

Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology

ITED 7500
Vision and Planning for Instructional Technology
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher (Educator) Standards*

(To be used for all teacher preparation program courses. +Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher (educator) understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

+Standard #2: Learning Differences. The teacher (educator) uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

+Standard #3: Learning Environments. The teacher (educator) works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

+Standard #4: Content Knowledge. The teacher (educator) understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

+Standard #5: Application of Content. The teacher (educator) understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

+Standard #6: Assessment. The teacher (educator) understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher (educator) plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher (educator) understands and uses a variety of instructional *Positively Impacting Learning Through Evidence-Based Practices*

strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

+Standard #9: Professional Learning and Ethical Practice. The teacher (educator) engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

+Standard #10: Leadership and Collaboration. The teacher (educator) seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

Instructional Technology GaPSC Certification Standards

Visionary Leadership (1.0000). Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization. (InTASC Standard: 10)

Teaching, Learning, & Assessment (2.0000). Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment. (InTASC Standards: 1, 2, 3, 4, 5, 6, 7, and 8)

Digital Learning Environments (3.0000). Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments. (InTASC Standards: 1, 2, 3, 4, 5, 6, 7, and 8)

Digital Citizenship & Responsibility (4.0000). Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility. (InTASC Standards: 9 and 10)

Professional Learning & Program Evaluation (5.0000). Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning. (InTASC Standard: 9)

Candidate Professional Growth & Development (6.0000). Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences. (InTASC Standard: 9)

COURSE DESCRIPTION

Introduction to leadership principles in an instructional technology context. Includes theory and practice in strategic planning, the change process, and funding strategies.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Readings and other resources will be provided within the course website and via links to external online resources.

The following required textbooks are available from new/used book vendors at very low cost:

Positively Impacting Learning Through Evidence-Based Practices

Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge (4th ed)*. San Francisco: Jossey Bass.
Worthen, B. R., Sanders, J. R., & Fitzpatrick, J. L. (2004). *Program evaluation: Alternative approaches and practical guidelines (3rd ed)*. Boston: Allyn and Bacon.

Required Technology: This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

Alignment to the following educational themes is noted below: Technology Proficiencies (OTL), Diversity Proficiencies (DL), Field Experience Proficiencies (FL), Ethics and Dispositions Proficiencies (EDL), Content Pedagogy (CPL), and Assessment Proficiencies (AL) are indicated below. Level 1 refers to *exploring*, Level 2 refers to *applying*, and Level 3 refers to *integrating*. The number after the decimal in the levels is meaningless for you at the moment and is included for the professor's tracking purposes.

Given the syllabus, course materials, and guidance from a professional, the candidate will accurately and/or appropriately:

1. Explain the development and implementation of shared vision for the use of instructional technology in a variety of environments. (InTASC 2, 3, 4, 5, 6, 9, 10; GaPSC 1.0100; O-DL_{1.1}, O-DL_{2.2}, O-TL_{1.1}, O-TL_{2.1}; O-CPL_{1.1})
2. Evaluate the design, development, and implementation of strategic plans related to technology integration in a variety of environments. (InTASC 2, 3, 4, 5, 6, 9, 10; GaPSC 1.0200; 3.0300; 6.0200; O-TL_{2.1}, O-TL_{2.2}; O-EDL_{1.1}, O-EDL_{1.2}, O-EDL_{2.1}, O-EDL_{2.2}, O-EDL_{3.2}; O-CPL_{1.1}, O-CPL_{2.2})
3. Describe and analyze processes for planning, implementing, managing, and evaluating the change process in instructional technology programs. (InTASC 2, 3, 4, 5, 6, 9, 10; GaPSC 1.0400; O-TL_{1.1}, O-TL_{1.2}, O-TL_{2.1}, O-TL_{2.2}, O-TL_{3.1}; O-EDL_{1.1}, O-EDL_{1.2}, O-EDL_{2.1}, O-EDL_{2.2}, O-EDL_{3.2}; O-FL_{1.1}; O-CPL_{1.1}, O-CPL_{2.2})
4. Develop proposals to seek internal and external funding for projects and initiatives. (InTASC 3, 5, 9, 10; GaPSC 1.0300; O-EDL_{2.1}, O-EDL_{3.2})
5. Use technology to manage project activities. (InTASC 3, 5, 9, 10; GaPSC 1.0100, 1.0200, 1.0300; 6.0100; O-TL_{1.1}, O-TL_{2.1}, O-TL_{3.1}; O-CPL_{1.1})
6. Work effectively and efficiently both as a leader and member of a group. (InTASC 2, 3, 5, 9, 10; GaPSC 3.0700; 1.0100, 1.0200, 1.0300, 1.0400; O-TL_{1.1}, O-TL_{2.1}, O-TL_{3.1}; O-EDL_{2.1}, O-EDL_{3.1}, O-EDL_{3.2}; O-AL_{1.1}, O-AL_{2.1}; O-CPL_{1.1}, O-CPL_{3.1}, O-CPL_{3.2})
7. Recognize and adhere to ethical and legal guidelines in instructional technology contexts. (InTASC 9; GaPSC 4.0200; O-EDL_{1.1}, O-EDL_{1.2}, O-EDL_{2.1}, O-EDL_{2.2}, O-EDL_{3.1}, O-EDL_{3.2}; O-AL_{1.1}, O-AL_{2.1}; O-FL_{1.1})
8. Demonstrate skill in organizing, documenting and reflecting upon assigned and self-generated activities. (InTASC 2, 3, 4, 9, 10; GaPSC 4.0200; 6.0100; O-EDL_{3.2}; O-FL_{1.1}; O-CPL_{1.1})
9. Demonstrate clear competence in oral, graphic and written communication and comprehension. (InTASC 2, 3, 4, 9, 10; GaPSC 3.0700; 6.0100; O-EDL_{3.2}; O-CPL_{1.1})

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods generally described below (more detailed descriptions of each Course

Evaluation can be found on the course website). These activities include: Response to Readings (Course objectives 1-9); Leadership Project (Course objectives 1-3, 5-9); Grant proposal (Course objectives 4, 6-9).

COURSE EVALUATION

A. Ed Tech Discussions of Leadership and Change Management Topics (20% of course grade)

Students will lead and participate in discussions during the term which indicate their knowledge, skills, and dispositions as an instructional technology leader. Topics to be included are: Use of Technology in Teaching, Learning, and Leadership; Implementation of Shared Vision; Strategic Planning; Policies, Procedures, and Programs for Instructional Technology; Change Process; Funding Sources. Professional level writing is expected in all course assignments and postings to the discussion board. APA, 6th ed., is the style manual used for citations and reference lists. Please review the Assignment A guidelines and rubric for detailed instructions and evaluation criteria. (Course Objectives: 1-9)

B. Grant Proposal Project (30% of course grade)

Students will work collaboratively or independently to plan and write a grant proposal related to a technology initiative at the class, school, or district level. Students will be expected to review current policies at the system and school level, research various grant sources, and provide documentation of grants to be considered. Once a grant has been identified, the grant application will be completed and submitted to the grant approving agency. Students will evaluate their grant application and include that evaluation as part of their Grant Proposal Project. Please review the Assignment B guidelines and rubric for detailed instructions and evaluation criteria. (Course Objectives: 4, 6-9)

C. Leadership Project (50% of course grade)

In this assignment you will work in a group to create an analysis, design, implementation, and evaluation strategy for a school system 3-year technology plan. More specifically, you will create a plan for conducting a needs analysis, creating a shared vision, creating a change management strategy, and conducting an evaluation. Your synthesis of the readings assigned in Assignment A will be paramount in your ability to complete this project. {Course objectives 1-3, 5-9}

Required LiveText submission: If you are in the M.Ed. in Instructional Technology, Technology Applications program, you are required to submit to LiveText your Grant Proposal Project and Leadership Project. Send an email to your instructor when you have uploaded your two projects to LiveText. This is a pass/fail requirement of the course.

Grading Scale

Quality is expected in all products and performances. Given the course evaluation percentages described above, final grades will be assigned as follows:

90-100 = A 80-89 = B 70-79 = C 60-69 = D Below 60 = F

Assignments are due at the time and date designated on the Course Schedule unless otherwise announced by the instructor, or changed through prior arrangements made between instructor and student. A lateness penalty, consisting of 10% of the available assignment points for each 24-hour period the assignment is late, may be imposed by the instructor on all assignments for which no prior permission for late submission was obtained. Any assignment five or more days late will not be

accepted and a “0” will be assigned as the grade.

ATTENDANCE POLICY

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of students to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

PROFESSIONALISM

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Anti-Plagiarism Software

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to TurnItIn, a tool within BlazeVIEW.

For more information on the use of TurnItIn at VSU, see TurnItIn for Students:

<https://www.valdosta.edu/academics/academic-affairs/turnitin-for-students.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification

through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/sois/>.