NEW COURSE FORM

1. General Information.

a. Submitted by the College of: Education | Today's Date: 8.17.2011

b. Department/Division: Educational Leadership

c. Contact person name: Jayson Richardson | Email: jayson.richardson@uky.edu | Phone: 257.1323

d. Requested Effective Date: ☒ Semester following approval | OR | ☐ Specific Term/Year[1]: _____

2. Designation and Description of Proposed Course.

a. Prefix and Number: EDL 664

b. Full Title: School Technology Leadership for School Improvement

c. Transcript Title (if full title is more than 40 characters): Tech Leadership for School Improvement

d. To be Cross-Listed[2] with (Prefix and Number): _____

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

_____ Lecture | _____ Laboratory[1] | _____ Recitation | _____ Discussion | _____ Indep. Study

_____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency

_____ Seminar | _____ Studio | X Other – Please explain: 3 hours weekly synchronous online

f. Identify a grading system: ☒ Letter (A, B, C, etc.) ☐ Pass/Fail

g. Number of credits: 3.0

h. Is this course repeatable for additional credit? YES ☐ NO ☒

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester? YES ☐ NO ☐

i. Course Description for Bulletin: This course focuses on educational administrators' use of technology to support data-driven decision-making to support continuous improvement and change at the school, district, and state levels of education. Prereq: Admission to the program or consent of instructor.

j. Prerequisites, if any: None

k. Will this course also be offered through Distance Learning? YES[4] ☒ NO ☐

l. Supplementary teaching component, if any: ☐ Community-Based Experience ☐ Service Learning ☐ Both

3. Will this course be taught off campus? YES ☐ NO ☒

4. Frequency of Course Offering.

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from *SR 5.2.1*)

[4] You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

a. Course will be offered (check all that apply): ☒ Fall ☒ Spring ☐ Summer

b. Will the course be offered every year? YES ☒ NO ☐

If NO, explain: _____

5. **Are facilities and personnel necessary for the proposed new course available?** YES ☒ NO ☐

If NO, explain: _____

6. **What enrollment (per section per semester) may reasonably be expected?** 30

7. **Anticipated Student Demand.**

a. Will this course serve students primarily within the degree program? YES ☒ NO ☐

b. Will it be of interest to a significant number of students outside the degree pgm? YES ☐ NO ☒

If YES, explain: _____

8. **Check the category most applicable to this course:**

☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere

☐ Relatively New – Now Being Widely Established

☒ Not Yet Found in Many (or Any) Other Universities

9. **Course Relationship to Program(s).**

a. Is this course part of a proposed new program? YES ☒ NO ☐

If YES, name the proposed new program: Graduate Certificate and MEd / EdS in School Technology Leadership

b. Will this course be a new requirement[5] for ANY program? YES ☐ NO ☒

If YES[5], list affected programs: _____

10. **Information to be Placed on Syllabus.**

a. Is the course 400G or 500? YES ☐ NO ☒

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in ***10.b***. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

b. ☒ The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from ***10.a*** above) are attached.

[5] In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: EDL 664

Proposal Contact Person Name: Jayson Richardson Phone: 257.1323 Email: jayson.richardson@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDL	5/5/11	Lars Bjork / 7-2450 / lbjor1@uky.edu	
C & C	9/22/11	Doug Smith / 7-1824 / dcsmit1@uky.edu	
Co Ed Faulty	10/10/11	Robert Shapiro / 7-9795 / rshap01@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[6]
Undergraduate Council			
Graduate Council		Dr. Brian A. Jackson Digitally signed by Dr. Brian A. Jackson DN: cn=Dr. Brian A. Jackson, o=University of Kentucky, ou=Graduate School, email, c=US Date: 2011.12.15 15:17:26 -05'00'	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

[6] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Error! Hyperlink reference not valid.

Course Number and Prefix: EDL 664	Date: August 17, 2011
Instructor Name: Jayson Richardson	Instructor Email: jayson.richardson@uky.edu

Check the method below that best reflects how the majority of course of the course content will be delivered.

Internet/Web-based ☒ Interactive Video ☐ Hybrid ☒

	Curriculum and Instruction
1.	How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? EDL 664 - School Technology Leadership for School Improvement (see attached syllabus) conforms to all University of Kentucky Distance Learning Syllabus Guidleines and specifically includes information about virtual office hours, procedures for resolving technical issues, notification and information about self-disclosure and procedures for disability accommodations etc. Web-based course delivery methods will be used for 85-100% of individual student engagment and course interactions. Web based assignments described in the syllabus include: (1) Asynchronous Dialogue: Students are required to interact with their class peers on the Blackboard based discussion board; (2) Class Participation: Students are expected to attend the synchronous class meetings, actively participate in discussions and activities, and complete independent work as presented on the course calendar and, (3) Product Class Review; Data-Decision Driven-Making Brief; and Class Reflection online. Class and Web discussions are intended to facilitate critical thinking about their role as a professional educator and build their capacity to improve her/his own learning. Discussion questions and asynchronous dialogue with other students in class on the web will enhance critical thinking.
2.	How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The course is designed to be delivered primarily online, through synchronous and asynchronous learning technology systems. The Distance Learning experience for students enrolled in this course is based on a cohort model and will be comparable to classroom-based instruction. The web-based format aligns with effective adult learning formats and include timely access to the course instructor and peers as well as feedback on reflections and assesssment of asignments. The syllabus clearly explicates students' reading assignments including required textbook(s), research-based journal articles and book chapters. All assigments are aligned with stated course objectives (goals). Instructor-student interaction is comparable to classroom instructional methods. Student performance is assessed by the instructorthrough participation in and monitoring of

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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	asynchronus, on-line interactions, observations of in-class discussions, feedback on Individual Reflections (on-line), evaluation of Reflection Papers (see syllabus).
3.	How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. This primarily online course will use University of Kentucky technology that protects the integrity of student work. The course will not require the use of examination proctors or other support staff or interactive video. The syllabus descibes UK academic policies that apply in this course and are articulated in the "Students Rights and Responsibilities Handbook" and "the UK Graduate Bulletin." Important policies and regulations applicable to this course are explicitly stated in the syllabus including attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English, absences, cancelled classes, changes in the syllabus, standards for assessing the quality of student work and late submittals. A statement of student responsibilities is incuded (see syllabus).
4.	Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? Yes. If yes, which percentage, and which program(s)? *85-100% in Proposed MEd / EdS and Gradute Certificate in School Technology Leadership* *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.
5.	How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? All students in this primarily online course have equal access to all student services at the University of Kentucky for which they qualify and those student services are similar to those available to individuals taking this class in a tradition (i.e. face -to-face) classroom setting. Access to student services are explicated on the University of Kentucky websites including but not limited to: (http://www.uky.edu.TASC/index.php) and (http://www.uky.edu/UKIT/).Students who have special needs or require accomodations of any kind will be advised to register with the UK Disability Resource Center for assistance. The course instructor will work wit students on an individual basis to make approriate accommodations to participate in the clas and complete work (see syllabus).
	Library and Learning Resources
6.	How do course requirements ensure that students make appropriate use of learning resources? In addition to purchasing required textbooks, selected readings will be available through the University of Kentucky Libraries online reserve system or posted on the course website. Additionally, the program will provide support to students encountering technology problems in accessing the course content.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Access is provided via students' personal computer proxy acess to online library resources (see syllabus).
	Student Services
8.	How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center [http://www.uky.edu/TASC/index.php] and the Information Technology Customer Service Center [http://www.uky.edu/UKIT/)]? Students are informed of the availability of University of Kentucky services in the syllabus (CELT, Blackboard (Bb) help desk,UK IT Customer Service Center as described in the syllabus. Bb instructors have received required training in the use of the Course management System, UK Libraries online resources (and EZ Proxy tools) and will assist students as needed. As a hybrid course offering, the classroom instruction will also include

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	overviews and demostrations (and instruction as needed) in the use of all online course tools, resources and componets. In sum, all students in this course have equal access to all student services at the University of Kentucky for which they qualify. Access to student services are explicated on the University of Kentucky websites including but not limited to: (http://www.uky.edu.TASC/index.php) and (http://www.uky.edu/UKIT/) (see syllabus).
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes ☒ No ☐ If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. Students will have access to the course content via Blackboard, supported by UKIT and CELT (the TASC successors).
10.	Does the syllabus contain all the required components, below? ☒ Yes ☐ Instructor's *virtual* office hours, if any. ☐ The technological requirements for the course. ☐ Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). ☐ Procedure for resolving technical complaints. ☐ Preferred method for reaching instructor, e.g. email, phone, text message. ☐ Maximum timeframe for responding to student communications. ☐ Language pertaining academic accommodations: o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." ☐ Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) o Carla Cantagallo, DL Librarian o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) o Email: dlservice@email.uky.edu o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Dr. Jayson Richardson Instructor Signature:

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EDL 664
School Technology Leadership for School Improvement

University of Kentucky College of Education
Research and Reflection for Learning and Leading

Course Syllabus

XXX Semester, XXX Year
3 Credits

Online Course Delivery
Online activities supplemented with five virtual synchronous meetings

Contact Information	
Instructor:	Jayson W. Richardson, PhD
Office:	111 Dickey Hall
E-mail address:	jayson.richardson@uky.edu
Office phone:	(859) 257-1323
Office hours:	By appointment (preferably made via e-mail)
Campus address:	Department of Educational Leadership Studies 111 Dickey Hall, College of Education University of Kentucky Lexington, KY 40506-0017
Department phone:	(859) 257-8921
Department Web site:	http://education.uky.edu/EDL/
Personal Website:	http://www.jaysonrichardson.com
Twitter:	http://www.twitter.com/JaysonR
Skype ID:	jaysonrichardson

Course Description in UK Bulletin 2011-2012

This course focuses on educational administrators' use of technology to support data-driven decision-making to support continuous improvement and change at the school, district, and state levels of education. Prereq: Admission to the program or consent of instructor.

Major Course Objectives

This course examines how educational administrators at the building, district, and state levels provide digital-age leadership to manage and continuously improve the organization through the effective use of information and technology resources. This course examines the issues focused around Standard 4: Systemic Improvement of the International Society for Technology in Education's National Educational Technology Standards for Administrators (NETS-A). See http://www.iste.org for a copy of the standards. This course also addresses the Interstate School Leaders Licensure Consortium (ISLLC) Standards 2, 3, and 4. By the conclusion of this course students will be able to:

1. Explain what data-driven decision making is and how that relates to instructional leadership and technology leadership, and the conditions necessary for data-decision making to take place;
2. Create systems to recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals;
3. Identify and evaluate the systems and tools in place at a school and/or in a division for data-driven decision making; and
4. Create materials that explain the formative and summative assessment systems in place in a school or division, including a concrete example of their application, and support others in their usage.

Conceptual Framework

This course is conceptually based on Standard 4: Systemic Improvement of the International Society for Technology in Education's *National Educational Technology Standards for Administrators (NETS-A)*. This standard reads:

NETS-A Standards 4. Systemic Improvement. Educational administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

- lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.
- collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.
- recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals.
- establish and leverage strategic partnerships to support systemic improvement.
- establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning.

Required Course Textbook and Readings

This course requires reading across multiple sources. In addition to the required textbook listed below, students will be assigned additional reading materials including articles, cases, blogs, wikis, online resources, and videos. When such readings are required, they will be provided by the instructor in advance. All required reading assignments are listed under Required Activities for each class session in the syllabus.

Most required materials for this course are available on the Blackboard site. Students are required to access the content from this website as well as complete the online quizzes as directed.

Required text:

Boudett, K. P., City, E. A., & Murnane, R. J. (Eds.) (2005). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press.

Boudett, K. P., & Steele, J. L. (Eds.) (2007). *Data wise in action: Stories of schools using data to improve teaching and learning*. Cambridge, MA: Harvard Education Press.

Suggested readings:

Suggested readings are intended to extend student learning and are listed under Required Activities for each class session in the syllabus.

Required Instructional Technology

This course requires use of information technology: Students are expected to have regular access to a personal computer, the Internet with at least a 10mb Internet speed, and a high quality web-cam to complete their learning activities. All Web-based activities are to be completed within designated sections of the course Blackboard, which can be accessed through http://elearning.uky.edu.
Being that this course is online is required.

Instructor's Virtual Office Hours: TBA

Preferred Method of Communication: Email (jayson.richardson@uky.edu) or Skype (jaysonrichardson).

Maximum Timeframe for Responding to Student Communication: Students may expect the instructor to have responses to email inquiries within 48 hours excluding weekends.

Teaching and Academic Support: Contact the Teaching and Academic Support Center at http://www.uky.edu.TASC/index.php or 859-257-8772

Procedures to Resolve Technical Problems: Contact the Information Technology Customer Service Center at http://www.uky.edu/UKIT/ or 859-257-1300

Information on Distance Learning Library Services: Available through the Web at: www.uky.edu/Libraries/DLLS , DL Librarian (Carla Contagallo via email at dlservice@email.uky.edu or telephone at 859-257-0050 x 2171 or 1-800-828-0439), or Distance Learning Interlibrary Loan Services: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Integration of Syllabus with UK College of Education Conceptual Framework

This graduate course addresses the four themes within the conceptual framework of the UK College of Education: ***research, reflection, learning,*** and ***leading***. Throughout the semester students have opportunities to review, analyze, discuss, and apply ***research*** from diverse perspectives in education, including professional scholarship and practitioner inquiry and reflect on their own practices as P-20 educators as they study, observe, and work in P-20 school and university classrooms. ***Reflection*** is integrated regularly through oral and written communication to help students hone their analytical and problem-solving skills that comprise critical professional reflection on one's own practice. This course emphasizes the commitment of the UK College of Education to ensure that its graduates continue their professional careers equipped for life-long ***learning*** as educators actively ***leading*** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce educational leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Commitment to Diversity

UK is committed to making diversity central to university policies, decisions, and practices to strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by President Todd defined diversity as:

> embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community. This definition of diversity values an inclusive institutional culture, academic programs, and co-curricular activities that prepare students for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing the human differences are organizational strengths (University-Wide Comprehensive Diversity Plan Task Force Report, April 2005, p. 6).

Because the desired outcome is excellence in education, UK "does not practice discrimination on the basis of race/ethnicity, gender, religion, sexual orientation, or disability" (p. 6).

The College of Education supports the university-wide definition of diversity and enhances it through an expanded interpretation. This broader conceptualization of diversity includes learning exceptionalities, native languages, socioeconomic status, and life experiences often created by residing in unique geographical regions such as Appalachia. Curricula within the UK College of

Education, field experiences, and membership of its faculty and student body reflect a commitment to diversity.

Leading successful P-12 schools and districts requires understanding of and sensitivity to differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Hence, diversity is a theme woven throughout this graduate course, which focuses on preparing and developing principals and other educational leaders with requisite knowledge, dispositions, and skills to practice effectively the multiple responsibilities of school leadership and change agency.

UK Policies

The adopted UK academic policies apply in this course and are articulated in the *Students Rights and Responsibilities Handbook* and the *UK Graduate Bulletin*. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. As the instructor, I retain absolute discretion concerning acceptance of required assignments after established due dates and reserve the right to lower grades on assignments submitted late.

Absences. The University defines acceptable reasons for absences as (a) serious illness, (b) university-related trips, (c) major religious holidays, and (d) other circumstances that the instructor finds to be "reasonable cause for nonattendance." Because the class meets only five times, regular attendance is essential. If students must miss a scheduled class meeting, then they must notify me about the reason for the absence **before it occurs.** In the event of **emergency absences** (e.g., personal illness, major accident, death of family member), students should notify me as soon as possible, **preferably through e-mail communication.** Additional assignments may be required for missed class meetings.

Canceled Class. If a class meeting must be canceled due to bad weather or other unforeseen circumstances, I will make every possible effort to contact you in sufficient time to avoid any unnecessary burdens.

Changes to Syllabus. I retain the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with you and provided in writing as an addendum distributed electronically via e-mail and posted on the course Blackboard.

Disabilities. If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation that details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu

Go to www.research.uky.edu/gs/bulletin/bullinfo.shtml for more information about UK Policies.

Quality of Student Work

Unless specified otherwise, all papers submitted to the instructor must be presented in the writing style and format described in the sixth edition of the *Publication Manual of the American Psychological Association*[1]. All papers must be word-processed in **Times New Roman 12-point font**. Students are expected to follow rules of usage and principles of composition[2]. When the two resources listed in the footnote below present differing rules, students are to adhere to the academic writing guidelines in the APA *Manual.*

Plagiarism. Where appropriate, references to professional and research literature need to be integrated into the text and cited at the end of all papers. According to UK rules, the minimum consequence for cheating or plagiarism is an "E" in the course. Cheating or plagiarism is basically stealing ideas or intellectual property created by others. Students are cautioned to reference all resources properly: The mere re-phrasing of another author's work does not excuse the student from the requirement for including proper citations. Cite all your sources accurately and appropriately! Be aware that re-cycling of assignments from other courses can be interpreted as self-plagiarizing and fails to meet the minimal standards of intellectual rigor required in graduate study.

Late Submittals. Assignment due dates are provided in the course calendar. Exceptions will only be made for extreme emergencies.

Incomplete Grade. Incomplete grades for this course are issued reluctantly and sparingly. The UK Graduate School permits students **one calendar year—unless a shorter time frame is determined mutually by the student and instructor**—to remove an "I" grade. If the contracted work is not completed satisfactorily, the "I" grade converts automatically to an "E" (a failing mark). UK and EDL rules require students requesting an "I" grade to complete a contract specifying how and when the "I" will be removed within the calendar year. The contract must be submitted to me before an "I" grade can be issued. Incomplete work and missing assignments will be assigned "E" grades if the student does not submit a completed Incomplete Grade Contract by the course deadline.

Student Responsibilities

Graduate students assume major responsibility for their own learning. As members of a learning group, they are likewise responsible for helping their peers by consulting with them and engaging in collaborative problem solving before seeking assistance from the instructor. A class roster will be posted in the course Blackboard site to encourage and support communication.

Requirements

With the exception of class participation, additional information on all the course requirements will be provided by the instructor. The following are course requirements for which points have been allocated and from which the final grade will be determined.

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[1] American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

[2] Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman.

1. **Class Participation (15 points):** Due to the course format, schedule and content, attendance in all virtual synchronous meetings is essential. Absences are reflected in a student's grade. Students are encouraged to attend all classes, participate in all online discussions, interact with others in group work, and read the assigned material prior to each class.

2. **Discussion Board Threads (15 points).** Students will respond to online discussion threads and engage in asynchronous dialogue with the course community. To receive full credit, students must provide complete and thoughtful responses.

   How it works: Sunday to Wednesday and then Wednesday to Sunday. I will post a question by 11:55 PM on the evening of a new topic. Your tasks are to:

   By the last evening post a thoughtful, unique answer to my question **in 300 words or more** (your answer should not be the same as someone who has already posted). You should build an informed response between The first night (when the question is posted) and night your response is due. This requires you to respond at least twice to my question.

   Post once, early in the cycle, with your initial thoughts on the question. Then begin to read what your classmates are saying as they make their first posts. Your final response should be structured around your previous postings and those of your classmates as you attempt to integrate your different thoughts and opinions

   You may post more than twice. Your final post of the cycle will be the post that receives a grade. Therefore, that's the post which should be the thoughtful, unique answer to my question in 300 words or more.

   You will be graded on the quality of your response--not quantity. Be thoughtful rather than verbose.

   Final posts are due at 11:55 PM on their given night. Each student will be graded on an individual basis (max score is 10).

   The grading criteria used includes:

   - Your ability to synthesize different aspects of the posted question, particularly with reference to the readings in the course. The more detailed your explanation of specific points from the articles, the better the quality of your response.
   - Your skill in posting a response with specific and unique examples that showcase your understanding of the salient points of the posted question, as well as your understanding of different aspects of the course materials (such as course articles, Internet resources, and other readings).
   - Your ability to build a final, thoughtful response based on prior postings.

Please download the document called "Online Discussions -- Scoring Rubric" to see the full criteria. It is under the "Rubrics" subheading on the course home page.

Discussion Board Grading Rubric - General Overview

Note: Each discussion board is worth 10 points. The cumulative total will be worth 15 points for the entire class.			
	Excellent (10 points)	Average (6 points)	Underperforming (3 points)
Expectations	Student responds completely and thoughtfully to every thread by the date / time due. Student responds to at least one other students' response in each discussion thread by the date / time due. Student responds to all individual questions posed by classmates or the instructor by the date / time due.	Student responds completely and thoughtfully to every thread by the date / time due. Student responds to at least one other person's response in each discussion thread by the date / time due. Student responds to some individual questions posed by classmates or the instructor by the date / time due.	Student responds thoughtfully and completely to every thread by the date / time due.

3. **Product Class Review (30 points)**. Students will complete an analytical review of a class of educational technology software, hardware, and/or online products that are intended to facilitate the management and administration of school organizations. The purpose of the analytical review is to give students the opportunity to engage in an administrative decision-making experience around educational technology purchasing. Through this task, students will better understand the intricacies of the technology planning, funding, and purchasing process by identifying an administrative-oriented product class and then reviewing various vendors' solutions, both in isolation and as they interact with the technology systems already in place in school organizations. By having access to the different reports created by class peers, students also will be exposed to the depth and breadth of technologies that can be used to facilitate the management and facilitation of school organizations, including many that may not currently exist in the students' own organizations.

Product Class Review Grading Rubric			
	Excellent (5 points)	Average (3 points)	Underperforming (1 point)
Product Description	The student describes the product in detail: features, ordering process, delivery/package details, benefits, expected results, your specific results	Student provides a shallow picture of the features, ordering process, delivery/package details, benefits, expected results, your specific results	Student provides a weak or non-existent picture of the features, ordering process, delivery/package details, benefits, expected results, your specific results
Buyer Description	The student describes in comprehensive detail who the product is for, who the product is not for.	The student provides a shallow picture of who the product is for, who the product is not for.	The student does not describe who the product is for or not for.
Positives	Student points out the positives with the product itself, including the ordering process, if applicable.	The student points out some positives but they lack specificity.	The student does not address whether the product has any positives.
Negatives	Student points out the negatives with the product itself, including the ordering process, if applicable.	The student points out some negatives but they lack specificity.	The student does not address whether the product has any negatives.
Summary	The student summarizes	The student summarizes	The student summarizes

	their review with at least the following: What does the product promise? How well does it achieve those goals? Is it a good value? For whom?	their review with only one or two of the following: What does the product promise? How well does it achieve those goals? Is it a good value? For whom?	their review with none of the following: What does the product promise? How well does it achieve those goals? Is it a good value? For whom?
Presentation Quality	Initial appearance of the work product inspires readers/viewers and develops confidence. There are fewer than three spelling and grammar errors. Readers/viewers always have a sense of where they are in the vision, where they came from, and where they are going	Initial appearance of the work product inspires readers/viewers and develops confidence. There are some spelling and/or grammar errors. Readers/viewers usually have a sense of where they are in the vision, where they came from, and where they are going.	Initial appearance of the work product does not inspire readers/viewers or develop confidence. There are extensive spelling and/or grammar errors. The piece does not flow. Readers/viewers have no sense of where they are, where they came from, or where they are going.

4. **Data-Driven Decision-Making Brief (30 points).** After reading the Schmoker text, students develop a critical review of how data are collected, disaggregated, and used in their current school. Create a plan to either 1) make better use of this data (if it is not being used well) or 2) create a brief description of how current practices match up with best practices (if it is being used effectively).

Data-Driven Decision-Making Brief Grading Rubric			
	Excellent (5 points)	**Average (3 point(s)**	**Underperforming (1 point)**
Data collection processes	Student provides a critical comparative analysis of the data collection processes in the school as compared to models for practice in the literature	Student provides an on overview of how data analysis is conducted but only links the practices to research in a tangential or shallow way. The descriptions lack a more complete a critical comparative analysis.	Student's overview of how data analysis is conducted is descriptive only and lacks critical analysis or tie-backs to the literature.
Disaggregation processes	Student provides a critical comparative analysis of the disaggregation processes in the school as compared to models for practice in the literature	Student provides an on overview of how disaggregation is conducted but only links the practices to research in a tangential or shallow way. The descriptions lack a more complete a critical comparative analysis.	Student's overview of how disaggregation is conducted is descriptive only and lacks critical analysis or tie-backs to the literature.
Action taken on data	Student provides a critical comparative analysis of data is used in the school as compared to models for practice in the literature.	Student provides an on overview of how data is used but only links the practices to research in a tangential or shallow way. The descriptions lack a more complete a critical comparative analysis.	Student's overview of how data is used is descriptive only and lacks critical analysis or tie-backs to the literature.
Comprehensiveness of review	Student provides a comprehensive picture of how data is collected, disaggregated and used in their current school.	The overall picture of how processes are conducted is shallow.	The overall picture of how processes are conducted is weak, lacking detail so as to be indiscernible.

Strategy for Improvement OR	Student's plan to improve data driven decision making is logical, feasible, and built on the knowledge derived from prior analyses; strategies and objectives are symbiotic; tactical programs all link to fulfillment of strategy	For the most part, all sections of the plan work together. Strategic decisions are built on the knowledge derived from prior analyses; strategies and objectives are symbiotic; tactical programs all link to fulfillment of strategy.	Most of the sections of the plan remain disjointed and unconnected.
Description of how practices match up	Student delineates clearly how the school's practices are well-aligned with best practices cited in the literature	Student provides a shallow description how the school's practices are well-aligned with best practices cited in the literature	Student weakly describes how the school's practices are well-aligned with best practices cited in the literature
Writing Quality	Initial appearance of the plan inspires readership and develops confidence. There are fewer than three spelling and grammar errors. Readers always have a sense of where they are in the plan, where they came from, and where they are going.	Initial appearance of the plan inspires readership and develops confidence. There are some spelling and/or grammar errors. Readers usually have a sense of where they are in the plan, where they came from, and where they are going.	Initial appearance of the plan does not inspire readership or develop confidence. There are extensive spelling and/or grammar errors. The plan does not flow. Readers have no sense of where they are, where they came from, or where they are going.

5. **NETS-A Standard 4 Implication and Reflection Paper (10 points).** At the end of this course, students will write a reflective self-evaluation regarding their experiences in the course. The self-evaluation should be a minimum of two pages of typed text, not including a title page (if applicable). There is no maximum length for your self-evaluation - it should be long enough to thoroughly and completely address the issues you have chosen to discuss. At the very least, your self-evaluation should include a discussion of how, as a result of the course, you have grown both intellectually and personally and how you feel your preparation as a school technology leader has been enhanced. Your self-evaluation also should show evidence of reflection upon the topics we have covered in class and the information you have learned. Neither the format nor your approach to your reflective self-evaluation is prescribed. Creativity is both allowed and encouraged. Possible approaches to this assignment could include a simple, descriptive monograph; a question-and-answer format; a poem; a play; a web site; or any other format that you choose, as long as it satisfies the above requirements. Writing in first-person voice is acceptable for this assignment. You should utilize a new Web 2.0 tool (i.e., wiki, blog, video, podcast, Prezi, social bookmarking, social networking, etc.) in your reflection.

NETS-A Standard 4 Implication and Reflection Paper Grading Rubric			
	Excellent (4 points)	Average (2 points)	Underperforming (1 point)
Assessment of intellectual growth	Student provides a comprehensive picture of how they have grown both intellectually and personally and how they feel their preparation as a school technology leader has been enhanced.	Student provides a shallow picture of how they have grown both intellectually and personally and how they feel their preparation as a school technology leader has been enhanced.	Student provides a weak picture of how they have grown both intellectually and personally and how they feel their preparation as a school technology leader has been enhanced.
	Excellent (3 points)	Average (2 points)	Underperforming (1 point)

Evidence of reflection upon topics covered in class	Student reflects, in a comprehensive way, on the topics covered in class.	Student reflects, in a somewhat shallow way, on the topics covered in class.	Student weakly reflects on the topics covered in class.
Presentation Quality	Initial appearance of the work product inspires readers/viewers and develops confidence. There are fewer than three spelling and grammar errors. Readers/viewers always have a sense of where they are in the vision, where they came from, and where they are going.	Initial appearance of the work product inspires readers/viewers and develops confidence. There are some spelling and/or grammar errors. Readers/viewers usually have a sense of where they are in the vision, where they came from, and where they are going.	Initial appearance of the work product does not inspire readers/viewers or develop confidence. There are extensive spelling and/or grammar errors. The piece does not flow. Readers/viewers have no sense of where they are, where they came from, or where they are going.

Grading Scale

Course grades are based on a cumulative point total. The relative weighting for each of these expectations is presented in the matrix below.

Class Assignments/Expectations	Objectives Met:	Points Possible
1. Synchronous Meeting Attendance	N/A	15
2. Discussion Board Threads	1, 3	15
3. Product Class Review	3, 4	30
4. Data-Driven Decision-Making Brief	2, 3, 4	30
5. Reflection Paper	1, 4	10
Total points		**100**

Grades will be assigned according to the following scale: A=90-100%, B=80-89%, C=70-79%, E=<70 points. Course credit: 3.0 graduate hours.

Schedule

Module	Topics	Readings	Products Due
1	Virtual Synchronous Meeting • Course introduction • Syllabus, objectives, and expectations		
2	Introduction to Technology Leadership for School Improvement	*What is data-driven decision making? What is the role of the school leaders in a data-driven decision making environment?* Required Reading and Activities 1. Boudett, City, & Murnane (Chapters 1 &2) 2. Boudett & Steele (Chapters 1 & 2) 3. Mcleod, S. (2005). *Data-driven Teachers.* UCEA Center for the Advanced Study of Technology Leaders in Education. Retrieved from http://www.scottmcleod.net/storage/2005_CASTLE_Data_Driven_Teachers.pdf 4. McLeod, S. (2005). *Technology Tools for Data-Driven Teachers.* UCEA Center for the Advanced Study of Technology Leaders in Education. Retrieved from	• Discussion Threads

		http://www.scottmcleod.net/storage/2005_CASTLE_Technology_Tools_for_Data_Driven_Teachers.pdf 5. Louis, K. S. (2006). Changing the culture of schools: Professional community, organizational learning and trust. *Journal of School Leadership, 16*(4), 477-489. 6. Listen to following podcasts: o Wilson, T., & McLeod, S. (2005). *Data driven decision making*. The Savvy Technologist. o McLeod, S., & Daniel, P. (2007). *Interview with Phala Daniel*. UCEA Center for the Advanced Study of Technology Leadership in Education. Suggested Readings and Activities 1. Schmoker (Chapter 2). 2. McIntire, T. (2005a, April 15) Maximize your mining, part one. *Tech & Learning*. Retrieved from http://archive.techlearning.com/showArticle.php?articleID=160400818 3. McIntire, T. (2005b, June 15) Maximize your mining, part two. *Tech & Learning*. Retrieved from http://archive.techlearning.com/showArticle.php?articleID=164300240 4. Explore any of these data-driven decision making presentations.	
3	Virtual Synchronous Meeting • Introduction in to DDDM		
4	Data-Driven Decision-Making Theory	*What is the theory driving data-driven decision-making?* Required Reading and Activities 1. Boudett, City, and Murnane (Chapter 3 & 4) 2. Boudette and Steele (Chapter 3 & 4) 3. Marsh, J. A., Pane, J. F, & Hamilton, L. S. (2006). Making sense of data-driven decision making in education. RAND Education Occasional Paper. Retrieved from http://www.rand.org/pubs/occasional_papers/2006/RAND_OP170.pdf 4. McLeod, S. & Ysseldye, J. (2007). Best practices in digital technology usage by data-driven school psychologists. *Best Practices in School Psychology V*, 1859-1868. 5. Wayman, J. C., Stringfield, S., & Yakimowski, M. (2004). Software enabling school improvement through analysis of student data (CRESPAR Technical Report No. 67). Baltimore: Johns Hopkins University. 6. Listen to following podcasts: o McLeod, S., & Witthuhn, J. (2007). *Interview with Jan Witthuhn*. UCEA Center for the Advanced Study of Technology Leadership in Education. o McLeod, S., MacDonald, J., Perdaems, L., & Wambach, C. (2007). *Interview with Joan MacDonald, Linda Perdaems, and Colleen Wambach*. UCEA Center for the Advanced Study of Technology Leadership in Education. Suggested Readings and Activities	• Discussion Threads • Product Class Review

		1. Public Agenda. (2007). *A Mission Of The Heart: What Does It Take To Transform A School?* New York, NY: Wallace Foundation.	
5	Virtual Synchronous Meeting • DDDM theory • Product class presentation		
6	How Data-Driven Decision Making Works	*How do school leaders use data-driven decision-making in leading organizations?* Required Reading and Activities 1. Boudett, City, and Murnane (Chapter 5 & 6) 2. Boudette & Steele (Chapter 5 & 6) 3. Lecklider, D., Britten, J. S., & Clausen, J. M. (2009) Principals priority for technology as an indicator of observed use in schools. *AASA Journal of Scholarship and Practice, 5*(4), 27-32. 4. Safer, N., & Fleischman, S. (2005). How student progress monitoring improves instruction. *Educational Leadership, 62*(5), 81-82. 5. Supovitz, J., & Klein, V. (2003). *Mapping a Course for Improved Student Learning: How Innovative Schools Systematically Use Student Performance Data to Guide Improvement*. Consortium for Policy Research in Education University of Pennsylvania Graduate School of Education. Suggested Readings and Activities 1. Chapter 5 and 6 in Duke, D. (2004). *The Challenges of Educational Change*. Boston, MA: Pearson	• Discussion Threads
7	Virtual Synchronous Meeting • Building DDDM systems • Best practices in DDDM		
8	How Data-Driven Decision Making Works Continued	*What is involved in school technology planning? What is involved in school technology funding?* Required Reading and Activities 1. Boudett, City, and Murnane (Chapter 7 & 8) 2. Boudett & Steele (Chapter 7 & 8) 3. McIntire, T. (2002). The administrator's guide to data-driven decision-making. *Technology & Learning, 22*(11), 18-33. 4. Sugar, W. & Holloman, H. (2009). Technology leaders wanted: Acknowledging the leadership role of a technology coordinator. *TechTrends, 53*(6), 66-75. Suggested Readings and Activities 1. Chapter 3 and 4 in DeFour, R., Eaker, R., & DeFour, R. (2005). *On Common Ground: The Power of Professional Learning Communities*. Bloomington, IN: Solution Tree.	• Discussion Threads
9	Reform as Design Thinking	*What is involved in design thinking? How does it impact data-driven decision-making?*	• Discussion Threads

		Required Reading and Activities 1. Boudett, City, and Murnane (Chapter 9) 2. Boudett & Steele (Chapter 9) 3. Chapter 1 in Easterly, W. (2006). *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and so Little Good.* New York, NY: Penguin. 4. Brown, T. (2008). Design Thinking. *Harvard Business Review.* Retrieved from http://www.unusualleading.com/wp-content/uploads/2009/12/HBR-on-Design-Thinking.pdf 5. La'O, B. (2009). *Design Thinking From IDEO.* Episode from radio program "Crosscurrents" KALW, San Francisco. Retrieved from http://kalwnews.org/audio/2009/10/15/design-thinking-ideo_13900.html 6. Brown, T. (2009). *Urging Designers to Think Big.* Retrieved from http://www.youtube.com/watch?v=UAinLaT42xY 7. La'O, B. (2009). *Design Thinking in the Classroom.* Episode from radio program "Crosscurrents" KALW, San Francisco. Retrieved from http://kalwnews.org/audio/design-thinking-classroom 8. Le, T. (2010). Redesigning Education: Why Can't We Be in Kindergarten for Life? *Fast Company's Co. Design.* Retrieved from http://www.fastcodesign.com/1637619/redesigning-education-why-cant-we-be-in-kindergarten-for-life	• Data-Driven Decision Making Brief
9	Virtual Synchronous Meeting • Building DDDM systems continued • Best practices in DDDM continued		
10	Results from How Data-Driven Decision Making Schools	*What are the results data-driven decision-making? How does it work in practice?* Required Reading and Activities 1. Schmoker (Chapter 7) 2. Asimov, N. (2003, December 18). Testament to testing: Schools close 'achievement gap' by pinpointing trouble spots with frequent assessments. Available from *San Francisco Chronicle* at www.sfgate.com. 3. McLeod, S. (2004, March). *The DDDM needs of schools and teachers.* Available from National Educational Technology Plan at http://www.nationaledtechplan.org/bb/bb_1/download.asp?filename=DDDM Comments.doc 4. Supovitz, J. A., & Klein, V. (2003, November). *Mapping a course for improved student learning: How innovative schools systematically use student performance data to guide improvement.* Available from Consortium for Policy Research in Education at www.cpre.org/Publications/AC-08.pdf.	• Discussion Threads • Reflection Paper
11	Virtual Synchronous Meeting • Final product presentation		

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