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

ITED 8500
Leadership in 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.

Instructional Technology Standards from GaPSC

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.

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.

Digital Learning Environments (3.0000). Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments.

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

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.

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.

COURSE DESCRIPTION

The study and implementation of theories and techniques for working with individuals and groups to develop a shared vision for the use of technology in learning environments, to design and communicate a strategic plan, and to demonstrate leadership toward securing resources needed to implement the plan.

Note: *This course requires at least 20 hours of work in the field of instructional technology in the form of peer professional development and/or hands-on technology applications with the learners in the field in which you work.*

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Frazier, M., & Bailey, G. D. (2012). *The technology coordinator's handbook* (2nd ed.). Eugene, OR: International Society for Technology in Education. ISBN: 978-1564843197. Available through the VSU bookstore.

Harris, R. A. (2010). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (3rd ed.). Glendale, CA: Pyrczak Publishing. ISBN: 1-88458-593-0. Available through the VSU bookstore.

This course also uses online readings pertaining to leadership, critical issues, and change management compiled by the instructor and students in the online learning community. Other reading materials may be needed throughout the semester according to student interest. Use of the university interlibrary loan system and other distance learning resources provided by the library may be required.

The 6th edition of the *Publication Manual of the American Psychological Association (*APA*)* is required for this course and all others in the Specialist Program. Online resources related to the APA manual are not sufficient for successful completion of the program. The book is a required text.

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.

NOTE: VSU's Department of Curriculum and Instructional Technology uses the definition that the Association for Educational Communications and Technology (AECT) published in 1994 for the term instructional technology: *Instructional Technology is the theory and practice of the design, development, utilization, management and evaluation of the processes and resources for learning* (AECT, 1994).

Key GaPSC Elements at the core of ITED 8500 are related to Standards 1.000

1.0100	Candidates facilitate the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership;
1.0200	Candidates facilitate the design, development, implementation, communication, and evaluation of technology-infused strategic plans;
1.0300	Candidates research, recommend, and implement policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school, district, stat, and federal technology plans and guidelines. Funding strategies may include the development, submission, and evaluation of formal grant proposals;
1.0400	Candidates research, recommend, and implement strategies for initiating and sustaining technology innovations and for managing the change process in schools.

COURSE OBJECTIVES

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 (CP), 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. Consider, reflect upon, and record personal reflections on theories for working with individuals who may have special needs and/or who may be from a variety of backgrounds or different cultures, as well as for working with groups. (GaPSC 6.0000; O-DL1.1)
2. Describe and apply techniques for selecting, motivating, coaching, disciplining, appraising, and developing personnel who employ instructional technology. (GaPSC 1.0100, 1.0400; O-TL2.1, 2.2, 3.1)
3. Select and apply effective techniques for both formal and informal communication. (GaPSC 1.0100, 1.0200, 1.0400; O-TL1.2)
4. Compare and contrast strategies for using a variety of technology tools to accomplish varied goals in learning environments -- including but not limited to teaching, learning, communicating, and problem solving with and for diverse students, faculty, colleagues, and stakeholders. (GaPSC 1.0200; O-TL1.1, 1.2; O-CP1.1, 1.2)
5. Articulate the relationships within the discipline between theory, research, and

practice as well as the inter-relationships between people, processes, and devices. (GaPSC 1.0100, 1.0400)

6. Demonstrate the ability to inspire and lead others in the development and implementation of a shared vision for the effective use of technology in learning organizations. (GaPSC 1.0100; O-TL2.2, 3.1, 3.2; O-FL3.1, 3.2; O-CP3.2)
7. Identify an area within a learning environment that needs to be transformed and write a grant proposal to support the change. (GaPSC 1.0200, 1.0300, 1.0400; O-CPL2.2)
8. Work effectively in groups that represent multiple levels of schooling and diverse leadership styles to simulate the integration of a technology plan you develop into a school system. (GaPSC 1, 6; O- TL1.1, 1.2, 2.1, 2.2, 3.1, 3.2; O-EDL2; O-FL1.1, 2.2, 31, 3.2; O-CPL2.2, 2.1, 3.1, 3.2)
9. Develop and use individual knowledge management system to support ongoing professional development in instructional technology. (GaPSC 6.0000; O-TL2.2, 2.2, 3.1)
10. Demonstrate clear competence in written communication and comprehension. (GaPSC 1.0100-1.0400)
11. Identify effective instructional technology strategies to support change from both within and outside the organization. (GaPSC 1.0300, 1.0400; O-CPL1.1, 1.2)
12. Demonstrate professional level reflection skills, presentation skills, and criticism skills while integrating the skills in a diverse group of professional to develop a technology plan for a school district. (GaPSC 1.0100, 1.0200, 1.0400; O-CP3.1, 3.2; O-TL3.1, 3.2)
13. Work as an efficient, valuable, regular contributor to a team to accomplish all assignment in ITED 8500. (GaPSC 1.0100-1.0400; O-CP2.2)
14. Research and recommend resources to assist with the development of a team's shared vision, strategic plan, and grant proposal. (GaPSC 1.0300, 1.0400; O-TL1.1, 1.2, 2.1)
15. Incorporate school, district, state, and federal technology plans and guidelines in all products produced in ITED 8500. (GaPSC 1.0300; O-TL3.1, 3.2; O-CPL2.2, 3.1)
16. Demonstrate knowledge of theories, models, and/or systems of leadership. (GaPSC 1.0100, 6.0000; O-CPL1.1, 1.2, 2.1, 2.2)

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: presentations of learning (Course objectives 1, 2, 3, 5, 6, 7, 9, 10-15); written documents in the form of a technology plan, grant, and catalog (Course objectives 2, 3, 4, 7, 9, 12-15); journals in the form of Leader Logs (Course objectives 1, 3, 5, 8, 11); activities related to Technology Coordinator Collaboration (Course objectives 1-4, 6, 7, 9, 11-15); review/revision by expert, peer, and self (Course objectives 1-15); online discussions (Course objectives 1-15).

Alignment to the following educational themes is noted below: Technology Proficiencies (TL),

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.

COURSE EVALUATION

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from Websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA 6th edition citations. Any attempt to present the work of another as your own will result in failure of the course. Team projects, however, should be a compilation of work by members on the team.

Each student product will be evaluated in reference to quality of content, structure and organization.

A. Technology Coordinator Collaboration (TCC) (20% of grade from discussions of Frazier & Bailey chapter activities):

   A vital component to the success of any leader in educational settings is collaboration and contextual understanding. To support successful collaboration and add contextual diversity, a private group discussion area is established in BlazeVIEW for each pre-determined team. Weekly discussions around chapters in The Technology Coordinator's Handbook and accompanying activities related to the role of the Technology Coordinator in strategic planning for future technology use in diverse learning environments will be required. (Course objectives 1-4, 6, 7, 9, 11-15; Themes: FL 1.1; CPL 2.2; TL 2.1, 2.2; EDL 3.1; DL3.1).

B. Technology Plan (30% of grade):

   The written product of a team activity in which candidates research, recommend, design, and develop a learning environment scenario that includes diverse learners with an appropriate shared vision, technology plan, and grant proposal that could be used to acquire needed equipment and/or provide proper training to support the vision and plan. Completion of this project requires learners to work within their assigned group teams. Work may be done face-to- face, via email, via BlazeVIEW, in one of your teammates previously established Wikis, or via Live Classroom. Final Technology Plans will be posted to each individual team member's wiki that was created during ITED 8100 (Course objectives 2, 3, 4, 7, 9, 12-15; Themes: FL 3.1; CPL 1.1, 1.2, 2.1, 2.2, 3.1, 3.2; AL 2.2; TL3.1, 3.2; EDL 1.2, 2.1, 3.2).

   This is a theme proficiency level assessment related to the CAEP theme of technology and should not be modified or removed from this course without the approval of the program faculty.

   Minimal Field Experience Expectations**:** ITED 8500 requires a minimum of 20 hours of field work related to the design and development of a composite Technology Plan.

You are required to work in teams that cut across school levels and develop a plan that follows the state of GA Technology Plan Model. You may incorporate teachers, administrators, technology coordinators, and/or media specialists from various levels of schooling who are outside the class to work with you on your plan. Consequences of not meeting this requirement may prevent you from obtaining certification in instructional technology.

C. Leader Log (20% of grade):

Private discussion boards have been established in BlazeVIEW for each person in the course. Minimally, post at least once every 7 days of the semester. Entries should demonstrate self reflection and critical thinking related to a component of leadership theory, change theory, and/or effective uses of instructional technology as they relate to diverse learning environments. Suggestions of what to read to inspire your reflection are available in the Leader Log guidelines. (Course objectives 1, 3, 5, 8, 11; Themes: CPL 1.1; EDL 2.1; DL 1.1).

D. Technology Catalog (20% of grade):

The Technology Catalog will be an individually completed task within the course. It will consist of 2 parts: A literature-based rationale that includes research-based literature (as opposed to opinions or theory) and a catalog of tools with at least one tool of which you were not aware before you started the course, one assistive technology tool for learners with special needs, one tool that delivers content-specific instruction in your field of certification, and one tool used in your school to help learners be better critical thinkers and problem solvers. Catalogs may be submitted via Dropbox in BlazeVIEW to the instructor by the end of Week 4. (Course objectives 2, 3, 4, 7, 9, 12-15; Themes: FL 2.2; CPL 2.1, 3.2; TL 1.1, 2.2; 3.1; EDL 3.1; DL 2.2).

E. Using Sources Quizzes (10% of grade):

During the semester you will be learning the information found in Using Sources Effectively by Robert A. Harris. Chapter tests taken in BlazeVIEW will measure your responses to issues related to using sources of a variety of types. Practice activities for chapter information will also be available through BlazeVIEW. There will be six 10-question True/False quizzes given at the end of each chapter. You will have one hour to complete the quiz in BlazeVIEW and only one opportunity to take the quiz. Scores will be recorded in the BlazeVIEW grade book and available to you upon completion of the quiz. The 60 possible points from the quizzes will be converted to a 10-point score to contribute 1/10th of your overall ITED 8500 grade. (Course objectives 3, 9, 11; Theme: EDL 1.1)

Quality is expected in all products and performances. Given the percentage totals above, final grades will be assigned accordingly. The grading scale below will be used in this course

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

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

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/academic/OnlineSOIPilotProject.shtml.