

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
INSTRUCTIONAL TECHNOLOGY**

**EDCI 716
Principles of Technology Leadership
Spring Semester**

PROFESSOR(S):

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COURSE DESCRIPTION

A. Prerequisites – None

Co-requisite – EDIT 719

- B. Course description from the University Catalog:** This three-hour credit course is designed to explore the relationship of leadership, change, and technology advocacy. Emphasis will be placed on leadership roles that technology educators can take to implement their ideas in schools and on strategies to influence the decisions of policy makers. Additionally, the course will examine how advocacy relates to the functions of leadership and management, life cycle of technology adoption, and transitions of change.

NATURE OF COURSE DELIVERY

The course is structured around readings, reflections on those readings, class projects, and online activities. Using this collection of activities, the methodology of the course seeks to build clear bridges between theoretical/research perspectives, effective leadership principles, and educational practice.

STUDENT OUTCOMES

This course is designed to enable students to:

1. understand the role of teacher leadership in facilitating educational change
2. understand a variety of models of change and the change process
3. understand the role of mentoring in the change process
4. define staff development, state the roles and responsibilities of staff developers, describe effective staff development strategies, and demonstrate the ability to prompt and respond to a variety of staff development challenges
5. understand the role of vision, planning, recruiting allies, and research in supporting teacher leadership activities

6. conduct a range of advocacy activities including preparing position papers, formulating and using talking points, preparing and making presentations, and constructing appropriate media communication, and
7. develop a professional identity that includes a notion of being a teacher leader.

PROFESSIONAL STANDARDS (International Society for Technology Education – NETS for Administrators)

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. Educational leaders:
 - A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
 - B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
 - C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
 - D. use data in making leadership decisions.
 - E. advocate for research-based effective practices in use of technology.
 - F. advocate on the state and national levels for policies, programs, and funding opportunities that support implementation of the district technology plan.

2. Learning and Teaching: Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:
 - A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
 - B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
 - C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
 - D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
 - E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

3. Productivity and Professional Practice: Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others. Educational leaders:
 - A. model the routine, intentional, and effective use of technology.
 - B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
 - C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
 - D. engage in sustained, job-related professional learning using technology resources.
 - E. maintain awareness of emerging technologies and their potential uses in education.
 - F. use technology to advance organizational improvement.

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

- A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- B. implement and use integrated technology-based management and operations systems.
- C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- E. implement procedures to drive continuous improvement of technology systems and to support technology replacement cycles.

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

- A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
- D. use technology to assess, evaluate, and manage administrative and operational systems.

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.

Educational leaders:

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

REQUIRED TEXTS:

- a.) Brown, J. L. & Moffett, C. A.'s *The Hero's Journey: How Educators Can Transform Schools and Improve Learning* ISBN: 0-87120-344-8 (Available online).
- b.) Danielson, C.'s *Teacher Leadership That Strengthens Professional Practice*, ISBN 1-4166-0271-2

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA

A. Requirements –

1. Students will read class readings to include the texts.
2. Online Portfolio (40 points): Throughout their program of study, students are required to create and continually revise a professional, online portfolio. This portfolio should not be a collection of what the student has done, but rather a reflection of what they have learned. Templates and assistance will be provided during class to assist students in the creation and maintenance of this portfolio. All exhibits in the online portfolio will include a short reflection. At the end of the semester, a comprehensive, semester-wide reflection and supporting samples of work will be added to the portfolio reflecting student learning related the semester’s work;
3. Online Leadership Mentoring Modules (20 points): Students will complete a six-week, online course on mentoring. Students will complete each module of the course.
4. Personal Leadership Plan (20 points): Students will prepare a nine-part personal leadership plan using the guidelines distributed in class. As each part is completed, students will submit and discuss their developing plan with an online mentor
5. Class Participation (20 points): The class depends heavily on class participation and completion of in class activities. Points will be awarded for participation and completion of these activities.

B. Performance-Based Assessments - This course includes two performance-based assessments: an online portfolio and a personal leadership plan. These are described above in Requirements above.

C. Criteria for evaluation - Assessment of each performance assessment is guided by a rubric. A series of rubrics distributed in class.

End of Semester Portfolio	Exceeds Expectations 5 points x 4	Meets Expectations 3 points x 4	Does Not Meet Expectations 1 point x 4
Personal Learning	Includes a comprehensive set of artifacts with robust reflections for all components of the portfolio wiki and reflects mastery of concepts studied during the course.	Includes most artifacts and acceptable reflections for all components of the portfolio wiki, and reflection mastery of concepts studied during the course	Artifacts and reflections are missing and/or incomplete and reflections fail to indicate mastery of concepts studied during the course.
Implications for Practice	Includes thoughtful and comprehensive descriptions of what is learned embedded throughout the portfolio wiki. Reflections express clear and robust connections to course concepts and to implications	Includes descriptions of what is learned embedded throughout the portfolio wiki. Reflections express connections to course concepts and to implications for K-12	Descriptions of what is learned are poorly developed throughout the portfolio wiki Reflections fail to express connections to course concepts and to

	for K-12 online learning practice.	online learning practice.	implications for K-12 online learning practice.
Reflections/Connections	Reflections express lessons drawn for practice with robust connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.	Reflections express lessons drawn for practice with clear connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.	Reflections fail to express lessons drawn for practice with limited connections to concepts/theories studied, personal teaching and learning goals, and emerging understanding of the art of online teaching and learning.
Portfolio Construction	The portfolio wiki is well constructed and reflects a website design with working links, a clear navigation system, and a common look and feel throughout rather than a collection of pages. The portfolio wiki is carefully edited for spelling and grammar errors.	The portfolio wiki is well constructed and reflects a website design with working links, a clear navigation system, and a common look and feel throughout. The portfolio wiki is edited with minimal spelling and grammar errors.	The portfolio wiki is poorly constructed and represents a collection of pages rather than a website design with working links, a navigation system, and a common look and feel throughout. The portfolio wiki has multiple spelling and grammar errors.

D. Grading Scale

Requirements	Percentage
Online Portfolio	20%
Design Challenges	20%
Comprehensive Unit Plans (20% each)	40%
Class Participation	20%

Grade	Point Range
A	94-100
A-	90-93
B+	86-89
B	80-85
C	70-79
F	69-below

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.
- Core Values Commitment
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].