

Santa Clara University
School of Education and Counseling Psychology
Department of Education

EDUC 376 – Technology to Enhance Leadership (3 units)
Summer 2013

Instructor: Pati Ruiz

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Office Hours: By appointment only (e-mail or call)

Course Meeting Dates: **June 11, 2013 – July 16, 2013** (No Class on July 4)

Tuesday & Thursday, 1pm – 4pm;

***except June 13 4pm -7pm**

Loyola Hall

Section: 89371

Mission and Goals of the Department of Education

The mission of the Department of Education is to prepare professionals of competence, conscience, and compassion, who will promote the common good as they transform lives, schools, and communities. Rooted in the Jesuit tradition at Santa Clara University, core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Department of Education Goals:

1. To prepare professionals who will work competently with individuals who have a variety of strengths; experiences, and challenges, those with diverse backgrounds, and those in greatest need;
2. To develop positive habits of mind, identify, and apply best practices in the field, and engage in critical reflection on practice;
3. To demonstrate mastery-level knowledge and skills in teaching and learning; and
4. To become leaders sensitive to the ethical and social consequences of their decisions.

Course Description: This course enables the educational leader to develop the ability to make informed decisions about appropriate technologies for school use, understand the importance and role of multimedia technologies for instructional support, administrative decision-making, and management of data in schools. It further helps the administrator to use computers and other technologies in the performance of their responsibilities, and to define, develop, and demonstrate standards of ethics for technology and the use of technology in the schools.

Course Learning Objectives

After taking this course, students will be able to:

1. make informed decisions about appropriate technologies for school use
2. understand the importance and role of multimedia technologies for instructional support, administrative decision-making, and management of data in schools
3. define, develop, and demonstrate standards of ethics for technology and the use of technology in the schools
4. better use computers and other technologies in the performance of administrative responsibilities

Standards Addressed

This course addresses the International Society for Technology in Education's (ISTE) 2009 National Educational Technology Standards for Administrators (NETS-A):

1. Visionary Leadership: Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
2. Digital Age Learning Culture: Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
3. Excellence in Professional Practice: Educational Administrators 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. Systemic Improvement: Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.
5. Digital Citizenship: Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

Departmental and University Policies

Attendance: Students are required to attend all classes; however, penalties for absences are left to the discretion of the instructor. Students are held accountable for all assignments in each course, whether or not the assignment was announced during their absence. **Students must be present for 80% or 8 sessions of a course to be eligible to receive a grade.** Missing any class will require you to prepare the readings for a personal discussion with the instructor.

Accommodations for a Disability: The Santa Clara University values all learners. Should you have a disability needing accommodations, please contact Disability Resources at 408-554-4109 (voice) or 408-554-5445 (TDD). If a request for disability accommodations is received, the student will be provided with reasonable accommodations.

Academic Integrity: As in all institutions of higher learning, academic ethics is an important part of the university ethos. At Santa Clara University, if a student is guilty of a dishonest act in an examination, course paper, or other required work for a course, or assists others in such act, they are subject to disciplinary action. They may receive a grade of "F" for the course or be dismissed from the University. Students who violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution may also face similar disciplinary action.

Grading Policy:

Grades will be assigned according to the number of points accumulated through the quarter. The final grade will be calculated based on performance on the various components of the course and their weights. Below is the scale for the assignment of grades:

A	93%-100%	C+	77%-79.9%
A-	90%-92.9%	C	73%-76.9%
B+	87%-89.9%	C-	70%-72.9%
B	83%-86.9%		
B-	80%-82.9%		

Penalties for late submissions will usually be between 10% and 30%. Late work is accepted without penalty only when there is an emergency or special circumstance that warrants waiver. The instructor will decide on a case-by-case basis whether to waive the penalty.

Grading Weights

Assignments	
Midterm paper	25%
Final paper	25%
Screencast	15%
Resource Sharing	15%
Class participation and activities	20%

Required Texts:

Levin, B. & Schrum, L. (2012). *Leading Technology-Rich Schools: Award-winning Models for Success*. New York: Teachers College Press

<http://goo.gl/wMnFX>

Collins, A. & Halverson, R. (2009). *Rethinking Education in the Age of Technology: The Digital Revolution and Schooling in America*. New York: Teachers College Press

<http://goo.gl/T1Hq9>

Recommended Resources:

Brooks-Young, S. (2009). *Making Technology Standards Work for You: A Guide to the NETS for School Administrators with Self-Assessment Activities*. Second Edition. Washington, D.C.: ISTE.

Koehler, M. J., & Mishra, P. (2008). *The Handbook of Technological Pedagogical Content Knowledge for Educators*. Routledge/Taylor & Francis Group for the American Association of Colleges of Teacher Education.

Love, N., Stiles, K., Mundry, S. & DiRanna, K. (2008). *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*. Corwin Press.

Niess, M., Kajder, S., & Lee, J. (2008). *Guiding Learning With Technology*. Hoboken, NJ: John Wiley & Sons, Inc.

Picciano, A. G. (2010). *Educational Leadership and Planning for Technology*. Fifth Edition. Upper Saddle River, NJ: Merrill Prentice Hall.

Schrum, L. & Levin, B. (2009). *Leading 21st-Century Schools: Harnessing Technology for Engagement and Achievement*. Thousand Oaks, CA: Corwin Press

Tentative Course Schedule and Topics

Session 1: June 11, 1 pm – 4 pm

- Introductions; course overview; review syllabi and major assignments
- Definition of terms
- What do school administrators need to know about technology in instruction?
- Why technology should be used in instruction?

Session 2: June 13, 4 pm - 7 pm

- What is your vision of 21st-Century Schools?
- How are teachers using technology today?
- What teaching strategies benefit from using technology?
- What are examples of effective uses of technology?
- Knowledge acquisition vs. knowledge expression

Session 3: June 18, 1 pm – 4 pm

- What do educators need to know to teach with technology?
- TPACK Framework
- Standards: CAPSELS & ISTE NET*S
- Professional development for teachers

Session 4: June 20, 1 pm – 4 pm

- Using data to improve student outcomes
- Tools for analyzing data
- Share several screencasts

Session 5: June 25, 1 pm – 4 pm

- Technology to support instructional supervision
- Evaluating teachers' use of technology in instruction
- Internet use policies
- Collaboration, communications and coordination

Session 6: June 27, 1 pm – 4 pm

Capstone project presentations

Session 7: July 2, 1 pm – 4 pm

- **Field trip - Nancy Pang**
- **Meeting place:**
- **Meeting time:**
- Technical support
- Managing technology
- Developing technology plans and budgets

July 4 – no classes on Independence day

Session 8: July 9, 1 pm – 4 pm

- Copyright laws; technology ethics
- Cyber security, privacy, and internet filtering

Session 9: July 11, 1 pm – 4 pm

- Administrators' roles in technology
- Lessons learned in integrating technology
- Share final paper topic in small groups
- Concluding thoughts and discussion

Session 10: July 16, 1 pm – 4 pm

- Conditions that promote the effective use of technology by teachers
- Lessons learned in integrating technology
- Share final paper topic in small groups
- Concluding thoughts and discussion
- Course evaluations

Students are expected to do all of the readings and other work assigned for the session dates. In other words, please come to class with the readings completed.

Students are expected to attend all sessions. If you have to miss a session, please e-mail the instructor to let him know you will be absent.

Learning management system

Course resources are available on our Google Site: <http://goo.gl/QDQ3G>

COURSE ASSIGNMENTS

Date Due	Reading Assignments
June 11	N/A
June 13	Collins & Halverson Chs. 1-3 (skim Chs. 4-6)
June 18	Screencasts Due & Levin & Shrum Ch. 1
June 20	Levin & Shrum – Chs. 2 – 5 [Read your assigned chapter & skim the others]
June 25	Levin & Shrum – Chs. 6 - 9 [Read your assigned chapter & skim the others]
June 27	Capstone project presentation – no reading assignments due
July 2	Collins & Halverson Ch. 7-9
July 4	Independence Day – no class session
July 9	Midterm Paper Due
July 11	Literature Review (pp 15-50) section of “Principal leadership for technology integration: A study of principal technology leadership” by K. Kozloski (2006).
July 16	Johnson, L., Adams, S., and Cummins, M. (2012). NMC Horizon Report: 2012 K-12 Edition. Austin, Texas: The New Media Consortium.

Optional Readings:

Barnett, H. (2001). Successful K-12 technology planning: Ten essential elements. Syracuse, NY: ERIC Clearinghouse on Information & Technology, Syracuse University. (ERIC Reproduction Service No. ED457858)

Burgess, L. (2006). Data 101- going back to school. *Principal Leadership*. October 2006.

Coggins, D. (N.D.) Five Phases of Introducing New Technology. *Educators' eZine*. Retrieved June 2008

Cradler, J. & Bridgforth, E. (n.d.). Effective site level planning for technology integration. WestEd. <http://www.wested.org/techpolicy/planning.html>

Franklin, C. (2008). Factors that influence elementary teachers' use of computers. *Principal*, 87(3), January/February 2008, pp 54-55

Granada, J. & Vriesenga, M. (2008) Web-based walk-throughs. *Principal Leadership*, 8(7), 24-27, March 2008 <http://www.principals.org/pl0308granada>

Gosmire, D. & Grady, M.L. (2007). A Bumpy Road: Principal as Technology Leader. *Principal Leadership (Middle School Edition)*, 7(6), 17-21

Jones, E. (2007) Strategies to put instruction ahead of technology. *Principal Leadership (Middle School Edition)* 7(6), 35-39

Lachat, M.A., Williams, M. & Smith, S.C. (2006). Making Sense of all your data. *Principal Leadership*. October 2006. 16-21

Laird, E. (2008). The power of longitudinal data. *Principal Leadership*. Feb. 2008, 34-37

Love, N. (2004). Taking data to new depths. *Journal of Staff Development*, 25(4), p22-26. Fall 2004

Ohlson, M. (2008). Technology Leadership: Learning from Mistakes. In C. Crawford et al. (Eds.), *Proceedings of SITE Conference 2008* (pp. 2466-2469). Chesapeake, VA: AACE.

Rudnesky, F. (2006). Raise the bar for everyone with technology integration. *Principal Leadership*. 6(6), 34-36

White, N, Ringstaff, C. & Kelley, L. (2002) Getting the Most from Technology in Schools. WestEd. http://www.wested.org/online_pubs/kn-02-01.pdf

Screencast Assignment (due June 18)

1. Create a 3-5 minute screencast about an education technology that you believe might enhance teaching and learning at your school or organization. You can use any screencasting tool including:
 - a. Jing [<http://goo.gl/7wMGV>]
 - b. QuickTime Player (free on Mac)
 - c. Screencast-o-matic [<http://goo.gl/mcl61>]
2. Assume that your primary audience is the teachers and administrators at your school site.
3. Your screencast should include the following information:
 - a. a brief description of the technology
 - b. how it might enhance learning or teaching, and
 - c. where one can obtain more information.
4. Upload your screencast to a video hosting website: YouTube, Vimeo or screencast.com
5. Share the URL with the instructor using this Google form: [<http://goo.gl/t1jyy>]
6. All the screencasts will be made available to course participants in the class Google Site

Assessing Technology Use and Recommendations: Midterm Paper (due Tuesday, July 9) -

Write a paper – 4 to 6 pages in length (plus cover page and a references page, if needed) -- where you assess conditions for technology use at a school. The paper should be double-spaced. Use 1 inch margins all around, 11 or 12-point font size. Please upload your midterm paper to the class Google Site – [<http://goo.gl/HcOAI>]. The digital copy should be in Microsoft Word or Adobe PDF format. In addition, print one copy to give to the instructor on July 9.

In your paper, you should

1. Assess the conditions for technology use to support student learning at your school or a school you know well. What are areas of relative strength and weaknesses?
2. Assess the use of technology in instruction by teachers at your school. Who uses technology and who does not? How is technology used? Is technology being used skillfully and appropriately?
3. Discuss what recommendations would you make to the principal and teacher leadership team about the use of technology to support teaching and learning

Resource Sharing Assignment (June 20 – July 16)

1. On the class Google Site Resources Page [<http://goo.gl/BOf5R>] add links of web pages & articles related to education technology and leadership that you might want to return to and/or share with others.
2. Save 4 or more links/articles per week
3. Each week, browse the links/articles saved by 2 or more classmates.

Technology for Learning or School Administration: Final Paper

(due Monday, July 22 by 12 noon)

Write a paper – 5 - 7 page paper (plus cover page and a references page) -- *about a particular technology for learning or school administration*. The paper should be double-spaced. Use 1 inch margins all around, 11 or 12-point font size. Please upload your midterm paper to the class Google Site – [<http://goo.gl/HcOAI>]. The digital copy should be in Microsoft Word or Adobe PDF format.

1. Examine a specific type of technology that you are interesting in learning more about (e.g., interactive white boards, netbooks, science probeware, e-readers, computer-aided instruction systems, etc.)
2. Described the benefits, costs and challenges of using this technology
3. Would you recommend that your school or colleagues adopt this technology?