I. Catalog Entry

EDEL 624: Technology for School Administrators (3) Three hours lecture

Prerequisites: None

Explore technological applications for the purpose of effectively enriching teaching and learning in K-12 schools. Current technologies for school management and for business procedures will be presented and assessed. Short and long range technology planning for the school, including exploring resource options, will be investigated.

II. Detailed Description of Content of Course

This course will address the following concepts:

1. Technology, telecommunications, and information systems that enrich curriculum, instruction and the diverse needs of students.
   a. Computer Assisted Instruction (CAI) systems
   b. CD ROM retrieval systems
   c. Online networks
   d. Distance learning
   e. Interactive video
   f. Digital cameras
   g. Other

2. Current technologies for school management and business procedures (attendance / scheduling, budgeting, finance, etc.)

3. Long range planning for school (and district, when applicable) technology and information systems

4. Computer hardware and software options to support the school office, teaching, and learning in an integrated school and district plan

5. Staff development models that reflect a knowledge of the impact of technologies on student outcomes and school operations

6. Technology for efficient communication with stakeholders including
   a. E-mail (including sending and receiving attachments)
   b. Newsletter software
   c. Digital camera applications
   d. School report cards
   e. Other

7. Multimedia presentations by students
   a. Findings from class investigations and activities
      1) Research
2) Tours
3) Interviews

b. Multiple PowerPoint presentations
   1) Introduction of self to faculty for “Back to School Night”
   2) Other principalship oriented themes
   3) Outline of software programs available to faculty such as Curriculum Designer
   4) Other central office supervisor theme
   5) Research
   6) Tours
   7) Interviews

8. Software programs and applications for administrators
   a. Programs available demonstrated
   b. Practice by students using the programs

9. Word processing will be used to write letters importing information from spreadsheets or other applications:
   a. Letter to teachers on test scores
   b. Newsletter detailing school information for school report cards
   c. Other

III. Detailed Description of Conduct of Course

Investigation, analysis, and practice characterize the conduct of this course as students are given opportunities to learn needed skills while developing an understanding of issues pertinent to administering the school’s instructional technology plan. Demonstrations of and practice with software programs and applications will allow students to learn technology while developing skills necessary for school administration. Students will research online and print resources to discover effective hardware and software packages useful both in administration and instruction. Tours of local school’s exemplary programs will allow students to view course content in practice. Twenty hours of structured field experiences with on-site mentor/principal and/or supervisor will also be required for completion of the course and will be reported in a variety of assignments. Collection and analysis of long range planning models will be done and interviews with those who created and/or use them will be conducted. Guest speakers, course readings, and interviews with various stakeholders will be employed. A variety of written and/or oral assignments (research reviews, reflective writings, narrative responses, journals, formal papers, book talks, interviews) will be used to help students assimilate information. Group and individual tasks will be used to process and reinforce information/skills and for class sharing. Lectures by the professor are utilized to supplement and reinforce course readings. WWW searches will provide an additional source for acquiring related course content.

IV. Goals and Objectives of the Course

The codes listed below refer to: National Council for Accreditation of Teacher Education (NCATE), Virginia Department of Education Standards for Administration and Supervision (VAS), and Interstate School Leaders Licensure Assessment (ISLLC).
Goals, objectives, and assignments in this class address NCATE Standard 1e., 1f. and 1g.

1. The candidate will demonstrate knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity; (VAS a.) and ISLLC 2

2. The candidate will integrate technology in curriculum and instruction to enhance learner understanding; (VAS a.(6)) and (ISLLC 2)

3. The candidate will identify, analyze, and resolve problems using effective problem-solving techniques (VAS a.(7)) and (ISLLC 3)

4. The candidate will demonstrate knowledge, understanding and application of systems and organizations; (VAS b.) (ISLLC 3, 6)

5. The candidate will identify information sources and processing, including data collection and data analysis strategies; (VAS b. (3))

7. The candidate will demonstrate knowledge, understanding and application of management and leadership skills that achieve effective and efficient organizational operations; (VAS c.) and (ISLLC 3)

8. The candidate will utilize technologies that support management functions; (VAS c. (7)) and (ISLLC 3)

9. The candidate will apply data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement; (VAS c. (8)) and (ISLLC 2, 3)

10. The candidate will demonstrate knowledge, understanding and application of the conditions and dynamics impacting a diverse school community; (VAS d.) and ISLLC 4

11. The candidate will integrate technology to support communication efforts (VAS d. (5))

12. The candidate will demonstrate knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals; (VAS e.) and (ISLLC 5)

13. The candidate will demonstrate knowledge of historically and philosophically grounded philosophy of education that reflects commitment to principles of honesty, fairness, caring, and equity in day-to-day professional behavior (VAS e. (1)) and (ISLLC 5, 6)

14. The candidate will participate in embedded learning strategies for improved student learning totaling at least 120 clock hours including (VAS g.) and (ISLLC 7)

15. The candidate will participate in experiential activities that complement, implement, and parallel the university curriculum (VAS g. (1)) and (ISLLC 7)
16. The candidate will participate in activities that emphasize student work with practical application that shall take place in the internship, the practicum field experience, as well as throughout the university program. (VAS g. (2)) and (ISLLC 7)

V. Assessment Measures

All instructors of the course will assess students with the following assignments:

- Develop a vision statement that addresses your proposed utilization and/or integration of technology during your first year as an administrator. Then list at least five specific goals supporting that vision.

- Completion of a webpage that displays hyperlinks to at least nine assignments completed during the course in a variety of software applications.

Additionally, instructors will choose at least two assessment measures from the following to assess learning in the course:

- Written assignments such as research presentations in computer based presentation applications
- Written report of school personnel interviews on a variety of topics including specific hardware, software and technology certifications.
- Specific readings and written reports of current technology trends.

Technological proficiency must be demonstrated in written assignments, electronic mail communications, and correspondence.

VI. Other Course Information

None