



## Syllabus

### **SCHOOL OF EDUCATION AND LEADERSHIP** **EEA 520: Technology for School Leaders**

3 Credits

Effective: Summer 2014/2015

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **FACULTY**

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

## **COURSE DESCRIPTION**

This course introduces candidates to technology literacy and applications in order to find, evaluate, and apply information to inform and improve student learning and teacher pedagogy. Candidates use digital tools to gather, evaluate, and use information in order to plan and conduct quality research, manage projects, solve problems, and make informed decisions. Applications include an electronic portfolio, instructional and curricular decisions, research and assessment, assistance to teachers, and the impact of technology on school and societal change.

## **COURSE RESOURCES**

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## **COURSE OUTCOMES**

In this course, learners demonstrate growth toward meeting the technology-related aspects of these leadership components and the certification standards to which they relate:

NELP 1.1 - Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

NELP 1.2 – Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

NELP 2.1 – Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency,

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trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

NELP 3.1 - Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

NELP 4.1 - Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technologically rich curricula, programs, and other supports for academic and non-academic student programs.

NELP 4.2 – Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school’s academic and non-academic systems.

NELP 4.3 – Program completers understand and can demonstrate the capacity to evaluate and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

NELP 4.4 - Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

NELP 5.3 - Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community.

NELP 6.1 - Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.

NELP 6.2 - Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

NELP 6.3 - Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

NELP 7.1 - Program completers understand and have the capacity to collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff.

NELP 7.3 - Program completers understand and have the capacity to personally engage in, as well as engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

Candidates examine Content Knowledge and Educational Leadership Skills in the certification standards and components to identify technology-related topics implicit in the standards, which are not necessarily limited to the components listed above.

## KNOWLEDGE, SKILLS, AND COMMITMENTS

- Technology as tools, curriculum, and culture
- Effective systems of data collection, analysis, and use for school improvement
- Educational technology standards
- Educational trends and issues in technology
- Legal, ethical, economic, and social issues surrounding technology
- Data analysis concepts and tools
- Mindsets, tools, and procedures for efficiency and effectiveness
- Staff development planning
- Technology enhanced communication
- Technology integration
- Professional learning network
- Leadership/technology skills implicit in the certification standards and components

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Participation including Discussion Board	20%
Personal/Professional Technology Use Presentation	25%
Student-focused Technology and Data Supports	25%
Technology Plan to Support School Improvement Initiatives	30%
<b>TOTAL</b>	<b>100%</b>

## SPECIFICS OF COURSE ASSIGNMENTS

### Participation

Participation fosters interactive learning and understanding of course content from multiple perspectives. Each week in an Online course requires participation in a discussion forum or a webinar. Mixed-mode courses require participation on-site and online. For a timeline of these participation activities, see the Course Schedule.

<i>Components</i>	<i>% of Grade</i>
Presence in the Discussion	30%
Content and Cognition	40%
Oral and Written Communication	30%
<b>TOTAL</b>	<b>100%</b>

### Personal/Professional Technology Use Presentation

Candidates become acquainted with current and emerging hardware, software, and their associated use issues to build capacity as school leaders. To identify technologies and issues, candidates interview two or more administrators and two or more administrative support staff. Using this information and media of candidate's choice, candidates develop and share an electronic presentation to communicate findings and a plan to become proficient and remain current in job-embedded technologies.

The electronic presentation has two parts. Part A – Technologies Used on the Job: (1) Description of the administrative context (school/district, administrative role, administrators and support staff interviewed), and (2) technology annotations, including hardware and software tools used, applications of each technology in relationship to the components of the administrator's role, and issues associated with the technology. Part B – Technology Proficiency Plan: (1) A prioritized list of skills that need to be learned, (2) actions needed to acquire the skills, and (3) a plan for remaining current on matters of technology trends and emerging issues. Candidates share their electronic presentations in a manner designated by the instructor.

<i>Components</i>	<i>% of Grade</i>
Administrator and Support Staff Interviews	30%
Technology Annotations	40%
Technology Proficiency Plan	30%
<b>TOTAL</b>	<b>100%</b>

### Student-focused Technology and Data Supports

Candidates study a familiar school's existing technologies and data uses, and recommend improvements that "promote the current and future success and well-being of each student" through effective "data use, technology, equity, diversity, digital citizenship, and community" (NELP Standard 1). This student-focused assignment serves as the first and central phase of development for the more comprehensive and culminating Technology Change Management Plan assignment in this course, which also includes sections for supporting adults and ensuring other aspects of operational effectiveness across school programs, services, and functions. Both assignments together address technology and assessment aspects of Common Performance Task 1 and other CPTs addressed in other courses.

<i>Components</i>	<i>% of Grade</i>
School Mission and Vision (1.1)	20%
Improvement Processes (1.2)	20%
Student Learning Needs (6.1)	20%
Data-informed and Equitable Resourcing Plan (6.2)	20%
Communication	20%
<b>TOTAL</b>	<b>100%</b>

### Technology Plan to Support School Improvement Initiatives

Using a candidate-selected presentation medium, candidates prepare and share a report including (1) an executive summary of the school/district's technology plan, (2) an analysis of how the technology plan supports and needs to support school improvement initiatives identified in other school/district plans, and (3) a summary of recommendations and rationale for next steps in the technology plan. While sharing this information in a manner determined by the instructor, candidates also (4) demonstrate personal use of various forms of technology needed to gather information and to create and share the report. To gather information needed for this report, locate and review your school/district technology plan, school/district improvement plans (SIP), and relevant school/district professional development plans. Locate and review local, state, national, and international technology standards applicable to the technology plan, and other improvement plans as relevant to this task. Analyze the technology plan for how well it supports school improvement initiatives identified in other plans and how well it addresses important technology standards. Especially analyze efficacy of the technology plan regarding positive impact on learning, professional development, ethical use and practices for educational technology, emerging technologies, and involvement of stakeholders. Identify the technology plan's strengths and areas for improvement. Determine recommendations and rationale for "next steps" in the technology plan and a brief description of the resources (human, financial, facilities, technological) required to address your recommendations.

<i>Components</i>	<i>% of Grade</i>
Technology Plan Executive Summary	20%
Analysis	30%
Recommendations and Rationale	20%
Candidate Use of Technology	30%
<b>TOTAL</b>	<b>100%</b>

## **COURSE POLICIES**

Instructors add detail to course policies at their discretion but honor the following agreements set by the program.

### **Late Assignments**

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly and communicate with the instructor when you anticipate you cannot meet due dates. Late work will receive an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

### **Participation**

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

### **Professional Writing**

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

### **End of Course Evaluation (EOCE)**

EOCEs are a university-wide assessment practice. The goal is 100% participation in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, you will be prompted through Blackboard to complete a standard survey. If you miss or dismiss the pop-up request, you can access the survey through your Student Portal Page>Academic Affairs>Student Resources. Student feedback provides program administrators and faculty with data that inform course development, faculty development, and program change. Please participate actively in a process of continuous improvement by completing the EOCE for this course! Thank you.

## UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

### **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person

behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

## **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **SUPPORT SERVICES**

### **Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.