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

A. Course Title: EDL 7723 Technology for District Administrators

B. Catalog Description:
District level leadership candidates will learn to use technology to collect and analyze data and examine security measures needed to protect district technology systems. Candidates will be introduced to social, legal and ethical issues arising out of the use of technology. The course will focus on district technology planning and funding.

C. Purpose: Administrators should understand the present technology conditions in which schools are administered and future outlooks for educational technology planning areas with a firm grasp of district level technology planning which is required by the Arkansas Department of Education. Leadership and vision must incorporate technology infusion across the curriculum and throughout the district. Budgeting, planning, social issues, legal issues, ethical issues and grant funding will be covered in this course.

D. Required Texts:
All students must have access to the TK20 portal: One time purchase. (Bookstore ISBN: 097440818 or directly from TK20.)
None suggested or required. This course will take advantage of the wealth of resources on the Internet, Arkansas Department of Education web resources, and Schools and Libraries Services Division of the FCC.

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 Ed.S. 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 district level leader licensure examination (SSA) and to succeed as a district level administrator.
2. Skills/Applications: To graduate students with the necessary leadership skills and applications to succeed as a district 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 do so. For more information, visit the DRC website at www.hsu.edu/disability.

J. Objectives:
1. Leadership and Vision (ISLLC 1; ELCC 1; NETS A 1)
• promote highly effective practices in technology integration among faculty and other staff.
2. Learning and Teaching (ISLLC 2, 4; ELCC 6; NETS A 2)
3. Productivity and Professional Practice (ISLLC 4; ELCC 4; NETS A 3).
4. Support, Management, and Operations (ISLLC 3; ELCC 6; NETS A 3, 4)
5. Assessment and Evaluation (ISLLC 1, 2, 4; ELCC 2, 4, 6; NETS A 2, 4)
6. Social, Legal, and Ethical Issues (ISLLC 5, 6; ELCC 3, 5; NETS A 5)

K. Course Outline:
Part 1 – District Level Technology Issues and Planning
- Teaching and Learning
- Professional Development
- State Infrastructure
- State Funding
- Local District Planning

Part 2 – Schools and Libraries Service Division of the FCC aka Erate
- http://www.usac.org/sl/

Part 3 – Social, Legal and Ethical Issues related to technology in education
- Article reviews and research

L. Field Experience Requirements:
(NETS-A 1, 2, 3, 4, 5)
(ELCC 1, 2, 3, 4, 5, 6)
- The candidate will evaluate and critique a current district level technology plan from a school district of their choice.
- The candidate will interview district level technology planning members ensuring that all areas of the school system are taken into account with emphasis on cultural, socio-economic diversity.
- The candidate will review Erate procedures for filing, bidding, and data collection for SLD funding requirements.
- The candidate will interview district level Erate coordinators.

M. Course Evaluation:
- Evaluation Policy
The Ed.S. program is performance-based. The candidate will be required to demonstrate proficiency in each competency outlined in the ISLCC and NCATE 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 a 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

N. 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

Links to additional resources:
http://arkansased.org/tech_resources/e-rate.html
http://www.universalservice.org/sl/

References

Additional Online sources:

• Inquiry-based Learning: http://www.thirteen.org/edonline/concept2class/inquiry/index.html
• ISTE: http://www.iste.org/
• The Metiri Group: http://www.metiri.com/
• NCTE: http://www.ncte.org/
• Technology’s Influence on High School Completion: http://education.alberta.ca/media/823068/techandhighschoolsuccess.pdf
• Understanding by Design: http://www.ubdexchange.org/
• Universal Design for Learning: http://www.cast.org/research/udl/index.html
• The 21st Century Learner: http://www.slideshare.net/mscofino/
• Professional Development Components for Change created from table found on Educational Origami Wiki edorigami.wikispaces.com/Managing+complex+change
• Think about it…Willing to learn vs. waiting to be taught. Based on a Steven Kimmi’s blog post :”Taught versus learn, a distinguishing factor” expintech.blogspot.com/2009/04/taught-versus-learn-discti...
• The Networked Teacher based on Alec Couros's graphic educationaltechnology.ca/couros/799