Course Syllabus for ED 670
Planning for Educational Technology

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Course Context
This course is one of the required courses in the Educational Technology Master’s Degree Program. It is offered each fall semester.

Course Description
Students will learn the process of creating a long range educational technology plan and how to develop strategies for integrating all types of educational technology in school programs. The major goal of this course is to provide technology leaders with tools for making sound decisions when planning for technology use. It is the intention of the instructor that students will gain confidence in their “ability to think and act flexibly” (Perkins in Wiske, 1997) with what they know rather than to memorize a set of facts and information about technology planning.

<table>
<thead>
<tr>
<th>Course topics</th>
<th>ISTE Technology Leadership Standards</th>
<th>CTE Goals/Outcomes</th>
<th>Standards for Alaskan Teachers</th>
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<td>Putting together the pieces:</td>
<td>TL-II Planning and Designing Learning Environments and Experiences. Educational technology leaders plan, design, and model effective learning environments and multiple experiences supported by technology.</td>
<td>Goal 1: Teachers articulate, maintain, and develop a philosophy of education that they also demonstrate in practice. Goal 2: Teachers understand how human development affects learning and apply that understanding to practice. Goal 3: Teachers differentiate instruction with respect for individual and cultural characteristics. Goal 7: Teachers work as partners with parents, families and the community. Goal 9: Teachers use technology effectively, creatively, and wisely.</td>
<td>1. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice. 2. A teacher works as a partner with parents, families, and the community.</td>
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<td>Legalities and ethics: What are the rules that guide our decisions?</td>
<td>TL-VI Social, Ethical, Legal, and Human Issues. Educational technology leaders understand the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and develop programs facilitating application of that understanding in practice.</td>
<td>Goal 8: Teachers develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.</td>
<td>6. A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.</td>
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<td>Staff Development Program: what factors lead to effective staff development?</td>
<td><strong>TL-I.A. 2.</strong> Offer a variety of professional development opportunities that facilitate the ongoing development of knowledge, skills, and understanding of concepts related to technology.</td>
<td><strong>Goal 8:</strong> Teachers develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.</td>
<td>8. A teacher participates in and contributes to the teaching profession.</td>
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<td>Planning for integration: what does integration look like?</td>
<td><strong>TL-III</strong> <strong>Teaching, Learning, and the Curriculum.</strong> Educational technology leaders model, design, and disseminate curriculum plans that include methods and strategies for applying technology to maximize student learning.</td>
<td><strong>Goal 3:</strong> Teachers differentiate instruction with respect for individual and cultural characteristics.</td>
<td>2. A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice. 3. A teacher teaches students with respect for their individual and cultural characteristics. 4. A teacher knows the teacher's content area and how to teach it.</td>
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<td>Managing records and assessment: How can we let technology do the hard work?</td>
<td><strong>TL-IV</strong> <strong>Assessment and Evaluation.</strong> Educational technology leaders communicate research on the use of technology to implement effective assessment and evaluation strategies.</td>
<td><strong>Goal 5:</strong> Teachers facilitate student learning by using assessment to guide planning, instruction, and modification of teaching practice.</td>
<td>5. A teacher facilitates, monitors, and assesses student learning.</td>
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<td>Budgeting and grant writing: Who is going to pay for all of this?</td>
<td><strong>TL-II.D.</strong> Plan for the management of technology resources within the context of learning activities.</td>
<td><strong>Goal 3:</strong> Teachers differentiate instruction with respect for individual and cultural characteristics.</td>
<td>8. A teacher participates in and contributes to the teaching profession.</td>
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<td>Maintaining accessibility and equity.</td>
<td><strong>TL-III.B.</strong> Use technology to support learner-centered strategies that address the diverse needs of students.</td>
<td><strong>Goal 9:</strong> Teachers use technology effectively, creatively, and wisely.</td>
<td>3. A teacher teaches students with respect for their individual and cultural characteristics.</td>
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Relation to conceptual framework
This course prepares educators to be technology planners and leaders. Students must be able to articulate their philosophy of education based on recent research and evidence. All work must reflect performance consistent with this philosophy (Goal 1). Students will develop technology strategies that reflect differences among learners and that adhere to local, state, and national standards (Goals 2 & 3). All assignments must reflect the student’s awareness of the school as an integral part of the community and the importance of involving all stakeholders in the community in technology planning (Goal 7). Students must demonstrate an understanding of best practices for using technology for learning and assessment (Goal 9).

Instructional methodologies
This course is taught entirely online. Students will work in small groups and individually to complete projects, using online discussion and collaboration. The course Web site will serve as the center for instruction with all assignments and their rubrics posted, discussions and announcements ongoing, and resources posted. You are expected to check in to the online course at least three times a week. Participation in the online discussions on specific topics will require you to browse/scan through the resources in the Web Resources list and engage in reflective discussion with your colleagues on line. You are expected to initiate ideas AND to respond to your classmates in a meaningful way. It is very important for you to be “present” to each other, responding to each other’s ideas and engaging in professional dialogue. You will also be required to participate in other discussions as part of the assignments. Points for assignment related discussions will be included in the evaluation for each assignment. I will try to keep the discussions short term to help cut down on the number of posts you are required to read and respond to.

Required text:

Optional texts:

Course objectives:

1. Students will identify factors that lead to successful technology planning and will use those factors to evaluate an existing technology plan.
2. Students will be able to articulate the impact technology can have on student learning and will be able to support statements with research and authority.
3. Students will be able to discuss the consequences of an increasing digital divide and how it affects students in their schools.
4. Students will be knowledgeable about standards and state and/or national guidelines that guide technology planning in the state of Alaska.
5. Students will be able to create and implement a needs assessment tool to create a justification for a grant proposal.
6. Students will be able to conduct and report the results from a case study of a staff development implementation project.
7. Students will be able to develop a budget for supporting the needs established by the results of the needs assessment.
8. Students will develop and submit a proposal for an existing grant from local, state, or national resources. The grant proposal must include results of a needs assessment, goals and objectives, budget, and justification based on local, state, or national standards.

Course content:

Requirements & Evaluation Criteria:

1. Discussion on impact of 3%
2. Discussion on digital divide 3%
3. Discussion on effective staff development 3%
4. Discussion on budgeting issues 3%
5. Discussion on state-wide issues 3%
6. Evaluating a technology plan 10%
7. Needs assessment instrument 20%
8. Budget activity 15%
9. Staff development case study 15%
10. Grant proposal 25%
Total Points 100%

Grading Scale:

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<tr>
<th>Letter Grade</th>
<th>Percentage of points</th>
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<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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Tentative Schedule:

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<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Reading/assignments due</th>
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| Week 1 | Sept 7 –    | Introductions, questions/discussion of syllabus Question: Why plan for technology? | • Chapters 1 & 2 in Planning for Technology  
• Browse all resources under Tech Planning Web sites  
• Participate in class discussion on the impact of technology on learning |
| Week 2 | Sept 13     | Question: What makes a technology plan effective and workable?         | • Read Alaska Tech Plan Guidelines  
• Be familiar with all standards listed under Standards Web sites |
| Week 3 | Sept 20     | Technology standards State guidelines                                  | • Participate in online discussion on statewide issues |
| Week 4 | Sept 27     | Assessing the needs of your school Do your teachers integrate technology? Levels of adoption | • ***Evaluation of Tech Plan Due  
• Read Chapters 3 & 4 in Planning for Technology  
• Browse all resources under Levels of Tech Integration Web sites  
• Participate in online discussion of staff development |
| Week 5 | Oct 4       | Developing the needs assessment                                        | • Read Resources A and B in Planning for Technology  
• Participate in discussion on budgeting issues |
| Week 6 | Oct 11      | Staff Development                                                       | • Participate in online discussion on staff development  
• Browse all resources under Staff Development Web Sites |
Technological competencies:
This course is conducted entirely online. Students must have access to email, UAS Online, and the Internet. Students must be able to discuss online using online etiquette, send and receive attached files, and upload documents to the course Web site. All work must be spell checked and formatted in a professional and accurate manner using APA style guidelines (5th edition).

Diversity:
Students must be knowledgeable about the Alaska Standards for Culturally Responsive Schools and needs of students with special needs and demonstrate such knowledge in all assignments and class discussions. Rubrics for each assignment will include criteria for knowledge of diversity.

Students with Special Needs:
The University of Alaska Southeast is committed to equal opportunity and programmatic access for students with disabilities. Students who need a modification or accommodation to participate in any UAS program or service should contact Michelle Federico, Student Resource Center at 465-6439 (text telephone is also available at this number). Early contact with the Student Resource Center helps ensure a positive educational experience.

Bibliography/Websites:

Standards

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<tr>
<th>Standards for Alaska’s Teachers</th>
<th><a href="http://www.educ.state.ak.us/standards/pdf/teacher.pdf">http://www.educ.state.ak.us/standards/pdf/teacher.pdf</a></th>
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<td><a href="http://www.educ.state.ak.us/contentstandards/Technology.html">http://www.educ.state.ak.us/contentstandards/Technology.html</a></td>
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<td>Alaska Teacher Certification Standards</td>
<td><a href="http://www.educ.state.ak.us/TeacherCertification/4aac04-200.html">http://www.educ.state.ak.us/TeacherCertification/4aac04-200.html</a></td>
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<td>Alaska Cultural Standards</td>
<td><a href="http://www.ankn.uaf.edu/standards">www.ankn.uaf.edu/standards</a></td>
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<td>ISTE Tech Leadership Standards</td>
<td><a href="http://cnets.iste.org/ncaet/n_lead-stands.html">http://cnets.iste.org/ncaet/n_lead-stands.html</a></td>
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Tech Planning


Needs Assessment


Levels of Technology Integration


Grants and Funding

References