

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION
COURSE SYLLABUS

Course Title: EDS 703 Digital-Age Leadership to Enhance Student Learning
Credit Hours: 3 Hours
Required Text: No text book required (All readings will be electronic and available through Collier Library databases or the Internet)

Instructor:

Office:

Phone:

Email:

Office Hours:

(Note: Occasionally other obligations – University committee meetings, meeting with interns, etc... - may impose upon stated office hours. Special appointments can be made with the instructor by phone or e-mail.)

Term:

Course Catalog Description:

Educational leaders have significant and timely issues to deal with in the school environment related to technology and its impact on student learning. This course examines the role of leadership as it relates to the implementation of educational technology in schools. Candidates will gain knowledge and ability to use, evaluate, plan, and implement technologies to effectively enhance the school environment.

Course Overview:

Topics discussed in class include, but are not limited to:

- I. Technology Leadership Skills**
 - a. Why use technology as an instructional tool?
 - b. How do we empower teachers and students to use technology?
 - c. What are the national and state guidelines for technology?
- II. School Finance**
 - a. What technology tools can we use to locate, manage, and analyze funds to improve student learning?
 - b. How can I locate funding, grant sources, and support agencies to empower technology use to improve student learning?
- III. Teachers and Technology**
 - a. What are some technology staff development models that can be used to empower teachers to use technology to improve student learning?
 - b. What roles do school leaders play in supporting technology integration to improve student learning?
 - c. What technology strategies best support student learning?
- IV. Information Management**

- a. What electronic databases are available to locate information needed to support and manage technology integration throughout the school?
 - b. How can databases help school leaders manage information related to students, teachers, and the school?
- V. Technology Resources and Tools**
- a. What current and emerging tools are available to help integrate technology throughout the school?
 - b. What state-specific technology resources are available to assist school leaders as they seek to improve student learning?
- VI. Communicating With Technology**
- a. What technology resources are available to help school leaders communicate with the school and community?
 - b. How can school leaders promote digital-age collaboration to improve student learning?
- VII. Technology Infrastructure**
- a. How can school leaders make wise choices about hardware, software, networking, and infrastructure to improve student learning?
 - b. How can school leaders locate resources to help make infrastructure decisions that would most effectively impact student learning?
- VIII. Technology Ethical and Legal Issues**
- a. How can school leaders promote and model responsibility related to Internet safety, acceptable use policies, and other current technology-related issues?
 - b. How can school leaders ensure that all learners have access to technology resources?

Course Objectives and Student Outcomes:

ESOL Standards

Conceptual Framework Ref.	Alabama Standard		Assignment	Method of Assessment
2,3	290-3-3-52.01(5)(a)1	Use comprehensive knowledge of subject matter and student development to provide resources and coaching to colleagues designed to enhance their ability to select, organize, and present factual, conceptual, and procedural knowledge in ways that deepen all students' understanding within and across content areas.	Book Discussion	Informal Assessment
2,3	290-3-3-.52 .01 (5)(b)4.	Lead colleagues in the design and implementation of research-based strategies that promote positive, safe, and orderly environments that nurture self-efficacy, motivation, and engagement of all students.	Dent Project	Rubric
3,6	290-3-3-.52 .01 (5)(c)1.	Collaborate with colleagues to learn and practice effective listening and questioning skills that guide and support effective interactions with others and promote high-quality learning environments.	Dent Presentation	Rubric
3,4	290-3-3-.52 .01 (5)(c)12	Work with colleagues to design and refine individual and collaborative instructional activities that support all stakeholders in locating, selecting, evaluating, and using technological resources effectively.	Dent Project	Rubric

3,6	290-3-3-.52 .01 (5)(e)2	Work with administrators to nurture a network of instructional teams who share responsibility for mobilizing all stakeholders for ongoing improvement of opportunities for all students.	Dent Project	Rubric
3,6	290-3-3-.52 .01 (5)(e)3	Collaborate with other school leaders to foster an environment of standards-based inquiry, reflective practice, and collaborative learning in order to improve teaching and learning at the school and district levels.	Dent Project	Rubric
2,6	290-3-3-.52 .01 (5)(e)4	Initiate ongoing action research, based upon reflective classroom observations and ongoing professional learning, and apply research findings to support student success.	Dent Project	Rubric

Course Requirements:

1. All students will be required to have a LiveText account. These can be purchased through the UNA Bookstore or online.
2. Technology Integration Plan
3. Reflective Blog
4. Technology Portfolio
5. Book Discussion
6. Field Experience

Grade Composition:

Key Dates and Assignments:

Week	Date	Assignment
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

14		
15		
16		

***This is a tentative schedule. All changes in the schedule will be announced in class.**

UNA Policy for Students with Disabilities:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Developmental Services.

UNA Attendance Policy:

Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit. Each student is directly responsible to the individual professor for absences and for making up work missed. Other absence policies stated in the official UNA Attendance Policy will be adhered to.

Reminders:

1. All students are held responsible for active, supportive, and respectful participation during class sessions and contact time with students, teachers, parents, and other professionals and community members.
2. Demonstrate professionalism, which is defined as the conduct of qualities that characterize a profession and a professional person. Your actions, appearance, quality of work, and attitude should reflect a high level of professionalism.
3. Keep copies of all your work on disk. Should any problems occur, you may be asked to provide a copy of the assignment. All work, unless otherwise stated, is to be completed independently and not taken from any other source, such as the Internet, textbooks, or other educators.

UNIVERSITY OF NORTH ALABAMA COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

"Engaging Learners, Inspiring Leaders, Transforming Lives"



Conceptual Framework
University of North Alabama
College of Education

***Learners,
Inspiring Leaders,
Transforming Lives"***

The College of Education's Conceptual Framework, which is continuously evaluated in an outcome-based system, establishes a shared vision in preparing educators to work effectively in P-12 schools; provides direction for

Revised Fall 2013

programs, courses, teaching, candidate performance, scholarship, service and accountability; and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission:

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:

- Demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
- Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
- Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
- Use technology to support assessment, planning and instruction for promoting student learning;
- Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
- Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all candidates to learn.

(cut)

Syllabus Contract:

I have received a copy of the syllabus for EDS 703. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature

Date

Personal Information

Name _____

Address _____

Phone # _____

E-mail address _____

Major _____

EDT/EDS 703 Dent Project Rubric

Standards: 290-3-3-.52.01 (5)(b)4. 290-3-3-.52.01 (5)(c)12 290-3-3-.52.01 (5)(e)2 290-3-3-.52.01 (5)(e)3
 290-3-3-.52.01 (5)(e)4

Rubric

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
Dent Project Description and Findings	Dent project includes at least one example and thoroughly explains how candidates: discover practical approaches for developing and implementing successful technology planning; increase access to educational technologies for the school; implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment; develop a plan for technology integration for the school community; model the use of technology for personal and professional productivity; develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices; promote the effective integration of technology throughout the teaching and learning environment, provide support for teachers to increase	Dent project includes one example and explains how candidates: discover practical approaches for developing and implementing successful technology planning; increase access to educational technologies for the school; implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment; develop a plan for technology integration for the school community; model the use of technology for personal and professional productivity; develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices; promote the effective integration of technology throughout the teaching and learning environment, provide support for teachers to increase the use of	Dent project does not include an example or does not thoroughly explain how candidates: discover practical approaches for developing and implementing successful technology planning; increase access to educational technologies for the school; implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment; develop a plan for technology integration for the school community; model the use of technology for personal and professional productivity; develop an effective teacher professional development plan to increase technology usage to support curriculum-based integration practices; promote the effective integration of technology throughout the teaching and learning environment, provide support for teachers to increase

Rubric

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pt)
	the use of technology already in the school/classrooms, and use technology to support the analysis and use of student assessment data.	technology already in the school/classrooms, and use technology to support the analysis and use of student assessment data.	the use of technology already in the school/classrooms, and use technology to support the analysis and use of student assessment data.
Originality	Project shows exceptional originality and innovation. Content and ideas are presented in an interesting way.	Project shows some originality and innovation. Content and ideas are presented in an interesting way.	Project is a restatement of others' ideas and shows little attempt at original thought.
Mechanics	No grammatical, spelling, or punctuation errors.	One or two grammatical, spelling, or punctuation errors.	Three or more grammatical, spelling, or punctuation errors.

Book Discussion Rubric

Use this rubric to guide your work on the Assignment.

Tasks ↓	Target No errors in grammar, spelling or punctuation.	Acceptable Few errors in grammar, spelling or punctuation.	Unacceptable Responses lack clarity and depth and/or multiple errors in grammar, spelling or punctuation.
Part 1	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)
Part 2	The student completed all aspects of the assignment and demonstrated knowledge and skills as indicated in the performance outcomes. (3 points)	The student completed the assignment, but did not demonstrate complete responses to each aspect of the assignment. (2 points)	The student attempted to complete the assignment, but failed to meet minimum requirements in all aspects of the assignment. (1 point)

Dent PowerPoint Presentation Rubric

Student Name: _____

Title of Presentation: _____

CATEGORY	Target-4	Acceptable -3	Unacceptable - 1
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that seems inaccurate.	Content confusing or contains more than one factual error.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the next slide.	Most information is organized in a clear, logical way. One slide or piece of information seems out of place.	There is no clear plan for the organization of information.
Effectiveness	Project includes all material needed to give a good understanding of the topic. The project is consistent with the driving question.	Project is lacking one or two key elements. Project is consistent with driving question most of the time.	Project is lacking several key elements and has inaccuracies. Project is completely inconsistent with driving question.
Use of Graphics (MAX. POINTS IS 2 PTS.)			. A few graphics are not attractive but all support the topic of the presentation.
Text - Font Choice & Formatting	Font formats (color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting makes it very difficult to read the material.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has more than 2 grammatical and/or spelling errors.
Delivery	Members spoke at a good rate, volume and with good grammar. They maintained eye-contact while using, but not reading their notes.	Members spoke a little faster or slower than necessary, or too quietly or loudly. They used acceptable grammar. They maintained eye-contact, but relied too much on their notes.	Members demonstrated having paid little attention to rate, volume or grammar. They read nearly word for word from notes.

SCORE: _____

