ETEC 5380: Educational Technology for Administrators
Spring 2011

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Course meets Weds., 7 – 9:30 PM, ECDC 210B/211

I. Course Description: This course serves the modern administrator regarding use, selection, and management of administrative technology at the campus level.

II. Rationale: This course will assist practicing and preservice administrators in developing a vision of the role of educational technology for school administrators, as well as in acquiring practical strategies regarding the use, selection, and management of technology in the school setting.

III. Related State and National Proficiencies

The course relates to a number of proficiencies currently prescribed for educators and educational administrators. At the most basic level are the fundamental proficiencies that all Texas educators should strive to meet, as follows:

- use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications;
III. Related State and National Proficiencies

- identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information;

- use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations;

- communicate information in different formats and for diverse audiences;

- plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum (see http://www.tcet.unt.edu/START/teks/res.htm).

More germane to the course are certain TExES competencies that pertain to school principals. These may be found at the following site. Press the shift key and click the link. http://www.texas.ets.org/assets/pdf/testprep_manuals/068_principal_55017_web.pdf

IV. Student Learning Outcomes

Students in the Educational Technology Master of Science program will:

- apply and document skills and knowledge as educational technologists in order to solve appropriate real world instructional problems; (ETEC 5397 is linked to this student learning outcome.)

- develop an original plan and instructional materials for integrating educational technologies in an overall instructional strategy; (ETEC 5320 is linked to this student learning outcome.)

- demonstrate knowledge of the field; (ETEC 5300, ETEC 5303, ETEC 5304, and ETEC 5397 are primarily linked to this student learning outcome.)
V. TExES Competencies

Major TExES domain categories include the following:

**Domain I - School Community Leadership**

Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship or a vision of learning that is shared and supported by the school community.

Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

- apply skills for building consensus and managing conflict
- implement effective strategies for systematically communicating with and gathering input from all campus stakeholders
- develop and implement strategies for effective internal and external communications

**Domain II - Instructional Leadership**

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning, ensure alignment of curriculum, instruction, resources, and assessment, and promote the use of varied assessments to measure student performance.

- facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum
- promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
• facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.

Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

• work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.

• facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.

• allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.

• use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

• diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

• engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Competency 007: The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

• Implement procedures for gathering, analyzing, and using data from a variety of resources from a variety of resources for informed campus decision making

Domain III Administrative Leadership

Competency 008: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization,
financial management, and technology use.

- develop and implement plans for using technology and information systems to enhance school management.

Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

- implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.

In addition, the course relates to the Technology Standards for School Administrators provided by the International Society for Technology in Education. Described in depth in the course text, these include the following:

1. Leadership and Vision--Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.

2. Learning and Technology--Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

3. Productivity and Professional Practice--Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.

4. Support, Management, and Operations--Educational leaders ensure the integration of technology to support productive systems for learning and administration.

5. Assessment and Evaluation--Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.

6. Social, Legal, and Ethical Issues--Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.
VI. Course Goals and Objectives

The course is designed to enable you to do the following:

1. Discuss the theoretical basis for the use of technology in schools.

2. Increase skills in computer applications such as spreadsheets and word processing especially as relevant to successful school administration.

3. Use technology-related terms and concepts to make informed decisions about current technologies and their applications.

4. Use current applications and effective search strategies to acquire, analyze, and evaluate a variety of electronic information, especially that which is available on the Internet.

5. Promote effective strategies for technology integration among faculty and other staff.

6. In collaboration with others, participate in the design, implementation, support, and conduct of professional development sessions for all instructional staff that support effective integration of technology for improved student learning.

7. Use a variety of media and formats, including telecommunications and the school Web site, to communicate, interact, and collaborate with peers, experts, and other education stakeholders.

8. Model and promote use of technology to identify and interpret campus data to focus efforts for improving student learning and productivity.

9. Determine individual technology proficiency of staff against established standards and use findings to plan effective staff development.

10. Advocate for the technology resources necessary for teachers to meet the needs of all students.

11. Adhere to and enforce the district’s acceptable use policy and other policies and procedures related to security, copyright, and equitable technology use.
12. Collaborate in the development and dissemination of a preliminary technology plan for a hypothetical school district.

Participants are encouraged to utilize their various skills and backgrounds and to focus on solving administrative problems through thoughtful application of appropriate solutions.

**VII. Topics**

**ISTE standards:**

- Leadership and Vision
- Learning and Technology/Technology TEKS
- Productivity and Professional Practice
- Support, Management, and Operations
- Assessment and Evaluation
- Social, Legal, and Ethical Issues

**Strategies and resources for technology utilization:**

- Cross-curricular approaches
- WebQuests
- Mindtools
- Constructivist learning theory
- Instructional television

**Skills development:**

- Needs assessment for planning of professional development sessions
- Budgeting and spreadsheets
- Mail merge

**Essential concepts:**
Technology proficiencies for teachers and students
Professional development of teachers
Web sites for administrators
School & district web sites
Technology planning & staffing
Computer-managed instruction
Adaptive & assistive technologies for special needs learners
Presentation software (PowerPoint)
Accessing quality information on the Internet

VIII. Instructional Methods and Activities
Methods and activities will include: lecture, discussion, videos, in-class exercises, cooperative groups; taskforce workshops (by course participants); guest speakers, Internet searches, and other appropriate activities.

IX. Evaluation and Grade Assignment
Student evaluation will consist of an assessment of the following:

1. Attendance: See attendance policy below

2. Participation & in-class exercises 15%

3. Quizzes on the reading 30%

4. Presentations on an assigned chapter in the book or other topic approved by the instructor 25%

5. Technology Plan presentation 30%

TOTAL 100%

Grading Scale:

90-100% A
X. Course Schedule and Policies

August 24  introductions; orientation to the course; IDs, passwords, & printing; poster session & discussion; Texnology TEKS; leadership article and discussion

Special film preview and discussion of “The Principal’s Story” facilitated by Dawn Stubblefield, KEDT TV Educational Specialist: leadership video; introduction to technology standards for school administrators; ISTE standard I; WebCT Homework to be assigned: review of selected district and school web sites; TRUE FALSE Quiz on the reading

DUE: read pp. 15-21; 24-31; 37-40; 44-52; 57-58; 61; 65 in the course text

September 7  ISTE standard II; in-class exercises; computer-managed instruction; needs assessment for taskforce workshops; generation of questions for next week’s panelists; work time for team presentation

DUE: read Chapter 2 in the course text

14  panel discussion by external school administrators and technology specialists; technology funding; work time for team presentation

21  ISTE standard III; in-class exercises; mail merge in WORD; work time for team presentation

DUE: read Chapter 3 in the course text; TRUE FALSE Quiz on the reading

28  team presentations
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>October 5</td>
<td>team presentations</td>
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<tr>
<td>12</td>
<td>team presentations</td>
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<tr>
<td>19</td>
<td>ISTE standards IV; in-class exercises; introduction of technology planning simulation</td>
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<td><strong>DUE:</strong> read Chapter 4 in the course text; TRUE FALSE Quiz on the reading</td>
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<td>26</td>
<td>ISTE standards V; in-class exercises; time to work on technology planning simulation</td>
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<td><strong>DUE:</strong> read Chapter 5 in the course text</td>
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<td>November 2</td>
<td>WebQuest Workshop (do at home Web CT assignment)</td>
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<td>9</td>
<td>instructional television (KEDT TV presentation); ISTE standard VI; in-class exercises</td>
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<td><strong>DUE:</strong> read Chapter 6 in the course text</td>
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<td>16</td>
<td>development of technology plans</td>
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<tr>
<td>23</td>
<td>work time: <strong>no class</strong></td>
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<td>30</td>
<td>technology plan presentations:</td>
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<td>December 7</td>
<td>end of activity and celebration</td>
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**Attendance Policy**

The course requires teamwork with other participants, so your consistent attendance is
essential. Please be on time. If you must be absent due to illness or other reasonable cause, please notify the instructor in advance by phone or e-mail. Absences due to legitimate, verifiable reasons (e.g., doctor’s note or documented critical work or personal conflict, etc.) will be excused within reason at the discretion of the instructor. Unexcused absences will be reflected in your final course grade: four points will be deducted from your total points for the course for each unexcused absence.

Other Policies

Participants should involve themselves in class discussions and complete assigned readings, assignments, and presentations. Computer technology must be utilized for most all assignments unless the instruct directs otherwise. The grade for the course will be based upon the quality of assignments, the extent of attendance and participation, and the quality of the assigned workshops and presentations.

XI. Required Text


XII. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping
the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **May 2, 2011** is the last day to drop a class with an automatic grade of "W" this term.

**Preferred methods of scholarly citations**
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

**Classroom/professional behavior**
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website [http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf](http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf).

**Grade Appeals**
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by The Southern Association of Colleges and Schools*

**XIII. Bibliography**


http://cnets.iste.org/teachers/t_stands.html


