



BARRY UNIVERSITY
Adrian Dominican School of Education
Educational Leadership

Course: EDU 687

Credits: 3 Graduate-level Hours

Emerging Technologies and Educational Leadership

Term: Summer

Instructor: Terrence Narinesingh, Ed.S.

Office Hours: 5:00-5:30 PM

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Class Location: Coral Springs Charter School

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Class Time: 5:30 - 9:30 PM

Class Days: Tuesdays

PROGRAM MISSION:

The programs offered by the Educational Leadership Department reflect the latest issues and knowledge in education and are responsive to the needs of a diverse student population. Faculty members draw upon students' life experiences to facilitate mutual professional and personal growth and to promote meaningful change. Students completing the program are prepared to assume leadership positions in various organizations in their communities.

The program integrates the knowledge, skills, and competencies necessary to become highly accomplished professionals and outstanding leaders of public and non-public educational institutions. These include:

- The ability to be proactive and decisive with a moral and ethical commitment to the organization's mission;
- The cognitive and communication skills necessary to facilitate meaningful change;
- Flexibility in using decision-making and motivational strategies for effective stewardship of time, resources, and personnel.

CATALOG COURSE DESCRIPTION:

EDU 687 is designed to prepare educational leaders with the skills needed to understand the changing nature of educational technology, and apply these technologies to improve communication, increase student engagement, promote educational opportunities, enhance operational procedures, and build strategic partnerships.

COURSE RATIONALE:

New advances in technology are being introduced daily. School leaders are expected to make informed, data driven decisions related to the integration of all forms of emerging technologies that best suit the needs of faculty, staff, students and parents. This course will prepare the educational leader

CONGRUENCE TO UNIVERSITY MISSION:

This course provides an opportunity for the educational leadership student to gain *Knowledge and Truth* through engaging in activities designed to focus on school improvement through the implementation of technology-based strategies. Through the examination of national, state, and district technology standards and their application in a variety of diverse settings, the educational leadership student will be engaged in the pursuit of *Social Justice* through the establishment of programs designed to promote educational opportunity and equity at the school site.

RELATIONSHIP TO COMMON CORE (FLORIDA STANDARDS):

National and State initiatives to integrate standards into teaching, learning, and leadership in education will impact curriculum design and re-design, curriculum development, implementation, and assessment, as well as the unique nature of the role of the leader in this change movement. In an effort to provide aspiring leaders with real-world opportunities to acquire and implement knowledge and skills related to the Florida Standards, the educational leadership courses will be updated to integrate the Florida Standards as appropriate. Modification in the course syllabi will reflect the inclusion of appropriate Florida Standards in program and course goals, course outcomes and activities.

LEARNER OUTCOME(S):

Upon completion of this course, students will be able to:

1. Develop effective strategies for integrating existing and emerging technologies relevant to the school and community.
2. Formulate strategies designed to promote internal and external school/community cooperation and partnerships.
3. Design, communicate, implement, and evaluate a strategic plan for the integration of technology.
4. Evaluate existing and future funding sources to design a long-term plan for the acquisition of future technology resources.
5. Apply the use of emerging technologies to improve teacher effectiveness and innovative practice focused on collaboration and the needs of the digital-age learner.

STANDARDS AND/ OR FRAMEWORKS ALIGNED WITH THE COURSE:**Florida Principal Leadership Standards:***Standard 1: Student Learning Results*

Effective school leaders achieve results on the school's student learning goals

Standard 8: School Management

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

Standard 9: Communication

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

Educational Leadership Competencies and Skills (4th edition)

Subtest #1: Leadership for Student Learning – (1.1.1) Analyze and determine appropriate school learning goals using State Board of Education adopted educational standards and adopted curriculum.

Subtest #2: Organizational Development – (2.4.3) Knowledge of personal and professional behavior consistent with quality practices in education and community leadership

Subtest #3: Systems Leadership – (3.2.1) Knowledge of effective organizational theory, research, and management practices related to school operations that maximize a safe and effective learning environment.

(3.2.4) Knowledge of school legal practices and applications that assure a safe and effective learning environment

(3.1.4) Select appropriate steps in a change process that effectively facilitate Implementation of new policies or procedures.

**The William Cecil Golden (WCG) School Leadership Development Program
for Florida School Leaders**

As an integral part of completing the educational leadership program in Florida, all students are **required** to avail themselves of resources provided by The William Cecil Golden (WCG) School Leadership Development Program for Florida School Leaders. This website provides *a wealth of high-quality leadership development tools, resources and modules designed to support district leadership development programs*. In addition, this program provides a variety of useful tools to assist students in planning, organizing, and monitoring their development as a school leader.

For completion of the educational leadership program, each student will be **required** to submit documentation-providing evidence that s/he has completed the modules and associated work for each of the 10 Principal Leadership Standards. That documentation must be submitted with the internship in the educational leadership portfolio (see EDU-699). In order to eliminate the possibility that a student may wait until the last minute to complete this requirement and in order to enhance learning for this course, each student will be required to complete by the end of the semester the work associated with the WCG as noted within.

EDU 687 students need to complete the following assignments:

Using Technology for Instructional Purposes - Chapters 5 & 8 Workbook Assignments

REQUIRED COURSE TEXTS AND MATERIALS:

Picciano, A. G. (2009). *Educational leadership and planning for technology* (5th edition).

Upper Saddle River, NJ: Prentice Hall.

ISBN-13: 978-0-13-705822-8

ISBN-10: 0-13-705822-5

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author.

LiveText Requirement - An active LiveText membership is a required resource for this course. All assignment(s) *must* be submitted electronically using this online platform. LiveText is used by the University to demonstrate the quality of our academic programs, improve the teaching and learning process, and maintain accreditation. You have the opportunity to use your account for secure online storage of all of your academic work and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other parties.

You can purchase your membership from the University Bookstore. LiveText will be a required resource in all courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText membership, you do not need to purchase another one. After five years, you can choose to extend your membership if you need it for additional coursework or would like to maintain it for your personal use.

COURSE POLICIES:

Teaching is a time-honored profession. As maturing professionals, each student is expected to display a professional demeanor in the classroom, in the field, and towards each other. Further, professionalism is displayed by actions, exemplified through attendance, preparation, quality of participation, and responsibilities towards assignments, work, and clinical/field experiences.

ADDITIONAL COURSE POLICIES:

The professor reserves the right to adjust the course based on situation and need.

ACADEMIC HONESTY:

Each of us will publicly and privately uphold the ethical standards of our profession. This includes abiding by the standards of the Barry University Policy on dishonesty, as described in the Barry University Student Handbook. In that regard, any evidence of plagiarism submitted in course assignments will be dealt with harshly with a failing grade for the course and a recommendation to university officials for the expulsion of the offender. ***Cheating*** and ***Plagiarism*** are defined as follows in the Barry University Student Handbook:

- Cheating*** - the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying reports and documents.

- ❑ **Plagiarism** - the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright law.

(Purdue University's Online Writing Lab (OWL) provides materials on "Avoiding Plagiarism." This useful information is found at: http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html). Please note that Barry University's definition of plagiarism is unique. The candidate is responsible and held accountable for knowing and appropriately applying this definition. (See University catalog for definition.) *This includes direct, paraphrase, and patch-work plagiarism.*

ATTENDANCE:

Due to the critical importance of your participation in group discussions and presentations, your presence and preparation for each class are mandatory. Absences and tardiness may affect a final grade. You are responsible and will be held accountable for any information, work, assignments, etc., missed, regardless of the circumstances.

CLASS PARTICIPATION:

Students are expected to come to class prepared to participate fully in discussions, small group work, and other activities. To be an effective participant and to maximize personal learning, each student **must complete** assigned reading(s) prior to each class meeting.

DISABILITY STATEMENT:

*"It is the policy of Barry University to provide reasonable accommodations for qualified individuals with disabilities. This University adheres to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations to afford equal educational opportunity. It is the **student's responsibility** to contact the Office of Services for Students with Disabilities (305.899.3489), located at Landon Hall. The Office will aid in appropriate accommodations for the student and notify faculty in a timely manner."* This is in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990.

ELECTRONIC DEVICES:

Respect for the learning environment should include, but not limited to, switching all cellular telephones to "vibrate" mode. Laptops, tablets, and Internet devices are to be used for course-related work only. Text messaging during class time is prohibited.

CHILDREN AND VISITORS TO THE CLASSROOM

Graduate students are expected to come to class prepared to participate fully in discussions, small group work, and other activities. To be an effective participant, honor the right of fellow students to a quality educational experience, and protect the safety of all. Students are not permitted to bring minor children or visitors to class sessions at the main Barry campus or off-site locations.

FLEXIBILITY CLAUSE:

Circumstances might arise which prevent us from fulfilling each and every component of this syllabus. Therefore, the syllabus is subject to change. However, you will be notified of any change that occurs prior to any due date.

FOOD/ BEVERAGES:

Barry University has a policy prohibiting eating within classroom space. Only water is allowed in the classroom.

INCOMPLETE GRADE:

A student who is passing a course, but has not completed all the required work because of extenuating circumstances (e.g., accident, severe or long-term illness, and death in the immediate family) may, at the discretion of the instructor, receive a grade of incomplete (“I”). The grade of incomplete is neither passing nor failing, and is not used in computing a student’s grade point average; it indicates a grade deferred. Work must be submitted no later than two weeks before the end of the semester following the semester in which the course was taken.

The grade of “I” is not to be used to allow students to do extra work or subsequently to raise the grade earned during the regular semester the course was taken. The student is responsible for making arrangements with the instructor for the timely completion of the work through the completion of the Incomplete Agreement form. The course instructor will record in writing the work that must be completed for a final grade and the timeframe for completion as noted on the form. Should the work not be submitted or completed within the agreed upon timeframes, the “Incomplete” grade will automatically be converted to an “F.”

INTEGRATING TECHNOLOGY:

Barry University provides a variety of web-based resources for students. Please logon to access.barry.edu and search all menus, including the Student Web, Library Web, and Web Advisor. Web-based resources are for data storage and management, informational, and instructional purposes.

Many varied technologies can be used for teaching and learning in your course. Some are used during the classes you attend, and others are used outside of class. During class, the professor or the students may use some of the following: the Internet, web-based tools, video projectors, interactive whiteboards, document projectors, and a variety of software. Outside of class the professor may require students to use some of the following: the internet, web-based tools, online library resources, Blackboard, Livetext, and a variety of software.

The technologies a professor integrates into his or her course supports their teaching and your learning. Each professor determines which technologies are most appropriate for the course activities, and which technologies will be most accessible to them and their students.

The professor will communicate with students via Barry e-mail addresses, unless there is an emergency, in which case the professor (or his/her assistant) will use an alternative email address or will make phone calls. Students will be responsible for the contents of such emails; therefore, students need to read their email daily. Students may choose to have their Barry email forwarded

to their personal or work email addresses in order to make sure they keep current with all Barry email communications. In general, your student *Mymail* address is your "firstname.lastname@mymail.barry.edu". In order to check your *Mymail*, first log onto the university through remote access.

LATE ASSIGNMENTS:

All assignments must be completed in a professional and timely manner. ***All assignments are due on the designated date and in the stated format.*** Exceptions will not be made unless there are extenuating circumstances, so deemed by the professor. ***All papers must be prepared according to APA style guidelines (6th ed. - 2nd Printing).*** Written assignments will be evaluated based on a "rubric" that takes into account both content and writing skills.

METHODS OF INSTRUCTION:

The following instructional methodologies will be utilized in this course; lecture, small group/individual activities, student Power Point presentations, course assignments, and class discussion.

PERMISSION TO SAVE WORK:

As part of meeting the requirements of a Florida DOE state-approved program, samples of individual student's assignments may be copied and may be maintained in a file for reporting purposes. If students wish not to have their assignments be used for such purposes, please let the instructor know in writing via a note or email no later than the second class meeting of the semester.

PROFESSIONAL ENGAGEMENT:

Students are expected to attend every class session and engage in the various class activities. Each student has something valuable to share with others and that his/her participation enhances the academic environment and learning experience of everyone involved with this course. At the same time, the instructor is cognizant of the fact that students have a distinctive style of class participation. It is expected that students will come to class prepared to contribute to the learning of others. This entails the timely completion of required readings and written assignments and participation in class discussions, activities, and presentations. Moreover, students are requested that their participation be directed in a positive, constructive, non-monopolistic, and focused manner.

WRITTEN ASSIGNMENT CRITERIA:

Written assignments for this course must be word-processed and formatted using APA guidelines [see Publication Manual of the American Psychological Association (2010 – 2nd printing)]. Be sure to use a 12-point font and to double-space the text per APA formatting guidelines. All assignments and course activities, including individual and group activities, will be evaluated relative to proper sentence structure, grammar, punctuation, and appearance.

SPECIFIC LEARNING OUTCOMES:

LEARNING OUTCOMES	ASSIGNMENTS
1. Develop effective strategies for integrating existing and emerging technologies relevant to the school and community.	I. Managing Factors Impacting Effective Learning Environments – Technology Inventory
2. Formulate strategies designed to promote internal and external school/community cooperation and partnerships.	II. Monitoring and Feedback Processes for Student Learning Improvement. Technology Budget and Plan
3. Design, communicate, implement and evaluate a strategic plan for the integration of technology.	II. Monitoring and Feedback Processes for Student Learning Improvement. Technology Budget and Plan
4. Evaluate existing and future funding sources to design a long-term plan for the acquisition of future technology resources.	III. School Data Analysis and Recommendations-Technology Rotation Plan
5. Apply the use of emerging technologies to improve teacher effectiveness and innovative practice focused on collaboration and the needs of the digital age learner.	IV. Technology Tools – Availability and Integration Presentation

DESCRIPTION OF ASSIGNMENTS, INCLUDING THE FIELD/ CLINICAL EXPERIENCE COMPONENT:

<u>ASSIGNMENT DESCRIPTION</u>	<u>PRODUCT OR PERFORMANCE</u>	<u>MEANS OF EVALUATION</u>	<u>POINTS OR %AGE OF GRADE</u>
<p>I. Managing Factors-Technology Inventory</p> <p>Create a technology inventory for your current school of assignment. This inventory should include all aspects of technology in the physical building, including classrooms, workrooms, libraries, labs, and offices.</p>	<p>Document including narrative with charts, tables or graphs</p>	<p>Rubric</p>	<p>20 pts.</p>
<p>II. Monitoring and Feedback Processes for Student Learning Improvement-Technology Budget and Plan</p> <p>Using a projected amount of \$25, 000 per year, design a 5 Year Technology Budget for your current school of assignment. List the technology acquisitions (brands and costs) that will be procured for the school. The plan must include vision and mission statements, goals and objectives, and policies for use of technology. The plan should also include opportunities for involvement for members of a Technology Committee.</p>	<p>Document including narrative with charts, tables or graphs</p>	<p>Rubric</p>	<p>40 pts.</p>

DESCRIPTION OF ASSIGNMENTS, INCLUDING THE FIELD/ CLINICAL EXPERIENCE COMPONENT:

<u>ASSIGNMENT DESCRIPTION</u>	<u>PRODUCT OR PERFORMANCE</u>	<u>MEANS OF EVALUATION</u>	<u>POINTS OR %AGE OF GRADE</u>
<p>III. School Data Analysis and Recommendations- Technology Rotation Plan</p> <p>Using your 5-year Technology Plan as a target, the student will design a five-year rotation/retirement plan for the technology needs at their school. This rotation plan should be based on a yearly technology budget of \$25,000.00.</p>	Technology Rotation Plan	Rubric	20 pts.
<p>IV. Technology Tools – Availability and Integration. Student Presentation</p> <p>Each student will research and present a short (5-10 minute) presentation on a free technology tool that is available to educators for classroom use or to school leaders for the administration of the school.</p>	Presentation	Rubric	10 pts.
<p>V. WCG Module UTI Chapter 5 – Learning and Technology Planning WCG Module UTI Chapter 8 – Evaluation of ICT Integration</p>	Chapter 5 – (A) Planning For ICT Integration Chapter 8 – (A) Presenting Evidence in Support of ICT Integration	WCG Verification Page	10 pts.

GRADING

Final grade will be based on course requirements, and examinations. The graded activities will reflect both alternative and traditional assessments. Graded activities and their relative weight are as follows:

GRADING SCALE:

A = (100-90%)

B = (89-80%)

C = (79-70%)

F = (69-0%)

Class Projects will be evaluated according to the following point system:

I. Managing Factors- Technology Inventory	20 Points
II. Monitoring and Feedback Processes- Technology Budget and Plan	40 Points
III. Technology Rotation Plan	20 Points
IV. Technology Tools- Presentation	10 Points
V. WCG Module UTI Chapters 5 & 8	10 Points
Total	100 Points

INSTRUCTIONAL APPROACHES:

A variety of instructional strategies may be utilized as they apply to the context of each class session including: lectures, class discussions, small group work, audio-visual presentations, guest speakers, case studies, individual investigations, student presentations, Internet research, and interviews.

SUPPORTIVE INSTRUCTIONAL RESOURCES:**PROFESSIONAL JOURNALS:****Educational Technology**

Journal of Computer-Based Instruction

(ADCIS – Association for the Development of Computer-based Instructional Systems)

The Journal of Computing in Childhood Education (AACE)

Journal of Education Computing Research (Baywood Publishing Company, NY)
Journal of Educational Multimedia and Hypermedia (AACE)
Technology and Learning (Peter Li)
THE Journal – Technological Horizons in Education
The Journal of Research on Computing Education (ISTE)
Educational Leadership
Principal Magazine
Phi Delta Kappan Magazine

WEB-BASED, DIGITAL, AND OTHER MEDIA RESOURCES

<https://thejournal.com/Home.aspx> (The Journal)
<http://www.aasa.org> (American Association of School Administrators)
<http://apa.org> (American Psychological Association)
<http://aera.net> (American Educational Research Association)
<http://www.aaspa.org> (American Association of School Personnel Administrators)
<http://www.teach-nology.com/edleadership> (The Online Teacher Resource)
<http://www.iste.org/home> (International Society for Technology in Education)

OTHER

PROFESSIONAL PUBLICATIONS

Phi Delta Kappan Magazine
American School Board Journal
Journal of Cases in Educational Leadership
The Future of Children
Northwest Education Magazine

PROFESSIONAL ORGANIZATIONS

<http://www.fdla.com> (Florida Distance Learning Association)
<http://www.ascd.org> (Association for Supervision and Curriculum Development)
<http://www.naesp.org> (National Association of Elementary School Principals)
<http://www.fasa.net> (Florida Association of School Administrators)
<http://www.principals.org> (National Association of Secondary School Principals)
<http://www.aasa.org> (American Association of School Administrators)
<http://www.ccsso.org> (Council of Chief State School Officers)
<http://www.pdkintl.org> (Phi Delta Kappan International)

BIBLIOGRAPHY:**CONTEMPORARY REFERENCES** (within the last five years):

- English, F. W., (2011). *The SAGE handbook of educational leadership: Advances in theory, research, and practice*. Thousand Oaks, CA: SAGE Publications.
- Levin, B. B., & Schrum, L. (2013). Using systems thinking to leverage technology for school improvement: Lessons learned from award-winning secondary schools/districts. *Journal of Research on Technology in Education*, 46(1), 29-51. doi: 10.1080/15391523.2013.10782612
- Linton, J., & Geddes, C. (2013). Growing technology leaders: Learn how a small, underserved school district built capacity through collaborative, teacher-led professional development. *Learning & Leading with Technology*, 41(1), 12-15.
- Litz, D. (2011). Globalization and the changing face of educational leadership: Current trends and emerging dilemmas. *International Education Studies*, 4(3), 47-61.
- Pahomov, L., (2014). *Authentic learning in the digital age: Engaging students through inquiry*. Alexandria, VA: ASCD.
- Sheninger, E., (2014). *Digital leadership: Changing paradigms for changing times*. Thousand Oaks, CA: Corwin Press.
- Spector, J. M. (2013). Emerging educational technologies and research directions. *Journal of Educational Technology & Society*, 16(2), 21-30.

OTHER REFERENCES (six years or older):

- Brooks-Young, Susan. (2009). *Making technology standards work for you: A guide to the NETS standards for school administrators with self-assessment activities*. (2nd ed.). Eugene, OR: International Society for Technology in Education.
- Papa, Rosemary P. (2010). *Technology Leadership for School Improvement*. Thousand Oaks, CA: Sage Publications.

TENTATIVE COURSE CALENDAR:

Note: The instructor reserves the right to change topics, assignments, and due dates. Students will be notified in class, or through Canvas, LiveText, or through electronic mail.

SESSION	DATE	TOPICS	ASSIGNMENTS
1	05/17	Introduction to technology and planning, syllabus review, assignment discussion, a systems approach to planning.	Text, Chapter 1
2	05/24	Elements of educational planning; commitment vs. compliance; instructional and administrative technology applications, why both are critical for effective schools; digital divide and ways to overcome inequity.	Text, Chapter 2, 3
3	05/31	Technology issues for school leaders; administrative applications of technology; use of technology to improve decision making through data; Technology Inventory presentations.	Chapter 4
4	06/07	Role of the data analyst in school improvement; technology to improve teaching and learning; history of instructional technology; integrated learning systems; use of multimedia: professional development to increase technology integration.	Chapter 5, 6
5	06/14	Changes in use of multimedia; resources and copyrights; five levels of digital media; use of digital textbooks; Technology Tools presentations.	Chapter 7

6	06/21	Engaging reluctant learners through technology; administrative decision making and technology: equity issues; uses of social media for administrative communication. WCG Workbook Assignments Due	Chapter 8, 9
7	06/28	The role of evaluation in technology planning; software/hardware requirements; bid processes and state contracts; open source software.	Chapter 10
8	07/05	Financial planning for future acquisitions; bond issues; role of the School Board in technology policy; maintenance schedules for upgrades and prevention.	Chapter 11, 12
9	07/12	Technology Budget and Plan Presentations	Chapter 13
10	07/19	Technology Budget and Plan Presentations Final Reflections/Predictions for Future Uses of Technology to Improve	

ALIGNMENT OF ASSIGNMENTS TO STANDARDS:

ALIGNMENT OF ASSIGNMENTS TO FLORIDA STANDARDS AND COMPETENCIES AND SKILLS

The assignments in this course are linked/associated with some components of one or more sets of the *Florida's Department of Education's Ed Leadership Standards*, as delineated in the Alignment Chart below. One or more of these assignments, or their component parts, **may** be used as supportive evidence utilizing the WCS website, as indicated by the Engagement Chart below and copies of the WCG workbook tasks completed will need to be retained for EDU 699 Internship. Further, meeting course assignment criteria (with letter grade of "C" or better; or its equivalency) ensures that you have mastered the C&S addressed in this course.

Assignment Name	Standard	C&S
III. School Data Analysis and Recommendations-Technology Rotation Plan	Standard 1: Student Learning Results	1.1.1, 3.2.1
IV. Technology Tools-Availability and Integration-Student Presentation	Standard 9: Professional and Ethical Behavior	2.4.3
II. Monitoring and Feedback Processes for Student Learning Improvement-Technology Budget and Technology Plan	Standard 1: Student Learning	3.1.4
I. Managing Factors Impacting Effective Learning Environments – Technology Inventory	Standard 8: School Management	3.2.4
V. WCG Modules		

ENGAGEMENT WITH WCG MODULES

WCG Module	Chapter	Workbook	SA	GA
USING TECHNOLOGY FOR INSTRUCTIONAL PURPOSES	Ch. 5	5A		
USING TECHNOLOGY FOR INSTRUCTIONAL PURPOSES	Ch. 8	8A		

EDU 687 – WCG CHECKLIST

Student: _____

Term: _____

√=Item present

Technology Infusion Module: Using Technology for Instructional Purposes

Chapter 5: Planning for ICT Integration	Workbook 5A	
Chapter 8: Evaluation of ICT Implementation	Workbook 8A	

Instructor's Signature: _____

Date: _____

Student's Signature: _____

Date: _____

Comment(s):

APPENDIX

National Educational Technology Standards (NETS)

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. Educational Administrators:

- a) inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders.
- b) engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.
- c) advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.

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. Educational Administrators:

- a) ensure instructional innovation focused on continuous improvement of digital-age learning.
- b) model and promote the frequent and effective use of technology for learning.
- c) provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.
- d) ensure effective practice in the study of technology and its infusion across the curriculum.
- e) promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration.

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. Educational Administrators:

- a) allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.

- b) facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.
- c) promote and model effective communication and collaboration among stakeholders using digital-age tools.
- d) stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

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. Educational Administrators:

- a) lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.
- b) collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.
- c) recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals.
- d) establish and leverage strategic partnerships to support systemic improvement.
- e) establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning.

5. Digital Citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

- a) ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.
- b) promote, model and establish policies for safe, legal, and ethical use of digital information and technology.
- c) promote and model responsible social interactions related to the use of technology and information.
- d) model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.