) and Technology Coaches (NETS-C) found at http://www.iste.org/standards.

Course Objectives: This course is designed to prepare participants to serve as Teacher Leaders for the use of instructional technology at the campus and district level. By the end of the course, students will be able to administer, assess, evaluate and manage technology systems as they

1. promote development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
2. promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

3. promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

4. provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.

5. model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

Educational technology expectations for Teacher Leaders based on the National Educational Technology Standards (NETS-C)*.

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Standards addressed:

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<tr>
<th>Objective</th>
<th>ISTE – NETS C*</th>
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<th>Assignment(s)</th>
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*** ECSU Departmental expectations as listed in the Conceptual Framework found at http://www.easternct.edu/education/Eastern%20Conceptual%20Framework%202008.pdf.

Grading Policies:
Students will earn points for assignments. The total number of points for assignments equals 100 points. Each assignment is given a specific due date. Any submission beyond that specific date will be considered late and graded accordingly. No work will be acceptable two weeks past the assigned due date. Please contact the instructor to discuss any anticipated incomplete.

Assignments:

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<th>Objectives</th>
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<td>1, 2, 3, 4, 5</td>
<td>7 Final Reflection: The Importance of Leadership</td>
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<td>Total Score</td>
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**based on National Educational Technology Standards**

Final grades in this course will be determined on total points earned out of 100 in the following way:

- 95–100   A
- 90–94    A-
- 87–89    B+
- 84–86    B
- 80–83    B-
- 77–79    C+
- 74–76    C
- 70–73    C-
- 65–69    D+
- 60–64    D
- Below 60  F

For averages below 60 please discuss your work with the instructor.

Any suggestions that would lead to enhancing this course's learning experiences are welcome. Please feel free to talk with me before or after class, or during my office hours.

**Announcements and Expectations:**

**Learning Accommodations:** If you are a student in this class with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received and accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Students are encouraged to use the support offered by the **Academic Services Center** located on the ground floor of the Library. Tutoring, Math, Writing, and supplemental Advising Services are available for students in the Center at the following times: Sun. 2-9; M.-Th. 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-4272 or check the ASC website at [http://academicaffairs.easternct.edu/ASC-FAQs.html](http://academicaffairs.easternct.edu/ASC-FAQs.html)

**Engagement Policy:** Educators should model those things they expect from their students. Therefore, a professional educator will recognize the importance of promptitude, regular engagement in class activities and personal responsibility for learning and exhibit such dispositions in their class work.

The characteristics of professional educators include recognition of the importance of promptitude in all things. Therefore, all work should be submitted on time unless prior arrangements are made with the professor.

**Critical Thinking expectations:** The purpose of this course is to prepare participants to understand the role of technology in today’s educational environment. Therefore students will be expected to move beyond simple repetition of information acquired within the scope of this course to analysis, synthesis and application of concepts to make informed decisions.

**Electronic communication:** Effective August 1, 2009, email will become an official form of correspondence within Connecticut State University System (CSUS). Therefore, it is expected that communications to students sent via email will be received and read in a timely fashion. It is expected that students check their university email at least as often as their class meets, in recognition that certain communications may be time-critical. Students should not assume that email sent from outside providers will be received by their professor.
For this course, it is preferred that course communication be through the WebCT course shell email system with university email as a second choice. In general, it is important to remember that email should not to be considered as private and therefore is not appropriate for transmitting sensitive or confidential information.

**Grade Incompletes:** Prior to the course closing date if a student has not completed the work, he or she must develop with the instructor an "incomplete" contract describing when they expect to complete their assignments. These contracts will include a late penalty - students will lose a grade (i.e. 90 or more points will earn a B, 80 - 89 will earn a C, etc.) for missing this due date. If an "incomplete" contract has not been developed by this end of course date, the student will receive a grade based on the number of points earned for completed assignments.

**Writing standards:** It is expected that all written work will reflect professional standards of communication. Complete sentences, proper punctuation, capitalization and spelling, and generally accepted rules of grammar are the hallmark of educational professionals. Excessive errors will be reflected in reduced assigned points or in a request to re-submit the assignment. Please use a standard font type such as Times New Roman, Arial or Courier of no less than 12 point size. You may either 1½ space or double space.

Assignments: EDU 622

1. **Discussions** (20 pts): Students are expected to read the postings of other students as well as make original postings and responses. Further details on expectations can be located under Communications and within each discussion assignment.

2. **Unit 1: Leadership for Organizational Change** (10 pts): What is your role as a teacher leader/campus administrator/district administrator regarding Educational Technology? How can you effectively fulfill that role? DRAFT- This is will be incorporated into your Final Reflection

3. **Unit 2: Communication** (10 pts): Explain the role of technology in communication. Identify how you as an administrator/school leader would use technology to effectively communicate with other stakeholders: teachers, parents, community, school board, district personnel. Select a medium to present this topic to an audience and create the product that you would use (presentation software, newsletter, brochure, position paper, etc.). Be sure to identify your audience and justify your medium. For example, you might create a newsletter for parents explaining the various methods that you will use to enhance communication between school and home.

4. **Unit 3: Planning & Data** (15 pts): Options: Using the Planning Template
   a. Select the various vision or mission statements, campus/district plans, and any others that you work under. Combine them into a cohesive three to five year plan with estimated timelines, identification of persons responsible to complete the activities and either costs or specific areas of expense required for implementation.
   b. If you are lucky enough to work under a single such document, analyze where technology is identified, integrated and implemented. Identify areas that are missing
or need to be more complete. If technology is not part of that document, rework the
document to include technology and any other missing elements.
c. If you have no access to such documents, identify what you would need to do to
develop such a plan including the various stakeholders and their role, and how you
would identify the data to be collected. (Get my approval for this option.)
d. Alternative: Explain in detail with specific examples how your district collects,
distributes and uses data to make decisions. How is technology part of this process?
If it is not, how could it be used to increase the efficiency of this process?

5. Unit 4: Keeping Current (15 pts):
a. Annotated Web-liography (10 pts): Create an annotated reference list. This should
include both print sources and web sources that you can go to as an administrator to
keep current on technology issues. Separate the items into appropriate categories.
For every one that you list that the professor provides, you must insert your own
annotation to justify your selection and you should also match with a listing of your
own. You must include at least 15 references/sites that your instructor has not
provided.
b. On-line Tool evaluation (5 pts): Students will evaluate (using the Web Tool
Evaluation form) an assigned free online tool for potential use in their future
classroom. The Web Tool Evaluation form will be submitted and students will be
expected to discuss their assigned tool and its application.

6. Unit 5: Policies (15 pts): Identify the technology or technology related policies that your
school or district has in place. Your assessment for this unit will be an analysis of the
situation under which you work. You will identify the policies and procedures and difficulties
within your own personal career situation. The result will be a paper summarizing the
situation, identifying areas of strength and weakness and making suggestions to enhance the
former and address the latter. Be sure to identify your sources of information. Look at
copyright, an Appropriate Use Policy (AUP) governing the use of technology including
email, policies and procedures for public access of district email, and personal loading of
software/hardware. You may need to talk with district technology personnel to determine
how your information system is protected from outside and inside contamination. Review
these policies to determine their adequacy. Are district personnel generally aware of these
policies? [I also suggest asking some district personal if they are aware of the policies]. How
are they communicated? How are they monitored and enforced?

7. Final Reflection (15 pts): What is your role as a teacher leader/campus
administrator/district administrator regarding Educational Technology? How can you
effectively fulfill that role?

Discussions

Week 1 Welcome and Unit 1
Discussion 01: Rules. Please go to Discussions. Select Topic 01: Rules. Please respond to these
suggestions. Do you have some rules or changes that you would like to include? We will discuss
this week and I will try to pull together a list to post next week based on consensus. I would like
us to develop some rules for communication. I would like to propose three rules for consideration. Please title your original posting: your name - Rules. Feel free to respond to others to build our class rules. This posting will close at noon on the Monday of week 3. Respond to at least one posting.

Discussion 02: Introduction. For the second discussion, you also will have two weeks. It is currently open and will not close until the Monday of week 3 when we begin Unit 2. Post a message introducing you. Title it your name – Introduction. Be sure to include your name (full name as well as how you will designate yourself in discussion – Bob, Kitty, Bud – for the first couple of weeks, you might want to continue providing your full name.); your educational setting – position, school, district, etc. (Give us enough information that we can explore areas of commonality as well as differing interests); and your reason for taking this class. Respond to at least one posting.

Discussion 03: Characteristics. Although all of the six characteristics mentioned above are equally important for effective leadership, please select one. Elaborate on its importance including the advantages/disadvantages inherent in its presence or absence. Apply elements from this week’s readings to your position. If you can provide personal relevance do so, but be sure to remember the importance of confidentiality. Reply to at least two postings for characteristics other than the one that you selected. Title your initial posting with your last name-the characteristic. Discussion closes at noon next week. [I anticipate that at the end of this course, you will want to review this discussion prior to writing your final reflection.]

Unit 2
Discussion 04: Communication. Explain the role of technology in communication. Identify how you as an administrator/school leader would use technology to effectively communicate with other stakeholders: teachers, parents, community, school board, district personnel. Be sure to identify your communication weaknesses and explain how you would compensate to improve communication. This will be posted under Discussion 4: Communication with the title your last name - Communication. Respond to at least one posting. Discussion closes at the end of week 4 at noon.

Unit 3
Discussion 031: The NETP was developed as a vision for what we believe is possible and desirable. Many people participated in its development. None of you are listed in the Appendices. If you were part of this process, what would you say about this document? Please do not react emotionally but logically, presenting your impression and the reasons. Discussion will be under heading Topic 031: NETP. Title your original posting last name – NETP. Respond to at least one posting that you agree with and one that you disagree with.

Discussions 032: Organizational Planning. Most of you have participated in developing organizational plans of one type or another. There are many similarities to all organizational planning. Compare technology planning with other planning activities. Title your original posting last name – Planning. Post an original observation and respond to at least one other posting.
Discussions 033: Discuss the role of technology in making administrative decisions in your district/campus/organization. If you are not currently teaching you might want to see if you could talk with someone from a school or district. If you are with another organization, look at technology’s role in it. You may need to talk with your data processing department. How close is your campus/district/organization to the innovative stage?

Unit 4
Discussion 041: Online Tool Evaluations. This is a blog where each of you can post your evaluation of the free online tool that you evaluated. Title it your last name – [name of technology]. Post your Online Tool Evaluation form as an attachment to your discussion posting so all may share. [THIS IS ALSO PART OF YOUR ASSESSMENT FOR UNIT 4.]

Discussion 042: Issues. Students will research an emerging technology and post your evaluation of the technology that you selected. Title it your last name – [name of technology]. Post your Emerging Technologies Worksheet (Pros and Cons as an attachment to your discussion posting so all may share. This is graded as a simple discussion so you do not need to take a lot of time to do this. It is mostly a process assignment more than a content assignment.

Unit 5
Discussion 051: Policy. As you begin to look at the policies in place, or not in place, analyze the role of building personnel in this process – it might be in ‘filling in the vacuum,’ development of unofficial ‘official policy’, or dealing with the consequences of bad or no policy. Respond to at least one other posting. Title: your last name - Policy.

Course Resources

Textbooks:

Recommended free online materials:
- Edutopia - http://www.edutopia.org/
Online comprehensive resources:


First week: Course Orientation
Prensky (P) – Introduction
Gura & Percy (G&P) – Introduction & Preface
Zucker – Chapters 1 & 2
Ringstaff & Kelley (R&K) – Introduction & Overview
Grady, M
Unit 1: Leadership
Prensky (P) – Ch. 1, 2, 3, 8.
Gura & Percy (G&P) – 1, (7), 8.
Ringstaff & Kelley (R&K) – p. 5-16
Leadership Characteristics that Facilitate School Change (1992). SEDL. Downloaded from [http://www.sedl.org/change/leadership/welcome.html](http://www.sedl.org/change/leadership/welcome.html)
Unit 2: Communication
Prensky (P) – Ch. 3 & 4
Gura & Percy (G&P) – Ch 5.

Unit 3: Technology and Planning
Prensky (P) – Ch 5 & 6.
Gura & Percy (G&P) – Ch 9.
Zucker – Ch 8.
Ringstaff & Kelley (R&K) – p. 5-20
National Center for Technology Planning. (2010). Downloaded from http://www.nctp.com. Additional resources at this site include:


Unit 4: Keeping Current
Prensky (P) – Ch 7.
Gura & Percy (G&P) – Ch 3 & 4.
Zucker – Ch 9.
Ringstaff & Kelley (R&K) – p. 20
Association for Supervision and Curriculum Development. Downloaded from http://www.ascd.org/.

Educational Leadership Tool Kit. Downloaded from http://www.nsba.org/sbot/toolkit/.

ISTE: International Society for Technology in Education. Downloaded from http://www.iste.org/.

Regional Educational Laboratories Network. Downloaded from http://www.relnetwork.org/.

TICAL: Technology Information Center for Administrative Leadership. Downloaded from http://www.portical.org/.

THE Journal online. Downloaded from http://www.thejournal.com/.


Unit 5 Policies
Zucker – Ch 10

Faas, r. (2012). School technology policies are more important than ever in the IPAD-enabled classroom. Downloaded from http://www.cultofmac.com/184356/school-technology-policies-are-more-important-than-ever-in-the-ipad-enabled-classroom/.


Conclusion:
Prensky (P) – Complete.
Gura & Percy (G&P) – Complete.
Zucker – Complete.
Tentative Class Agenda

Unit 1: Technology as a tool for organizational improvement
Week 1 & 2: January 14-28
Review Welcome, Syllabus, Organization
Weekly Readings
Discussion on Rules closes at noon January 28.
Discussion on Introductions. Complete introductions by noon January 28.

Week 3: January 28 - February 4
Weekly Readings
Discussion on Characteristics of Effective Leadership closes at noon February 4.
Unit 1 Assessment: Reflection paper (10 pts): You role as a teacher leader/campus administrator, district administrator regarding Educational Technology? Due by noon February 4.

Unit 2: Technology as a tool for communication
Week 4: February 4-11
Weekly Readings
Discussion on Technology in Communication closes at noon February 11.

Week 5: February 11-18
Weekly Readings
Unit 2 Assessment (10 pts): The role of technology in communication and how you as an administrator/school leader would use technology to effectively communicate with other stakeholders: teachers, parents, community, school board, district personnel. Due by noon February 18.

Unit 3: Technology’s role in data driven decision making
Week 6: February 18 - 25
Weekly Readings: National Educational Technology Plan
Discussion 031: NETP closes at noon February 25.

Week 7: February 25 - March 4
Weekly Readings
Discussion032: Organization Planning Processes closes at noon March 4.

Week 8: March 4-11
Weekly Readings
Discussion 033: Role of Technology in Administrative Decision Making closes at noon March 11.
Unit 3 Assessment (15 pts): Planning due at noon on March 11.
Unit 4: Emerging technologies
Week 9: March 11 - 18

Weekly Readings

Week 10: March 18 - April 1

Weekly Readings
Discussion 041/Assignment on **On-line tools evaluation** (5 pts) due April 1.

Week 11: April 1-8

Weekly Readings
Discussion 042 on an Emerging Technology by noon April 8
Unit 4 Assessment: **Keeping Current** (10 pts): Create an annotated reference list including both print sources and web sources due at noon on April 8.

Unit 5: Technology policies
Week 12: April 8-15

Weekly Readings
Complete Discussion 051 on Policy by noon April 15.

Week 13: April 15- 22

Weekly Readings
Unit 5 Assessment: **Policies** (15 pts) due at noon on April 22.

Week 14 & 15: April 22 - May 6

Weekly Readings
Online course evaluation
**Final Reflection:** (15 pts) Leadership in Educational Technology. The assignment is due May 6. BE SURE TO REVIEW THE FINAL REFLECTION RUBRIC POSTED WITH THIS UNIT.