

**A. DEPARTMENT:**

Educational Leadership and Policy Studies  
EAD 824  
Technology and Leadership Practices for Program Improvement  
Three (3) Credits

**B. COURSE DESCRIPTION:** This is web-enhanced course designed to introduce the student to research relative to the integration of technology into K-12 school systems and to help students understand and apply research-based, best practices, in K-12 technology integration initiatives. The study of assessment, improvement, and application of computer technology and effective leadership practices in education will be addressed. The major goal of this course is for each student to leave with an increased ability to effectively and efficiently implement and use technology in the school and classroom. Basic legal and ethical issues related to educational technology will also be introduced and discussed. Students will initiate their program ePortfolio in this course.

**C. TEXT:**

None

**D. COURSE OBJECTIVES:** **Course Objectives:**

1. Identify major obstacles to implementing technology.
2. Summarize major research findings and trends related to the use of technology in education to support integration.
3. Discuss current trends in educational technology.
4. Develop a general vision for technology in a school setting and/or other learning environment.
5. Define and provide examples of data-driven decision making.
6. Retrieve and interpret district- or school-level data from online sources.
7. Identify innovative uses of technology at the district, school, and classroom levels.
8. Develop an effective MS PowerPoint® presentation.
9. Understand and demonstrate intermediate and advanced MS Word® features.
10. Understand and demonstrate intermediate and advanced MS Excel® features.
11. Understand and demonstrate intermediate and advanced MS Outlook® features.
12. Design an effective course, unit of instruction, or student activity using an open source online learning management system.
13. Evaluate classmates' course, unit of instruction, or student activity.
14. Develop a website using an open source web development system.
15. Evaluate classmates' website.
16. Identify potential dangers of student Internet use.
17. Examine possible methods of preventing such dangers through software, hardware, and teaching methods.
18. Examine appropriate technology resources to promote safe and healthy use of technology.
19. Analyze a school Internet Acceptable Use Policy and Web Page Policy.
20. Identify and discuss the need for web accessibility.
21. Discuss the legal requirements for web accessibility.
22. Define ethics and their need in the current information society.
23. Analyze the need for technology-related ethics in schools.
24. Understand and apply copyright and fair use guidelines to the educational setting.
25. Initiate individual program ePortfolio

**A. COURSE OUTLINE:**

The following activities/topics are required to be addressed by all

faculty teaching this course.

1. Set-up and configure ePortfolio
2. Introduction to MUNUS
3. Introduction to Infinite Campus
4. Introduction to KETS
5. Introduction to Technology Standards (Teacher and Administrator)
6. Mobile communications devices
7. Develop a website (Required ePortfolio entry)
8. Analyze/Critique a school or district technology plan (Required ePortfolio entry)
9. Complete course reflection. (Required ePortfolio entry)

#### **F. COURSE REQUIREMENTS:**

1. Develop a website (Required ePortfolio entry)
2. Analyze/Critique a school or district technology plan (Required ePortfolio entry)
3. Complete course reflection. (Required ePortfolio entry)

#### **G. ADDITIONAL REQUIREMENTS:**

None

#### **H. EVALUATION METHOD:**

1. Set up own e-portfolio 15%
2. Write a reflection on the technology standards 15%
3. Develop a web site 25%
4. Critique a school or district technology plan 25%
5. Write a course reflection 20%

#### **Grading Scale:**

90% - 100% = A

80% - 89.9% = B

70% - 79.9% = C

60% - 69.9% = D

< 60% = F

#### **I. Student Progress:**

Prior to the mid-point of the course, the instructor will provide each student notice of his/her progress in the class.

#### **J. Attendance Policy:**

Class attendance requirements will conform to University policies. You are expected to attend each class and class activity and participate in online assessments and assignments. Students will be responsible to discuss with the professor the reason for each absence and to acquire or make-up, if possible, any missed assignments or class work. Absences may have an adverse effect on student's grade, including lack of success and or failure to complete the class with a passing grade. If inclement weather requires the cancellation of a class or the instructor is unable to meet the class for any reason, students will be required to meet on an alternate date.

**K. Last Day to Drop the Course:**

October 31, 2008

**L. DISABILITIES STATEMENT:**

If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities please make an individual appointment with the course instructor to discuss accommodations. Upon individual request, this syllabus can be made available in alternative forms. If any student who is not registered with the Office of Services for Students with Disabilities has need of academic accommodations, please contact the Office directly either in person on the first floor of Turley House or by telephone at 622-1500.

**M. ACADEMIC INTEGRITY STATEMENT:**

Academic integrity (AI) is a fundamental value for the Eastern Kentucky University community of students, faculty, and staff. It should be clearly understood that academic dishonesty and incidents of academic dishonesty will have serious consequences. Anyone who knowingly assists in any form of academic dishonesty shall be considered as responsible as the student who accepts such assistance and shall be subject to the same sanctions. Academic dishonesty can occur in different forms, some of which include cheating, plagiarism, and fabrication.

Course P/N	Course Title
EAD 824	Technology and Leadership Practices for Program Improvement

**RELATIONSHIP TO:**

<b>CONCEPTUAL FRAMEWORK ELEMENTS</b>
<b>CF1: Knowledge</b> - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.
<b>CF2: Pedagogical Skills</b> - Enables the professional educator to facilitate learning for all students.
<b>CF3: Dispositions</b> - Includes the professional attitudes, values and beliefs that support student learning and development.
<b>CF4: Technology</b> - Focuses on preparing candidates who are able to use educational technology to help all students learn.
<b>CF5: Diversity</b> - Reflects the Unit's commitment to preparing candidates to support learning for all students

<b>TEACHER STANDARDS (2008)</b>
STANDARD 1: The teacher demonstrates applied content knowledge
STANDARD 2: The teacher designs and plans instruction
STANDARD 3: The teacher creates and maintains learning climate
STANDARD 4: The teacher implements and manages instruction
STANDARD 5: The teacher assesses and communicates learning results
STANDARD 6: The teacher demonstrates the implementation of technology
STANDARD 7: Reflects on and evaluates teaching and learning
STANDARD 8: Collaborates with colleagues/parents/others
STANDARD 9: Evaluates teaching and implements professional development
STANDARD 10: Provides leadership within school/community/profession

<b>EKU GOALS</b>
<b>EKU-G1.</b> To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
<b>EKU-G2.</b> To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
<b>EKU-G 3.</b> To promote learning through high quality programs, research, and support services.
<b>EKU-G4.</b> To develop and enhance an environment facilitating intellectual curiosity, cultural

opportunities and problem-solving abilities for members of the University community.  
**EKU-G5.** To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

**College of Education Conceptual Framework**

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
CF1	CF2	CF3	CF4	CF5

**Kentucky Teacher Standards – Advanced**

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments									
TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10

**EKU Goals**

EKU-G1	EKU-G2	EKU-G3	EKU-G4	EKU-G5

**KERA Initiatives**

KERA Initiatives: The course document must demonstrate the integration of the KERA initiatives if they are applicable to the program.

Identify the initiative number(s) for each category					
COURSES	Learner Goals based on Academic Expectations	Program of Studies	Core Content/CATs	SISI	MUNIS
EAD 824	X	X	X		X

**KERA Initiatives Continued**

Identify the initiative number(s) for each category					
COURSES	KTIP	KPIP	SBDM	Special Ed. Law	ARC
EAD 824			X		

**EPSB Themes**

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments
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COURSES	Diversity	Technology	Literacy Education	School Safety Education
EAD 824	K	A, PA	K	A

## SPA

Interstate Leadership Licensure Consortium Standards
<p><u>ISLLC Standard 1:</u> 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</p> <p><u>Functions:</u></p> <ul style="list-style-type: none"> <li>A. Collaboratively develop and implement a shared vision and mission.</li> <li>B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning</li> <li>C. Create and implement plans to achieve goals</li> <li>D. Promote continuous and sustainable improvement</li> <li>E. Monitor and evaluate progress and revise plans</li> </ul>
<p><u>ISLLC Standard 2:</u> 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.</p> <p><u>Functions:</u></p> <ul style="list-style-type: none"> <li>D. Supervise instruction</li> <li>F. Develop the instructional and leadership capacity of staff</li> <li>G. Maximize time spent on quality instruction</li> <li>H. Promote the use of the most effective and appropriate technologies to support teaching and learning</li> </ul>
<p><u>ISLLC Standard 3:</u> 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.</p> <p><u>Functions</u></p> <ul style="list-style-type: none"> <li>A. Monitor and evaluate the management and operational systems</li> <li>B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources</li> <li>C. Promote and protect the welfare and safety of students and staff</li> <li>E. Ensure teacher and organizational time is focused to support quality instruction and student learning</li> </ul>
<p><u>ISLLC Standard 4:</u> 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.</p> <p><u>Functions</u></p> <ul style="list-style-type: none"> <li>A. Collect and analyze data and information pertinent to the educational environment</li> </ul>

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

Functions

- A. Ensure a system of accountability for every student’s academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making

ISLLC Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

**Technology Standards for School Leaders**

TSSA Standard I: LEADERSHIP AND VISION. Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision

Indicator:

- B. Maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
  - a. Students analyze and critique an existing district or school technology plan and make recommendations with regard to content and process
- D. Use data in making leadership decisions.
  - a. Students deploy various technologies in analyzing data and communicating findings to build support for a programmatic initiative.
- F. Advocate, on the state and national levels, for policies, programs and funding opportunities that support implementation of the district technology plan.
  - a. Students identify appropriate funding sources to support a programmatic initiative of their choice.

TSSA Standard II: LEARNING AND TEACHING. Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching

Indicator

- A. Identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement
  - a. Student critiques of district/school technology plans consider professional development objectives/strategies and make recommendations regarding same.

- B. Facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
  - a. Students deploy varied technologies to facilitate collaborative efforts (e.g., peer reviews of written assignments)
- C. Provide for learner-centered environments that use technology to meet the individual and diverse needs of learners
  - a. Students explore and use varied instructional technologies and reflect on their experiences.
  - b. Students participate in learning activities that are web-based and student-driven (e.g., participation in simulations related to assistive technologies and web accessibility)

TSSA Standard III. PRODUCTIVITY AND PROFESSIONAL PRACTICE. Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others

Indicator

- B. Employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community
  - a. Student-peer and student-instructor interactions model effective use of technology for communicating and sharing information (e.g., electronic transfer of documents; use of Blackboard platform; online discussions; etc.)
  - b. Students use technology to prepare communications intended for various stakeholders, and reflect on the relationships between content, audience, style.
- E. Maintain awareness of emerging technologies and their potential uses in education
  - a. Students investigate and reflect on the potential use of emerging technologies

TSSA Standard IV. SUPPORT, MANAGEMENT, AND OPERATIONS. Educational leaders ensure the integration of technology to support productive systems for learning and administration

Indicator

- A. Develop, implement, and monitor policies and guidelines to ensure compatibility of Technologies
- E. Implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles.
  - a. Students analyze and critique an existing district or school technology plan and make recommendations with regard to content and process.

TSSA Standard VI. SOCIAL, LEGAL, AND ETHICAL ISSUES. Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues

Indicator

- A. Ensure equity of access to technology resources that enable and empower all learners and educators
  - a. Students investigate relevant state and national data to explore equity in access to



technology and technology-based instruction

- B. Identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
  - a. Students investigate and reflect upon ethical standards for technology use.
- D. Promote and enforce environmentally safe and healthy practices in the use of technology.
  - a. Students investigate and reflect upon safety issues surrounding technology use.