

**DOMINICAN
UNIVERSITY**
of CALIFORNIA
School of Liberal Arts and Education

Technology Leadership
EDUO 9147 2 Semester Credits/Units
Instructor – Joe Herz
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Note: This is a Public syllabus of the course. For a fully detailed syllabus, please email the instructor.

Course Overview

This is the final course in the Technology Leadership Certificate program. The qualities of a technology leader will be explored. Technology Leaders are empowered technology teachers. Their technology pedagogy and skills are used to motivate and collaborate with peers and students, model digital citizenship, design and facilitate tech-based learning opportunities and analyze the impact of technology on student learning. This course has participants assessing progress made in those areas and creating plans to continue and share their progress. The course will not explore apps or software or technology tools.

Course Objectives:

This course will give students opportunity to:

- Define the role of a technology leader
- Summarize teaching practices, skills and expected student outcomes resulting from participation in the Technology Leadership certificate program.
- Demonstrate proof of SAMR Redefinition-level student work (see Resources section of this course)
- Develop a long-term strategy to further your professional development in the area of technology integration
- Demonstrate proof of presenting technology-integration to peers.

Course Relation to Professional Standards

This course aligns to:

- The [National Board for Professional Teaching Standard's](#) in the following propositions:
 - Proposition 1: Teachers Are Committed to Students and Their Learning
 - Proposition 3: Teachers Are Responsible for Managing and Monitoring Student Learning
 - Proposition 4: Teachers Think Systematically About Their Practice and Learn from Experience
 - Proposition 5: Teachers Are Members of Learning Communities
- The [International Society for Technology and Education](#) Teacher and Student Standards.

A grading rubric for written projects and for presentation projects are found in this document.

How to Complete and Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Each assignment will have directions for preparation, content and where to submit work. Where Name each file with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each written document page. You will receive feedback within 2-5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Assignments can be completed using Word, Pages (convert them to Word) to place in the course Dropboxes or shared through Google Drive. If completed in Drive, please create a course folder to share with me (jherz@dominicancaonline.com) and give editing rights to each document. Be sure to share each assignment piece as completed. Just placing items in the folder will not generate a share notification to me. Thanks!

Course Assignments

Assignment 1: The Role of a Technology Leader

Objective: Create a personal document that discusses the qualities and practices of an educational technology leader. This assignment will give the instructor insight into your understanding of leadership and reasons for wanting to become a technology leader. Resources for this assignment are not provided. Leadership qualities include researching relevant resources. If using Google, use General and Book searches. Also search TED Talks. There is no assigned length to the document.

The insightful and researched work will explain:

- Professional Leadership qualities and Standards
- Keeping the best interests of students in mind
- Why and how you plan to become an effective technology leader.

Use [APA](#) citing style for all work here and elsewhere in the course.

Submit your work for Assignment 1 as a single document in the Assignment 1 Dropbox or share through Google Drive.

Assignment 2: Certificate Courses Overview

Objective: Create a Google-shared culminating report on all optional-choice certificate courses.

There are two areas to this assignment:

2. Their value to you as a leader in technology. The summary for each should include matching their value to your site's technology goals.

Share Assignment 2 through Google Drive.

Assignment 3: Keeping up with Technology

Objective: Research, evaluate and communicate on current and future technology integration trends, tools and application software. Include unique, outside the box and future approaches on the use of technology to educate K-12 students and the impact of all on society in the coming years.

- Create a tech-conference level audience presentation using [Prezi](#). The presentation will be large in order to cover the objectives.

Include information you research and from the following items to help shape your presentation. Do not rehash what you saw or read. Instead, support the present and project the direction you see technology. Keep in mind presentations are a “story” of your main topic. They don’t have a lot of text. They use short phrases, lists and have links or embedded video/audio to support the main topic.

<http://blog.ted.com/the-first-school-in-the-cloud-learning-lab-in-the-united-states-opens-in-harlem/>

[Three Things Teachers and Leaders Do to Personalize Learning](#)

Include in your Presentation:

- Redefine the learning environment – Suggest changes to peer wanting to make technology the forefront of how they teach....
- Management and leadership

Don’t include specific apps or programs.

Share Assignment 3 through Google Drive with a short document summarizing with 1 the content of your Prezi presentation and the link to the presentation.

Assignment 4: Creating Advance Tech-infused Lessons

Objective: Re-design with before and after examples, an original unit of study you have previously taught to take advantage of teaching practices and resources learned through this certificate program.

- Highlight and explain in the “with-tech” document how the changes came about. Support the changes by referencing any training, previous attempts (and failures), access to tech-support, tools and outcome differences. CREATE A UNIQUE AND TECH-INFUSED PLAN THAT GOES BEYOND JUST USING DRIVE APPS.
- **Use these Unit of Study Shells** to complete your work.

Share your two units with the instructor. Give editing rights

Assignment 5: Long-Term Technology Leadership Plans

Communicate the technology resources, time and steps necessary to carry out 4 separate planning objectives. Mix written work, bulleted items and links to support each objective plan. Break each plan into realistic, achievable blocks such as Summers, Semesters/Quarters and Years. Include opportunities and methods that will allow you to facilitate peer and school-wide training.

Develop 4 separate long-term strategies explaining:

- Your plans to continue professional development in uses of technology
- Your plans to promote technology at your school site.
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Use this Long-Term Technology 3 Year form to complete your work. Share it with the instructor via Google Drive. Give full editing rights.

Post your Part A work for Assignment 5 as a New Discussion topic in the Assignment 5 Document Sharing Forum.

Assignment 6:

Create and provide proof of Leadership presentations to peers. To Be Discussed with the Instructor.

- Presentations and publications (online)
- Photos or video and documents as proof

Assignment 7:

A. Write and post to the course Forum a report summarizing how the certificate program courses and your own research have made an impact on your philosophy regarding the use of technology to promote student learning at your current grade level. Include in the report how technology:

- can help develop ISTE 21st Century Standards for Students found at http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf
- can help develop ISTE 21st Century Standards for Teachers found at
- attach varied examples document of student work to support your current thoughts

B. **Post to a Collaborative Wiki.** This is an open Wiki. Read the instructions and add (EDIT) your contribution. Make sure to not alter existing content.

Course Assessment Rubric

<p align="center">EXCELLENT</p> <p align="center">Meets or Exceeds Course Objectives: A to A-</p>	<p align="center">ACCEPTABLE</p> <p align="center">Majority of Work Meets Course Objectives; B+ to B-</p>	<p align="center">NOT ACCEPTABLE</p> <p align="center">Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
Shows exemplary understanding of course objectives evidenced by completion of required course assignments.	Shows basic understanding of course objectives evidenced by completion of required course assignments.	Needs more time to develop an understanding of course objectives.
<p>All course assignment requirements were completed per instructions. Written work, media files, postings within Moodle and to sites outside of Moodle were completed.</p> <p>Quality of media work is exceptional and supports assignment objectives.</p> <p>Assignment responses reflect necessary research, reflective thoughts and summations.</p>	<p>The majority of course assignment requirements were completed per instructions. Written work, media files, postings within Moodle and to sites outside of Moodle were completed.</p> <p>Quality of media work is exceptional and supports assignment objectives.</p> <p>Assignment responses reflect necessary research, reflective thoughts and summations.</p>	<p>Needs more time to develop assignment requirements per instructions, including written work, media files, postings within Moodle and to sites outside of Moodle were completed.</p> <p>Quality of media work is not acceptable.</p> <p>Assignment responses do not reflect necessary research, reflective thoughts and summations.</p>
<p>All responses are organized very well. Work is original. Supporting material easy to locate, clearly labeled and related to the corresponding assignment.</p>	<p>Organized fairly well. Work is original. Supporting material somewhat hard to locate and loosely related to corresponding assignment. Is generally organized and labeled.</p>	<p>Organized poorly. Not all work is original. Supporting material difficult to locate or not present and/or not related to corresponding assignment. Assignments are poorly labeled.</p>
<p>Free of spelling and grammatical errors. Word processing files and other document files were completed using required formatting.</p>	<p>Most work is free of spelling and grammatical errors. Most word processing and other document files were completed using required formatting.</p>	<p>Numerous spelling and grammatical errors. Word processing and other document files are poorly formatted.</p>