

Syllabus  
Managing Technology Integration in Schools  
EDTECH 554 – Spring 2012  
Section 4172 – Online

Instructor

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**Office Hours:**

I'm usually not far from my computer. Please contact me via email or phone call and we'll set up an appointment.

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Course Description

Students will explore strategies for planning and implementing technology integration (teaching and curriculum focus) at an organizational level, including examination of larger scale professional development models. The course will focus on developing skills for taking a leadership role in district technology use planning, implementation, and assessment.

Course Goals

Students will learn and demonstrate the understanding of leadership roles that guide the implementation of technology into the K-12 learning environment. Students will understand the role of leadership in developing a shared vision for integrating technology into the learning, evaluate and examine a district technology plan, design a professional development activity, and communicate recent research based assessment and evaluation strategies for meeting technology competencies.

Course Objectives

(National Educational Technology Standards for Administrators) ([NETS:A](#))

By the end of the semester students will:

- \* Examine the leadership role of the technology director
- \* Analyze, evaluate and become familiar with a district's technology plan by articulating the vision, goals and objectives.
- \* Develop the skills and knowledge to support data-driven decision making to improve instruction
  - \* Recognize and discuss issues regarding digital equity in the classroom
  - \* Collaboratively construct a software rubric
  - \* Plan and design a staff development workshop that encourages teachers to integrate technology into the classroom to improve student learning.

## Standards Addressed in Course

Standard III: Teaching, Learning, and the Curriculum - Educational technology leaders model, design and disseminate plans that include methods and strategies for applying technology to maximize student learning.

3.A Facilitate technology-enhanced experiences that address content standards and student technology standards	<b>Final Project</b>
3.B Use technology to support learner-centered strategies that address the diverse needs of students.	
3.D Manage student learning activities in a technology-enhanced environment.	
3.E Use current research and district/state/national content and technology standards to build lessons and units of instruction.	

Standard IV: Assessment and Evaluation - Educational technology leaders communicate research on the use of technology to implement effective assessment and evaluation strategies.

4.B Use technology resources to collect and analyze data, interpret results and communicate findings to improve instructional practice and maximize student learning.	<b>Memo to Superintendent</b>
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Standard V: Productivity and Professional Practice - Educational technology leaders design, develop, evaluate and model products created using technology resources to improve and enhance their productivity and professional practice.

5.A Use technology resources to engage in ongoing professional development and lifelong learning.	<b>Final Project</b>
5.B Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning	<b>Software Rubric / Lesson Modification</b>
5.C Apply technology to increase productivity.	<b>Final Project</b>

Standard VIII. Leadership and Vision - Educational technology leaders will facilitate development of a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of the vision.

8.B Apply strategies for and knowledge of issues related to managing the change process in schools.	<b>Reflective Action</b>
8.C Apply effective group process skills	
8.D Lead in the development and evaluation of district technology planning and implementation	<b>Technology Analysis Study</b>

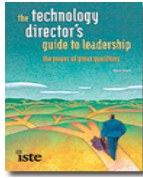
Source: [ISTE, National Educational Technology Standards for Administrators \(NETS.A\)](#)

## Assignments

Assignment Due at the end of:	Assignments
Session One	<b>Inspiration Introduction</b> <i>After downloading your free trial of the Inspiration software, use this software to introduce yourself. Spend some time exploring the software and the tools and then create a document sharing about yourself. When you have completed your document, save it as a word doc. and post it to Session One's Discussion Thread. Please remember to respond to at least two posts. This is due at the end of the first week.</i>
Session Four and Five	<b>Voice Thread Assignments</b> <i>You will post your discussion threads about Disruptive Education and the Digital Divide in Voice Thread for Session Four and Five</i>
Session Five	<b>Analysis of District Technology Plan</b> <i>After finding your district's Technology Plan you will answer the list of questions found in Session Three to help you analyze your district's plan towards greater technology integration. The length of this assignment will range anywhere from 10 - 15 pages.</i>

	<p><i>You may work on this assignment alone or collaborate with another member of the class.</i></p>
Session Eight	<p>Software Rubric</p> <p><i>Develop a rubric that will provide clear and comprehensive criteria for purchasing new software. This rubric must include:</i></p> <ul style="list-style-type: none"> <li>- <i>Clear and comprehensive criteria for scoring</i></li> <li>- <i>Sample two different software applications and evaluate them to the rubric you designed.</i></li> <li>- <i>Include a reference list for the software reviewed and research used</i></li> </ul>
Session Eleven	<p>Memo to Superintendent</p> <p><i>After analyzing a district's data regarding technology use in the classroom, you will create a memo to the district's superintendent to inform instruction to support improved student technology learning and help teachers plan to integrate technology into curriculum. You will:</i></p> <ol style="list-style-type: none"> <li><i>1. Communicate what you observed from the data.</i></li> <li><i>2. Use data to offer suggestions for Professional Development that will improve student learning</i></li> <li><i>3. Write your memo professionally – limiting to 2-3 pages.</i></li> </ol>
Session Twelve	<p>Lesson Modification -</p> <p><i>You will modify a lesson and enhance it with technology</i></p>
Session Fifteen	<p>Technology Training Workshop Design / Final Project</p> <p><i>Your final project is to plan a technology training opportunity for teachers at your school or district. The intent of this assignment is pragmatic. I'd like you to create a training that will be useful to you and your colleagues. As you design this training, I'd like you to include the following elements:</i></p> <ol style="list-style-type: none"> <li><i>1. Are the goals SMART (specific, measurable, attainable, realistic, and time-bound)?</i> <ol style="list-style-type: none"> <li><i>a. Professional development goals that will improve all students' learning?</i></li> <li><i>b. Professional development goals that will improve teacher effectiveness?</i></li> <li><i>c. Professional development goals that differentiates the learning?</i></li> </ol> </li> <li><i>2. What activities are planned?</i></li> <li><i>3. What are the expected outcomes?</i></li> <li><i>4. How will the learning be measured?</i></li> <li><i>5. How will you ensure the learning returns to the classroom?</i></li> <li><i>6. How will you measure the outcome on student learning?</i></li> </ol> <p><i>Your grade will be based on your response to the above questions. The format you for this assignment is up to you. You can create a PowerPoint presentation, movie, word document... etc.</i></p>
Session Sixteen	<p>Reflection</p> <p><i>You will write a one page reflection paper on how you've grown in this class. How would you evaluate yourself? What were some gems you'll take with you and what are areas you still need some growth in?</i></p>

## Required Text



The Technology Director's Guide To Leadership  
The Power of Great Questions  
by Don Hall  
ISTE, 2008  
ISBN: 978-1-56484-244-2

Texts may be ordered through one of the following:

BSU Bookstore: <http://www.boisestatebooks.com>

ISTE: <http://www.iste.org>

Amazon: [www.amazon.com](http://www.amazon.com)

## Equipment

This is an online course requiring a computer with speakers and an Internet connection.

Minimum hardware requirements for the EDTECH online courses may be located at:

<http://edtech.boisestate.edu/EquipmentNeeded.htm>

## Software for This Course:

(Many of these are free.)

### Microsoft Office Suite

**Flash Player:** This is a free player that may be obtained at:

[http://www.macromedia.com/shockwave/download/download.cgi?](http://www.macromedia.com/shockwave/download/download.cgi?P1_Prod_Version=Shockwave Flash)

[P1\\_Prod\\_Version=Shockwave Flash](http://www.macromedia.com/shockwave/download/download.cgi?P1_Prod_Version=Shockwave Flash)

You will need the Flash Player to view the video tutorials created for this course.

**Adobe Reader:** Many of the downloadable files used in the course require this free reader to open and view them. It may be obtained at:

<http://www.adobe.com/products/acrobat/readstep2.html>

**QuickTime Player:** This is a free media player. The software may be downloaded at:

<http://www.apple.com/quicktime/download>

**Windows Media Player:** This free player is available at:

<http://www.microsoft.com/windows/windowsmedia/download/default.asp>

Other **free** software will be introduced into the class.

Please note that the BSU bookstore offers great academic discounts on software purchased by students. Please check there before purchasing Microsoft software (you can purchase online).

You can save hundreds of dollars. Check out the price comparison chart at:

[http://www.boisestatebooks.com/outerweb/compare.asp?](http://www.boisestatebooks.com/outerweb/compare.asp?mscssid=480GBE4XF1MM8KG98VVHS24MMP9S9714)

[mscssid=480GBE4XF1MM8KG98VVHS24MMP9S9714](http://www.boisestatebooks.com/outerweb/compare.asp?mscssid=480GBE4XF1MM8KG98VVHS24MMP9S9714)

## Course Policies:

**Time Management:** An online course can take a considerable amount of time. For this reason, I would strongly suggest beginning each assignment early. Work on it regularly over the week rather than waiting until the last day or two. This will allow you a chance to work out problems or get help if needed. Be aware that the university "recommends that you plan on 3-4 hours of course work per credit per week for Distance Ed classes. For example, a 3-credit class would require 9-12 hours of your time per week ([BSU Distance Education](#))

**Participation:** You are responsible for completing weekly assignments, participating in discussion groups, and checking in to the course site on a consistent basis. You should check your email and Moodle at least a couple of times per week for assignment changes and other notices.

Most sessions will require your participation in discussion prompts. Please read the introductory information posted before the discussion prompts. In most cases you will need to post your response and respond to a minimum of 2 other responses for each discussion question. Every person should respond to the discussion thread in the beginning of the week, allowing time for others to make comments to your response. Remember to respond to all of the prompts each week and respond to what other people have written.

**Assignment Submissions:**

Due dates and assignment requirements will be clearly outlined in Moodle. Initial posts for all forums are due midweek. Two additional responses will be required.

The instructor is not responsible for any text or software that is not obtained in enough time to complete the assignments.

**Technical Difficulties** – on occasion, you may experience problems with accessing Moodle or class files located within Moodle, with your Internet service, and/or other computer related problems.

Do make the instructor aware if a technical problem prevents you from completing coursework.

**BroncoMail** - <http://helpdesk.boisestate.edu/email/broncomail/>

**Academic Honesty** – all students are required to abide by Boise State University's Student Code of

Conduct on academic dishonesty. Assignments completed must be your original work and cannot be used in other courses in the EdTech program.

**Reasonable Accommodations** - Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability.

**Boise State's FERPA policy** - The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

<http://registrar.boisestate.edu/catalogs/ugrdcurrent/frontpages/chapter2/confidentiality.shtml>

**Reliable computer/Internet access:** You will need to have a reliable computer, with Internet access and knowledge of how to navigate the Web. We will be using different methods of file transfer and many resources will be available online. Therefore, high-speed Internet access is desirable, although not necessary.

***Backing up your files: You should always save your work on another storage device and on your own computer. I cannot stress this enough . . .***

## Grading

Grades are based on assignments, projects, and participation in online discussions. Point values are specified when the assignments are posted. You can check your grades in Moodle to track your progress. Grades are updated regularly throughout the semester.

Grade Scale—Based on percentage of total points attained:

A: 90% - 100%

B: 80% - 89%

C: 70% - 79%

D: 60% - 69%

F: Less than 60%

If you ever have questions about your grades, please don't hesitate to contact me. I'll admit this now - I'm not perfect and occasionally make mistakes!

## How to Get Help

If you have questions or need help please contact your instructor by phone, email, or by posting a note on the class discussion board. I will do my best to respond within 24 hours on weekdays. Weekend messages will be answered on Mondays by the end of the day.

## Closing Comments and Cautions

Keep in mind that I follow the university guidelines regarding an incomplete grade. Incompletes are reserved for the unforeseen circumstances or emergencies, not merely a failure to complete the work on time. I am confident that those who heed this warning will be able to complete the course with sufficient time to produce a high quality product while gaining personal and professional satisfaction.

If your district or school is reimbursing the cost of this course, please review the policies regarding the minimum grade required for a complete reimbursement. It is not the responsibility of the instructor to assure a grade that meets those requirements.

Also, all students of the University should abide by Boise State University's Student Code of Conduct on academic dishonesty. You can find the University's Policy at:

<http://www2.boisestate.edu/studentconduct>. This web address also outlines disciplinary measures for those who violate this code. This can be found under the Conduct Sanctions section. Please spend some time reviewing this site so that you are aware of your academic responsibilities.

All work that you submit must show your own ideas and current understanding. Assignments completed for our courses must be original documents developed by yourself (finding applicable lessons on the Internet or from some other resource and claiming them as your own is not acceptable). You are welcome to get ideas from other sources; however you must revise the activity significantly and cite your source. Also, an assignment you have designed for one course in our program cannot be used in its exact form for another course that you are currently taking. Contact me if you have any questions regarding this issue.

Boise State University's conceptual framework, "The Professional Educator," establishes our shared vision in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and accountability.

## The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning.

Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

The Department of Educational Technology contributes to this vision by emphasizing the following:

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, and managing appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state or local educational agencies, community organizations, and the private sector.

### Modification of the Syllabus and Schedule

I reserve the right to modify the syllabus and schedule at any time. Notice of any change will be emailed and posted as an announcement.