**COURSE SYLLABUS**

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>EDA 5275</th>
<th>Course Title: Application of Technology in Educational Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>None</td>
<td>Course Hours: 3 per week</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3 semester hours</td>
<td></td>
</tr>
<tr>
<td>College:</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Department:</td>
<td>Educational Leadership and Human Services</td>
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**Supplies:** APA Style Manual 6th edition

College Livetext / TaskStream

<table>
<thead>
<tr>
<th>Faculty Name:</th>
<th>Dr. Nancy McConnell</th>
<th>Term and Year: Spring 2010</th>
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<tbody>
<tr>
<td>Place and Time:</td>
<td>Gore Unit B 2nd floor computer lab</td>
<td></td>
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<tr>
<td></td>
<td>Wed. 5:30 -8:00</td>
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</table>

**Office Location:** GEC-A 311

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tr>
<td></td>
<td>By Appointment</td>
<td>10:00-5:00</td>
<td>10:00-5:00</td>
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**Tel.** 850-599-3852 (ofc)

**e-mail:** nancy.mcconnell@famu.edu

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**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
Course Description

This course introduces and examines a range of technological innovations that have implications for efficient school operations. Course content is designed to assist school administrators in selecting and applying appropriate technological applications in the school environment and in their administrative practice. Attention is given to an analysis of school technology needs and matching of products and applications to those needs Particular emphasis is placed on the leadership role in improving student achievement through technology. Tasks are provided for the development of skills in using computers for information management, communications, facilities and equipment, research, library functions, financial records, and student/personnel record keeping.

Course Purpose

Technology is a part of our personal and professional lives and has altered the way of work in organizations and how individuals accomplish work. Appropriate technologies, applied in the workplace effectively and efficiently, can improve productivity. As information continues to accumulate, managing this information growth has become increasingly difficult. The work of school administrators has been affected by the increase in information and the need to manage it effectively. Applications of technology are visualized as strategies whereby school administrators can manage the complexity of their work. Additionally, the school principal needs to be knowledgeable about the capabilities of technology as it relates to instruction. Hence, this course provides educational leaders with skills to fulfill the technology leader role by assisting to (a) use technology to accomplish administrative and management tasks, 2) evaluate hardware and software for use in instructional, and (c) facilitate the integration of technology
into teaching and learning. Course content assists candidates to use basic computer technology applications like word processing, spreadsheet, database, and communications in their work environment.

**Overall Goals of the Course**

This course is designed to assist candidates to acquire knowledge of and skill in using various technology devices. This course prepares candidates seeking to become school leaders to be knowledgeable of administrative and instructional uses of technology in schools. Students are provided a range of technology related learning experiences that assists them to evaluate hardware and software and determine their use in promoting student achievement. Students learn to use a variety of technology devices and how these devices can assist teachers to support instruction.

**Specific Behavioral Objectives**

Candidates will be able to:

1. **Utilize various technology devices to complete managerial and administrative tasks.** NCATE 2.2C, 3.2A, 3.3C, FELE Technology A1-F6, FELS 7.0 Technology, CF 2 Technology, FEAPS 1,2,4,10,12, INTASC 1,6,7.
2. **Identify appropriate uses of software in the delivery of instruction.** NCATE 2.2C, 3.2A, 3.3, FELE Technology A1-F6, FELS 7.0 Technology, CF 2 Technology, FEAPS 1,2,4,10,12, INTASC 1,6,7.
3. **Apply legal and ethical principles when using technology.** FELE School Law, FELS 7.0 Technology, CF 2 Technology, FEAPS 1,2,4,10,12, INTASC 1,6,7.
4. **Apply planning and evaluation principles to facilitate the integration of technology into the teaching and learning environment.** NCATE 2.2C, 3.2A, 3.3C, FELE Technology A1-F6, FELS 7.0 Technology, CF 2 Technology, FEAPS 1,2,4,10,12, INTASC 1,6,7.
5. **Describe how computers can assist in scheduling, generating reports, maintaining information, effective communications, and making presentations.** NCATE 2.2C, 3.2A, 3.3C, FELE Technology A1-F6, FELS 7.0 Technology, CF 2 Technology, FEAPS 1,2,4,10,12, INTASC 1,6,7.
6. **Identify at least five applications suitable for performing administrative tasks.** NCATE 2.2C, 3.2A, 3.3C, FELE Technology A1-F6, FELS 7.0 Technology, CF 2 Technology, FEAPS 1,2,4,10,12, INTASC 1,6,7.
7. **Identify the basic components of a computer system.** NCATE 2.2C, 3.2A, 3.3C, FELE Technology A1-F6, FELS 7.0 Technology, CF 2 Technology, FEAPS 1,2,4,10,12, INTASC 1,6,7.
8. **Acquire information through the Internet and other digital information sources.** NCATE 2.2C, 3.2A, 3.3C, FELE Technology A1-F6, FELS 7.0 Technology, CF 2 Technology, FEAPS 1,2,4,10,12, INTASC 1,6,7.
9. **Use technology to enhance the learning environment.** NCATE 2.2C, 3.2A, 3.3C, FELE Technology A1-F6, FELS 7.0 Technology, CF 2 Technology, FEAPS 1,2,4,10,12, INTASC 1,6,7.

**Competencies and Skills Addressed During the Course**

1. **Conceptual Framework**—Educational Technology 2.1-2.7

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
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<tbody>
<tr>
<td>CF: 2.1 (S)</td>
<td>Use a variety of technology tools and software to support student learning.</td>
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<tr>
<td>CF: 2.2 (S)</td>
<td>Use technology to manage, evaluate, and improve instruction.</td>
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<tr>
<td>CF: 2.3 (K)</td>
<td>Demonstrate knowledge of fundamental concepts in technology.</td>
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CF: 2.4 (K) Demonstrate an understanding of concepts related to software, hardware, and applications

CF 2.5 (S) Use technology to prepare and teach lessons and promote creativity among students.

CF: 2.6 (S, D) Demonstrate the ability to access a variety of tools to enrich media communication.

CF: 2.7 (S) Teach students to use various types of technology.

(K)=Knowledge  (S)=Skill  (D)=Disposition

2. NCATE – approved Curriculum Guidelines for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors.

Area III, Organizational Leadership: The knowledge, skills and attributes to understand and improve the organization, implement operational plans, manage financial resources, and apply decentralized management processes and procedures.

<table>
<thead>
<tr>
<th>Guideline</th>
<th>Skills</th>
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<tbody>
<tr>
<td>2.2 Provides Effective Instructional Program</td>
<td>2.2C Candidates demonstrates the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.</td>
</tr>
<tr>
<td>3.2 Manage Operations</td>
<td>3.2A Candidates demonstrates the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.</td>
</tr>
<tr>
<td>3.3 Manage Resources</td>
<td>3.3C Candidates apply and assess current technologies for school management, business procedures, and scheduling.</td>
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2. The Florida Educational Leadership Core Skills (FELE)

<table>
<thead>
<tr>
<th>Technology</th>
<th>Skills</th>
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<tbody>
<tr>
<td>FELE Competencies</td>
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<tr>
<td>A. Knowledge of various computer hardware and related technologies appropriate to the management of a school.</td>
<td>1. Identify the major components of a computer system. 2. Identify basic hardware components for implementing local area networks and for accessing remote electronic resources such as FIRN and the Internet. 3. Identify criteria for evaluating computer hardware and related technologies appropriate to meet specific school management needs.</td>
</tr>
<tr>
<td>B. Knowledge of various types of software for assisting in the management of a school.</td>
<td>1. Evaluate and select appropriate system and application software for automating specified school management tasks. 2. Identify software for implementing local area networks and for accessing remote electronic resources such as FIRN and the Internet.</td>
</tr>
<tr>
<td>C. Knowledge of various computer hardware and related technologies</td>
<td>1. Identify the appropriate computer hardware and related technologies required for</td>
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</table>
appropriate to the instructional program of a school.

<table>
<thead>
<tr>
<th>D. Knowledge of various types of computer software and related technologies for supporting the instructional program of a school.</th>
<th>1. Identify appropriate uses of software in the design and delivery of instruction. 2. Identify uses of technology in the placement of students and assessment of their progress. 3. Identify uses of integrated learning systems. 4. Identify appropriate criteria for evaluating and selecting software to achieve instructional goals.</th>
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<tr>
<th>E. Knowledge of management policies for the appropriate use of technological resources to serve the mission of the school.</th>
<th>1. Identify the legal and ethical issues and practices involved with the use of software. 2. Identify appropriate software and procedural safeguards necessary to secure and limit access to data stored on a computer media. 3. Identify practices for development and support of the technological resources of a school. 4. Identify practices for development and support of the human resources of a school.</th>
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<tr>
<th>F. Knowledge of common computer and related technological applications.</th>
<th>1. Identify basic word processing concepts. 2. Identify basic spreadsheet concepts. 3. Identify basic database management concepts. 4. Identify basic telecommunications concepts. 5. Identify basic presentation software concepts. 6 Identify basic multimedia and hypermedia concepts.</th>
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3. Florida Educational Leadership Standards-- Technology 7.1. Understands how to facilitate the integration of technology into the teaching and learning environment. 7.2 Uses technology as a personal productivity and instructional tool. 7.3 Understands the role of technology in the teaching and learning process. 7.4 Is informed about research based instructional software. 7.5 Understands teachers need for professional development in technology. 7.6 Is aware of hardware requirements necessary to use software. 7.7 Plans for acquisition of technology (hardware/software) in the school. 7.8 Understands the change process related to innovation

4. Florida Educator Accomplished Practices (FEAP) –

1. Assessment The pre-professional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the student's instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

2. Communication The pre-professional teacher recognizes the need for effective communication in the classroom and is in the processes of acquiring techniques which she/he will use in the classroom.
4. Critical Thinking The pre-professional teacher is acquiring performance assessment techniques and strategies that measure higher-order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively.

10. Planning Recognizing the importance of setting high expectations for all students, the pre-professional teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

12. Technology The pre-professional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

5. The William Cecil Golden School Leadership Development Program

Students will be asked utilize the various modules throughout the term to supplement lectures and assignments. Students will acquire an account and become familiar with the Principal Portal interface the first week of class.

**Topical Outline**

The principal as technology leader
Creating the context for a technology environment
Facilitating the inclusion of technology into the teaching and learning process
Integrating technology into the curriculum
Curriculum, standards, technology
Technology and student achievement
Technology staff development
Evaluating hardware and software
Technology security
Ethical and Legal issues in technology

**Teaching Methods**

Lecture Discussion
Group Activities
Computer Presentations
Software Application Exercises
Demonstrations
Projects

**Thematic Areas**
Topical areas have been selected for in-depth attention because teachers and administrators need to develop a personal knowledge base that will support their classroom practice. Topical areas will be explored through hands use of technology.

Values
Educational Technology
Multiculturalism
Urban/Rural Education
Professionalism
Problem Solving

Course Evaluation

Assignments have been coded to specific CF (Conceptual Framework Standards), NCATE (National Council for the Accreditation of Teacher Education), FELE (Florida Educational Leadership Core Curriculum), FELS (Florida Educational Leadership Standards), and FEAP (Florida Educator Accomplish Practices).

Grades in the course are based on satisfactory performance on several assessment measures. The quality of your work and the products you submit counts. Your work should always reflect substantial investment of time and reflection. It should be of superior quality. Grades in this course will be based on the following assignments:

1. Interview with a School Principal (25%). Ascertain the role of the principal in facilitating the integration of technology into the teaching and learning environment. Ascertain how the principal uses technology to accomplish administrative and management tasks. Ascertain the technology skills needed to be effective in the role of technology leader. Ascertain the role of the principal in providing technology for the instructional environment. CF 2.1-2.7, NCATE 2.2C, 3.2A, 3.3C, FELE Technology, FELS 7.0 Technology, FEAP 1,2,4,10,12, INTASC 1,6,7.
2. PowerPoint Exercise/Instructional Software Evaluation (25%). CF 2.1-2.7, NCATE 2.2C, 3.2A, 3.3C, FELE Technology, FELS 7.0 Technology, FEAP 1,2,4,10,12, INTASC 1,6,7.
4. Discussions/Participation (25%). CF 2.1-2.7, NCATE 2.2C, 3.2A, 3.3C, FELE Technology, FELS 7.0 Technology, FEAP 1,2,4,10,12, INTASC 1,6,7.

Grading

Grading Scale (A=90-100 pts/B=80-89 pts/C=70-79 pts and F-below 70)

Assessment One – Interview/Field Experience see Rubric in Task Stream
Assessment Two – Instructional Evaluation Power Point Presentation see Rubric in Task Stream
Assessment Three – Critique of Text see Rubric in Task Stream

Course Policies

All assignments submitted for consideration of a grade are to be word processed and are due on the date specified. A substantial penalty (20%) will be assessed for all assignments not turned in on the
specified date. Plagiarism is unethical and unacceptable. Essays, papers, test and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when ideas of another are incorporated in the body of an assignment they must be appropriately acknowledged.

Supervisory responsibilities for teachers and administrators are a part of public education. Punctuality is a positive characteristic of teachers and administrators and desired behavior in schools and this class. Students are expected to be punctual (on time) and attend all classes and contribute to the learning process. Two absences will result in a letter grade reduction for the semester. Consultation with course professor needs to occur if a student is absent more than two class meetings.

**Dispositions**

As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

**Policy Statement on Non-Discrimination**

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy**

The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance**

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

**Selected References**


Professional Behavior

Teaching is a public trust. That is, parents have confidence in those in whom they have entrusted their most precious possession. The behavior of teachers and administrators in the professional and public arena is a reflection upon you and the educational profession. Unprofessional conduct exhibited in this class will result in a lowered grade. In such an event, a conference will be arranged with the student to discuss the specifics of the incident. Subsequent incidents will result in the student being dismissed from the class.

PLEASE READ AND SIGN THE FOLLOWING STATEMENT--DETACH AND RETURN TO THE PROFESSOR

I have read this course syllabus and understand the grading and attendance policies and the professional requirements of this course.

__________________________________________________________                       _________
Signature                                                                                   Date