Henderson State University  
Teachers College  
Department of Advanced Instructional Studies  
Educational Leadership

A. Course Title: EDL 6693 Technology for School Leaders

B. Catalog Description:
This course focuses on the use of technology across all functions of a school system. The course focuses on the leader’s role for the utilization of technology in the schools.

C. Purpose:
Administrators should be competent users of information and technology tools common to information-age professionals. The effective 21st Century administrator is a hands-on user of technology. Many of the benefits of technology are lost for administrators who rely on an intermediary to check their e-mail, manipulate critical data, or handle other technology tasks for them. While technology empowers administrators by the information it can readily produce and communicate, it exponentially empowers the administrator who masters the tools and processes that allow creative and dynamic management of available information. The major focus of this course is to allow principal candidates to accrue such skills and to create awareness of current technological tools and issues that will enable them to become better leaders.

D. Required Texts:
All students must have access to the TK20 portal: One time purchase. (Bookstore ISBN: 097440818 or directly from TK20.)
The expectations of the course are that students will research recent publications (journals, websites, books, etc.) on technology. Due to the wealth of internet based resources there will not be a required text for this class. Due to the nature of this class students may be expected to acquire technology tools and/or download appropriate software and internet resources to complete class assignments and requirements which may incur subscription fees and/or device purchases when necessary.

E. Conceptual Framework:
The Conceptual Framework of the Educator Preparation Program at Henderson State provides a rationale and direction for all aspects of our programs that prepare P-12 educators. The Unit’s vision, “Teaching and Leading for Learning for All,” is a continual reminder of our purpose for being and exemplifies our commitment to the development and nurturing of our candidates’ knowledge, skills, and dispositions to help all students learn. The vision is further supported by its relevance to the vision and mission of Henderson State University and Teachers College, Henderson.

F. Mission Statement:
The HSU Educational Leadership MSE program prepares candidates for P-12 building level leadership and curriculum administrator roles and empowers them to work collaboratively with diverse populations. Our stakeholders include parents, community, civic organizations, business, media, teachers, and students. The program is designed to improve the leader’s skills in impacting student achievement and the quality of life for students through excellence in teaching, learning, service, technology, and leadership.
3 Goals:
1. Knowledge: To graduate students with the knowledge necessary to pass the building level leader licensure examination (SLLA) and to succeed as a building level administrator.
2. Skills/Applications: To graduate students with the necessary leadership skills and applications to succeed as a building level administrator.
3. Collaboration: To graduate building level leaders with the ability to work collaboratively with all stakeholders of a school district.

6 Dispositions:
- We are professionals
- We value diversity
- We are fair to all students
- We have a sense of efficacy
- We care for students and their families
- We are reflective

G. Use of Technology: Instructors and candidates in the Educational Leadership Program will demonstrate the use of technology appropriate for the specific course. The courses will address the 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.

H. Diversity: The Educational Leadership Program accepts diversity as a guiding principle reflective of the American ideal – from many, one! The program welcomes, seeks, and promotes a student population whose leadership styles embody and embrace differing cultural characteristics such as race, gender, ability, lifestyle and nationality.

I. Students with disabilities: It is the policy and practice of Henderson State University to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. If you have not previously contacted the Disability Resource
Center (Edwards House, 1039 Henderson Street, 870-230-5475), I encourage you to do so. For more information, visit the DRC website at www.hsu.edu/disability.

J. Objectives: This course will be offered by a combination of web-based activities and classroom meetings. Students are required to learn the concepts through diligent reading of the specified materials, getting involved in the discussion boards, completing assignments and activities, attending required class meetings, and seeking assistance when necessary. The instructor facilitates the course by providing readings, practice problems, discussion board questions and responses, additional resources, links to appropriate websites, feedback on assignments/activities and opportunities to discuss and review in class. In addition, students may be required to design web pages, create presentations, learn and teach Web 2.0 tools, and participate in assignments/activities as requested by the instructor.

K. Course Outline:
   • Use and assess new classroom technology tools
   • Administer online surveys
   • Diversity awareness in the education system and technology practices.
   • Obtain school technology plans for review and activities (vision statement, policies, etc.)
   • Distance learning and web conferencing
   • Create digital presentations and present to peers
   • Awareness: CIPA, AUP, IUP, Erate, SLD, DIS, APSCN
   • Discover, learn, use and teach WEB 2.0 tools
   • Read, discuss and present on assigned articles, case studies, websites, etc.
   • Other assignments at the discretion of the instructor

L. Field Experience Requirements:
   1. Evaluate various educational software packages: (ELCC 2.2 c, NETS-A 1,2,3,4,5) – 6 hours
      a. Individuals will work with building level technology leaders to determine effectiveness of current technology software and how student learning is impacted. Each individual will present findings in regard to total cost of ownership (TCO), impact on student achievement (if data is made available), and pros and cons of using selected software package(s) in the school for student learning in summary format and digital presentation.
      b. Candidates will also determine the strengths and weaknesses of the selected software package(s) in regard to professional development for staff in terms of total cost of ownership. Candidates will speak to building level staff, administrators and students about selected software package(s).
      c. Candidates will report to class about all discoveries in a formal manner.
   2. Interviews (Technology Director/Supervisor, Principal, Teacher): (ELCC 2.2 a,b,c – 2.3 c - 3.3 a,b,c, NETS-A 3,4,5) – 6 hours
a. Candidates will interview each of the above mentioned personnel to determine best practices for uses of technology (hardware and software) in the school environment. Areas of interest will be focused on student management systems: grading programs, school web sites, financial management systems, student management systems, diversity, current procurement and purchasing methods for technology acquisitions (hardware and software).

M. Course Evaluation:

• Evaluation Policy
  The M.S.E. program is performance-based. The candidate will be required to demonstrate proficiency in each competency outlined in the ISLCC and ELCC standards. Deviation from established requirements could impact the student’s performance on assessments for licensure. All assignments are to follow the APA format and/or HSU’s degree program requirements.
  1. Selected artifacts will become a part of the student’s program portfolio.
  2. Rubrics may be used to assess quality of certain assignments.
  3. All assignments are to be turned in by specific due dates or total points may be reduced at the discretion of the instructor.
  4. Grading Scale:
     A – 90% - 100%
     B – 80% - 89%
     C – 70% - 79%
     D – 60% - 69%
     F – below 60%
     Incomplete – “I” may be used in case of situations that arise that are out of the control of the student and/or instructor. “I” will be used when determined that it is in the best interest of the student as deemed appropriate by the instructor.

• Methods and Procedures
  Instruction in this course will consider research dealing with adult learners, while the role of the instructor will be one of coach/facilitator. A multi-strategy approach will be used in the delivery of the course including lecture, resource speakers, class discussion, and media, as well as individual and group activities.

• Make-up policy
  Any requirement not completed must be made-up in a timely manner, but only with the professor’s permission and before the end of the course. It is the candidate’s responsibility to meet with the instructor to make arrangements for completing any work missed. All assignments are related to the competencies set forth for this course; therefore, it is required that they be completed at an acceptable level of performance.

• Flexibility Clause
  The professor has the right to make changes in the course requirements and in the syllabus as need arises. Changes will be conveyed to the students in timely manner.
• **Exit Portfolio:** A portfolio is an individualized collection of purposeful, interrelated materials which is ongoing and flexible. The portfolio becomes an assessment tool, which leads to self-improvement through the development of reflective thinking and inquiry. The portfolio experience also provides a model for the continuous professional development of educational administrators in the world of practice. The students will select artifacts from class assignments and align them to the appropriate ELCC and ISLLC and NETS-A standards. They will select at least one artifact for each standard. They will write reflections that demonstrate how the artifact helped them master the standard. The portfolio will be evaluated using a rubric aligned to the ELCC standards 1-6 as well as the ISLLC standards 1-6 and the NETS-A standards one through five.

• **Rubrics:** The students will be graded by rubrics for their presentations, their critical analyses of an outside reading and their projects. The rubrics will be aligned with the ELCC and ISLLC standards and NETS-A standards.

• **ACTION RESEARCH STATEMENT**
   All MSE degree candidates, building level leader program of study candidates and curriculum administrator program of study candidates are required to carry out an Action Research Project-Impacting Student Achievement.

   The candidate will identify a student achievement need, plan and implement an intervention, and measure the impact of the intervention on improving student achievement.

   The research will be conducted throughout the candidate’s program of study and the results will be presented at the end of the candidate’s internship (EDL 6533 Leadership Internship, EDL 6653 CPA Internship for Special Education Supervision, or EDL 6643 Internship for Curriculum Specialist).

   Steps for the Action Research Project:
   1. Instructions for Action Research Project given during Fall or Spring Orientation.
   2. Action Research Proposal and Advisor’s approval during first semester of a candidate’s program.
   3. Advisor monitors candidate’s progress throughout the program.
   4. Midway Review by Faculty Committee after 12 hours for Program of Study candidates or 15 hours for MSE degree candidates.
   5. Advisor monitors candidate’s progress throughout the program.
   6. Advisor checks and gives final approval during internship semester.
   7. Action Research results presented to Faculty Committee at the end of the candidate’s Internship.

• **Attendance Policy:** Attendance and participation in this class is essential for its success, not only for each candidate, but also for the class as a whole. Candidates should plan on attending and participating in each class unless prevented by circumstances beyond their control.
O. Student Handbook Policy: Henderson State University complies with federal and state legislature that protects students’ rights. A listing of all applicable federal and state statutes can be found in the Graduate Catalog. For information or questions, please contact the General Counsel to the President, Room 308, Womack Hall, HSU Box 7744-1100 Henderson Street, Arkadelphia, AR, 71999-0001, phone (870) 230-5089. Information may also be accessed through www.hsu.edu.

P. Academic Honesty: Students will be expected to be aware of the policies on academic honesty on pages 69 and 70 of the student handbook. Any use of the work of other students or plagiarized work will be subject to the consequences stated in the handbook.

Q. Bibliography
General References
Heineke, W. & Willis, J. (eds.) (2001). Research methods for educational technology:
   Methods of evaluating educational technology
   Data Driven Decision Making
North Central Regional Educational Laboratory. (2000). Is your school "data rich"? In *Learning Point* (pp. 19). Oak Brook, IL: Author.


**Web Sites**

www.iste.org/standards

http://www.tc.umn.edu/~mcleod/schoolwebsites/

http://www.webcredibility.org/guidelines/

http://www.w3.org/WAI/References/QuickTips/Overview.php

http://www.webreference.com/greatsite.html

http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html

http://trace.wisc.edu/world/web/


http://www.iste.org/inhouse/nets/cnets/administrators/a_stands.html

http://www.microsoft.com/office/powerpoint/producer/prodinfo/demos.mspx (See Wylie ISD and other demos and samples)

http://www.microsoft.com/office/powerpoint/producer/prodinfo/tutorials.mspx

http://fdc.fullerton.edu/technology/producer/default.htm

http://www.microsoft.com/education/EdGuideProducer.mspx (113 page booklet that can be downloaded.)

http://www.producertips.com/ list of helps for downloading, troubleshooting etc.


http://www.schooldatatutorials.org/

http://www.arkansased.org/