



The Technology Leader

EDUO 9375 3 Credits

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Course Overview

This is the final course in the CT 6th Year Technology Integration 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 Learning Objectives:

- 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 CCS or other 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.

Learning Modules / Assignments

Module 1: The Role of a Technology Leader	
Objective	Create a personal, insightful researched based assessment on the qualities and practices of an educational technology leader.
Assignment	<p>This assignment will give the instructor detailed insight into your understanding of technology leadership that should differentiate a technology leader from a classroom teacher who uses technology effectively with students.</p> <p>The document needs to be written in your own words, your voice as an advocate of technology with experience and familiarity on the pros and cons of technology in your career.</p> <p>Consider the support you have received and would like to have received. Some use of AI is acceptable (see below) but avoid overly used phrasing commonly found in search engines and AI when searching for technology leadership qualities.</p> <p>AI Assistance: As a tech leader you are going to have to address the use of AI. Why not let AI help with this assignment! Here is the result of a straightforward question asked about tech leadership: “Technology leadership in k-12 education”</p> <p>Result: (Microsoft CoPilot)</p> <p>-----</p> <p>Technology leadership in K-12 education involves guiding schools through the integration and effective use of technology to enhance teaching and learning. Here are some key aspects:</p> <ol style="list-style-type: none"> 1. Strategic Planning: Developing a comprehensive technology plan that aligns with the school's educational goals and ensures sustainable growth and integration of new technologies. 2. Professional Development: Providing ongoing training and support for teachers to effectively use technology in their classrooms. 3. Infrastructure Management: Ensuring that the school's technological infrastructure is robust, secure, and capable of supporting the needs of students and staff. 4. Cybersecurity: Implementing strong cybersecurity measures to protect student data and maintain a safe digital learning environment. 5. Equity and Access: Ensuring all students have equal access to technology and digital resources, regardless of their socioeconomic background. 6. Innovation and Adaptation: Staying updated with the latest technological advancements and adapting them to improve educational outcomes. 7. Collaboration and Communication: Working closely with teachers, administrators, and other stakeholders to foster a collaborative approach to technology use in education. <p><i>Effective technology leadership is crucial for creating a dynamic and supportive learning environment that prepares students for the future.</i></p> <p>-----</p> <p>The above can guide you through this assignment. It is a start.</p> <p>Your work needs to support the following:</p> <ul style="list-style-type: none"> • Professional Leadership qualities and Standards

	<ul style="list-style-type: none"> • Keeping the best interests of students in mind • Modeling, promoting and teaching Equity, Morals, Ethics • Leadership decision making qualities on uses and acquisition of technology • Advocating use and support of technology by staff, administration, parents and public • How to measure successful applications of technology, formative and summative. <p>Resources to assist with this project. Feel free to source your own. 19 Inspiring Leadership TED Talks for Teachers and Students 5 Steps Toward Good Tech Leadership in K-12 Education</p> <p>Submit Module 1 to the corresponding Moodle dropbox or preferred, via a shared Drive document. Share with jherzdominancourses@gmail.com</p>
Assessment	Assignments will be assessed using the Assessment Rubric found in this document.


Module 2: Certificate Courses Overview	
Objective	Create a culminating report on all the 6 th Year Program technology courses you took through Dominican. Use Document or Slides or PP or Canva.
Assignment	<p>There are two areas to complete for this assignment:</p> <ol style="list-style-type: none"> 1. Each course's value to your role as an educator. Give examples of their use in your curriculum and if they were not of value, explain why. 2. Each course's value to you as a leader in technology. The summary for each should include matching their value to your site's technology goals. <p>Submit Module 2 to the corresponding Moodle dropbox or preferred, via a shared Drive document. Share with jherzdominancourses@gmail.com</p>
Assessment	Assignments will be assessed using the Assessment Rubric found in this document.

Module 3: Keeping up with Technology	
Objective	Research and evaluate current and emerging technology integration trends, tools and apps/programs. Include unique, outside the box and future approaches on the use of technology to educate K-12 students and the impact of each on teaching, careers and social development in the coming years.
Assignment	<p><u>(View the Resource section for ideas)</u></p> <ul style="list-style-type: none"> • Create a tech-conference level audience presentation using Prezi. The presentation will be lengthy, necessary to cover the objectives. If you are not a Prezi user and do not care to create a trial subscription, use PP or Slides but up your creative use of either. Suggestion if you are using PP or Slides, include some Prezi influenced, non-linear design in how your presentation flows. Look online for some creative examples of Prezi’s non-linear design. Be creative. Technology leaders should model variations in how to engage and hold attention of an audience. <p>Include a menu (table of contents) slide with links embedded in text, to the other slides and a link back to the menu slide to aid in navigating through the presentation. The links can be embedded in a shape if you prefer. Keep the presentation engaging, but careful not to over-produce the movement but do make it more interesting than a typical top-down sequential Slides presentation.</p> <p>Include information you research and from the following items or some of your own discoveries 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 <u>a few links</u> or <u>short</u> embedded video/audio to support the main topic. <i>The audience will NOT want to watch a lot of video segments prepared by other people. They can do that on their own. They want to hear YOUR thoughts and see media you may have produced, so use other people’s research, media and opinions sparingly.</i></p> <p>http://blog.ted.com/the-first-school-in-the-cloud-learning-lab-in-the-united-states-opens-in-harlem/ https://www.ted.com/participate/ted-prize/prize-winning-wishes/school-in-the-cloud-11-hot-edtech-trends-to-watch Three Things Teachers and Leaders Do to Personalize Learning</p> <p><u>Include</u> in your Presentation:</p> <ul style="list-style-type: none"> - Redefining the learning environment - Suggest changes to peer wanting to make technology the forefront of how they teach. - Suggest physical classroom changes, management of workflow, homework, and responsibility. - Management and leadership qualities educators need in their classroom for learners to view the use technology as an assistant to learning and creativity. <p><u>Do not include</u> specific apps or programs.</p>

	<u>Share this assignment through Google Drive with a short document summarizing the content of your Prezi presentation and the link to the Prezi presentation.</u>
Assessment	Assignments will be assessed using the Assessment Rubric found in this document.

Module 4: Measuring Technology's Value to Learning

Objective	Learn a framework to measure the value of technology used for teaching and learning in classrooms.
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Assignment	<p>Technology in education is a set of tools, apps and methods that cumulative add value to teaching and learning. Technology must engage students, enhance learning and extend that learning beyond the classroom through authentic lessons designed to meet specific learning goals. To help assess if the level of objective-based, valued learning is taking place, the technology leader needs a framework of easy-to-use guidelines and practical activities to share with colleagues. The Triple E Framework, by Liz Kolb is such a framework.</p> <p>Before proceeding to the assignment:</p> <p>First: resources to view that will enhance your work in this assignment:</p> <p><u>Liz Kolb videos:</u> https://www.youtube.com/watch?v=77snhj5kszY https://www.youtube.com/watch?v=aQ0UWCgrj-U</p> <p>Defining Authentic Learning: https://www.skyward.com/discover/blog/skyward-blogs/skyward-executive-blog/december-2016/3-conversations-to-follow-in-2017</p> <p>Next: Review the Triple E Framework https://www.tripleeframework.com/</p> <p>Take time to review all content found in the menu items:</p> <p>  </p> <p>Assignment A: Create a 12-slide, extensive presentation for a PD session you have been chosen to present. Your audience is your colleagues. The topic / goal is: Measuring the Use of Technology in Teaching using the Triple E Framework.</p> <p>Assignment B: Submit an existing lesson, modified with Triple-E activities to engage, enhance and extend the lesson. Using one of your own would be ideal or borrow one from a colleague.</p> <p>In the lesson, highlight the Triple-E activities you have inserted.</p>
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	<p>Write a summary at the bottom of the lesson, summarizing how the modifications added authentic learning values to the plan to better engage, enhance and extend the learning.</p> <p>Submit Module 6 parts A and B to the corresponding Moodle dropbox or preferred, via a shared Drive document.</p> <p>Share with jherzdominancourses@gmail.com</p>
Assessment	Assignments will be assessed using the Assessment Rubric found in this document.

Module 5: Creating Advance Tech-infused Lesson	
Objective	Re-design a lesson, assignment or project you have previously taught that will reflect what you have learned in the CT 6 th Year Technology program.
Assignment	<p>One expectation of a technology leader is to assist peers with developing new lessons that engage technology-based tools, apps and standards, to meet learning objectives. In addition, a leader will assist with the modification of existing lessons to show how small to moderate uses of technology can increase student engagement and enhance learning.</p> <p>The revision of an existing lesson, assignment or project that you have created and used in the past, is the objective of this assignment. The revised work will reflect and apply what you have learned through the certificate program. If you want to revise a prior lesson that has some uses of technology, this is an opportunity to look at the lesson with a more knowledgeable, post-certificate course's lens, so as to add value to any existing lesson technology tools and apps along with teaching methodologies that as part of the revision, can provide students with more engaging, collaborative and authentic learning opportunities.</p> <p>In the unit of study template, linked below, you will be prompted to: Highlight changes in the EDUO 9375 column and detail how/why pre and post changes came about.</p> <p>The plan should reference technology PD training, other related PD training, previous attempts (and failures) with the lesson, access to tech-support, tools and outcome differences.</p> <ul style="list-style-type: none"> • <u>Use this Unit of Study Document</u> to complete your work. <ul style="list-style-type: none"> ○ EDUO 9375 Assignment 5 <p>Submit Module 5 to the corresponding Moodle dropbox or preferred, via a shared Drive document.</p> <p>Share with jherzdominancourses@gmail.com</p>
Assessment	Assignments will be assessed using the Assessment Rubric found in this document.

Module 6: Your CT 6th Year Technology Program Growth	
Objective	Showcase your growth in the use of technology.
Assignment	<p>The assignment objective is to share how you have grown in your use of technology, by putting that growth and experience into an informational and encouraging format that will be presented <u>to peers</u>. The presentation should promote and encourage their moving forward with an increased depth of technology use for teaching and student learning. Think of it simply as “See what I have learned and done successfully and I’m now wanting to share that with you to help your journey of using technology for teaching and for student learning.”</p> <p>Select where and how you would present this: A presentation (with speaker notes); video; screencast; website, podcast or other method. Try a new idea as opposed to the standard and often less-engaging tools that can be overused. Think outside what you consider the typical PD Presentation box. Be the audience as you develop your idea. Within share teaching and learning methods, the future, existing items made by you such as presentations, photos, documents, units etc. Don’t include links or videos done by others. This is, figuratively, your voice speaking to the audience of your peers. Include standards and teaching methods and hopefully a few student projects. Be super positive and realistic. Share what has and possibly what hasn’t worked well.</p> <p>Before proceeding, email your ideas to jherz@dominicancaonline.com Subject: EDUO 9375 Assignment 6.</p>
Assessment	Assignments will be assessed using the Assessment Rubric found in this document.

Module 7: Course Forum Posting	
Objective	Course Forum Post
Assignment	<p>Write and post to the assignment Forum a summarized report on how the certificate program courses and your own course-related 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 mention of how technology:</p> <ul style="list-style-type: none"> • 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 http://www.iste.org/standards/standards-for-teachers • respond to a peer’s post
Assessment	Assignments will be assessed using the Assessment Rubric found in this document.

Course Assessment Rubric:

<p align="center">EXCELLENT</p> <p>Meets or Exceeds Course Objectives: A to A-</p>	<p align="center">ACCEPTABLE</p> <p>Majority of Work Meets Course Objectives; B+ to B-</p>	<p align="center">NOT ACCEPTABLE</p> <p>Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
<p>All work submitted reflects in-depth understanding of course objectives.</p>	<p>Most work submitted reflects in-depth understanding of course objectives.</p>	<p>Work shows little or no in-depth understanding of course objectives.</p>
<p>Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.</p>	<p>Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.</p>	<p>Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.</p>
<p>Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.</p>	<p>Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.</p>	<p>Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.</p>
<p>Assignment content and required projects were original.</p>	<p>Assignment content and required projects were original.</p>	<p>Evidence that not all assignment content and required projects were original.</p>
<p>Work is free of spelling and/or grammatical errors.</p>	<p>Work has few spelling and/or grammatical errors.</p>	<p>Work has numerous spelling and/or grammatical errors.</p>