

Course Syllabus

Title

Principal 2.0: The Big Picture

Target Audience

This course is intended for pre-service and in-service school principals for grades K-12.

Prerequisites

To successfully participate and complete assignments in this course, the learner must

- Have past experience using the computer
- Have past experience working with the Internet
- Be familiar with taking an online course

Course Description

Goals

In this course, learners will explore new trends related to both emerging technologies and 21st century skills as they relate to teaching and learning. In particular, it will focus on these trends from the principal's point of view.

At the end of this course, learners will be able to

- Identify 21st Century Skills and discuss their possible application in the classroom
- Understand the National Educational Technology Standards for students, teachers and administrators
- Articulate a vision related to teaching and learning in the 21st century

Outline of Content and Assignments

After previewing the documents in the Course Information area, learners will proceed to Course Content to complete the following sessions, working through each session in order.

Throughout the sessions, learners are asked to articulate their ideas in various forms. They are encouraged to reflect on their ideas and experiences in their online journal. The discussions in the discussion forum are designed to allow learners to glean information from other learners' experiences. As a final project, learners will develop their own vision related to both the use of emerging technologies and 21st century skills and then write a reflection paper on the implementation of their vision.

This course is designed to address ISTE's Educational Technology Standards and Performance Indicators for School Administrators. These standards define the fundamental

concepts, knowledge, skills, and attitudes for applying technology in educational settings.

This course specifically addresses the following ISTE NETS*A components:

1. Visionary Leadership. Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

Educational Administrators:

- a. inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. advocate on local, state, and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital-Age Learning Culture. Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

Educational Administrators:

- a. ensure instructional innovation focused on continuous improvement of digital-age learning
- b. model and promote the frequent and effective use of technology for learning
- c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- d. ensure effective practice in the study of technology and its infusion across the curriculum
- e. promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration

Course Outline

Session One: Welcome to the Digital Age

It seems as though we are watching the future unfold before our eyes and it is increasingly digital and online. We can be connected with the whole world anytime anywhere. Our students spend much of their time outside of the classroom living in this connected world. Yet schools have yet to really embrace these digital technologies. Just what should education look like in the digital age?

At the end of this session, learners will be able to:

- Define "learning 2.0"
- Discuss issues related to using technology in the classroom
- Describe role of school leaders in use of technology

Read:

- Learning 2.0 Brings Schools Into the Digital Age (<http://www.villagevoice.com/2008-10-22/news/learning-2-0-brings-schools-into-the-digital-age/>)
- Rethinking Learning in the Digital Age (<http://llk.media.mit.edu/papers/mres-wef.pdf>)

Watch:

- A Vision of Students Today (<http://www.youtube.com/watch?v=dGCJ46vyR9o>)
Video by Michael Wesch
- Also available at Teacher Tube (http://www.teachertube.com/view_video.php?viewkey=e0b93b5f334ffb4e4064)
- Watch: Tom Friedman, The World is Flat (<http://mitworld.mit.edu/video/266/>)

Participate in online discussions:

- Forum #1: Introduce yourself to other participants.
- Forum #2: Write your own definition of Learning 2.0 using ideas from the readings and videos. What will learning need to look like in order to grapple with the demands of the flat world?

Write in Online Journal:

- Describe your thoughts as you embark on this course. What does the title make you think about? What might Principal 2.0 mean? What parts of the readings and video did you find intriguing? What worries you about the use of technology in the classroom? What role do you think educators play in helping students learn and live in the 21st century?

Session Two: The Principal's Role

The National Educational Technology Standards developed by the International Society for Technology in Education define the skills and dispositions needed by students, teachers and administrators in order to make effective use of technology throughout the school. The standards for students and teachers have recently been updated, and the administrator standards are in the process of being updated.

At the end of this session, learners will be able to:

- Define and describe the National Educational Technology Standards
- Discuss results of self-assessment of National Educational Technology Standard for Administrators

Read:

- National Educational Technology Standards for Students http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf
- National Educational Technology Standards for Teachers: http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_T_Standards_Final.pdf
- National Educational Technology Standards for Administrators: http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2002Standards/NETS_for_Administrators_2002_Standards.htm

Participate in online discussion:

- After reviewing the National Educational Technology Standards for School Administrators and writing your responses, post a message to the forum that names one standard that you feel you are meeting. What are you doing that meets that standard? Then post a second message in which you name a standard that you need to work on. Describe at least two actions you plan to take that will help you meet that standard.

Session Three: Skills for the Digital Age

The world in which our students are growing up seems quite different from the one with which their educators are familiar. The demands of globalization and the impact of technological advances seem to require new skills. The Partnership for 21st Century Skills has identified the skills, knowledge and expertise that students will need in order to succeed in work and life in the 21st century.

At the end of this session, learners will be able to:

- Define 21st century skills
- Explain and discuss how their school is addressing 21st century skills
- Describes strategies they will use to increase the infusion of 21st century skills in their school

Read:

- P21 White Paper: The Intellectual and Policy Foundations of the 21st Century Skills Framework (http://www.21stcenturyskills.org/route21/images/stories/epapers/skills_foundations_final.pdf)

Browse:

- Route 21 Snapshots: http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=92&Itemid=163 Read through the areas that interest you and view at least one video related to those areas.

Complete Activity:

- Take the Mile Guide Assessment: http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=68&Itemid=60

Write in Online Journal:

- Reflect on the following: "After reading the article, browsing the resources, and taking the assessment, in which areas is your school most successful? Least successful? Briefly describe how you achieved success. Then, suggest at least two actions you plan to take to move forward in those areas in which your school has been least successful.

Participate in Online Discussion:

- Which of the 21st century skills do you think is most important? Why? How, if at all, is this skill being addressed at your school?

Session Four: Getting Connected With the Community

School leaders can take advantage of web-based tools to connect with an online professional learning community. In particular, many leaders use weblogs to discuss ideas and issues related to the use of technology in education. By reading and reflecting on weblogs, schools leaders can easily keep up to date on policy trends and educational news. You will find that blogs can be an effective method for ongoing communication between the school and the larger community. As you become more familiar with blogging and its benefits, you may end up wanting to create your own school blog down the road.

At the end of this session, learners will be able to:

- Define and describe a weblog
- Locate and describe at least one educational blog
- Summarize and discuss at least one blog entry

Watch:

- Blogs in Plain English: http://www.teachertube.com/view_video.php?viewkey=367ab9eed5af82966a48

Read:

- The Principal Blog and the Podcasting Principal: <http://weprincipal.blogspot.com/>
- Edutopia Weblog: <http://www.edutopia.org/spiralnotebook>
- Top 100 Education Blogs: <http://oedb.org/library/features/top-100-education-blogs>: Browse this list and find at least two blogs to read.

Participate in Online Discussion:

- Pick a post from one of the blogs you read. Create a new discussion forum post and write a summary of the blog post. Include a link to the post. Then, write your reaction to the post you described. Read at least one of the posts provided by a classmate and write your own reaction as a reply to their post.

Session Five: Developing Your Vision

The National Educational Technology Standards for Administrators asks that school leaders develop a vision related to the use of technology in education. This overarching view will drive the integration of technology to support teaching and learning. The process of defining that vision allows school leaders to reflect on their beliefs about education in general and

technology in particular.

At the end of this session, learners will be able to:

- Reflect on their learning throughout the course
- Share their learning with others
- Define and describe their vision for integrating technology in education

Read:

- National Educational Technology Plan <http://www.ed.gov/about/offices/list/os/technology/plan/index.html>
- Why Integrate Technology Into the Curriculum?: The Reasons Are Many <http://www.edutopia.org/technology-integration-introduction> (NOTE: This page includes a video on Harrison High School that you should view.)
- Conducting a School X-Ray: <http://www.edutopia.org/conducting-school-x-ray>

Complete Final Project/Final Discussion Forum:

- You've thought about what your vision is for the use of educational technology and the inclusion of 21st century skills in your school. Spend some time reflecting on these issues. Draft your vision and its explanation in the form of a letter to your students and teachers. Post this letter in the forum early in the week. Then, read and comment on at least two other students' vision statements.

Write in Online Journal:

- In your online journal, reflect on your learning in the course. How have your ideas about the use of technology in education changed over the past four weeks? What, if anything, are you still skeptical about? What will it take from you to help this vision become reality in your school?

Schedule

It will take about 10 hours to complete this course. Each session has been designed to take approximately two hours. If you find yourself spending several hours more than this in any given session, please contact your facilitator to make sure this is necessary to complete the given assignments.

Requirements

Learners are expected to:

- Complete all assignments
- Maintain an online journal
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge
- Be self-directed and self-motivated
- Ask for assistance when needed

Materials

Technical Requirements

- Word Processor
- Internet
- Email
- Adobe Acrobat Readers
- Windows Media Player or Quicktime

Evaluation

This course is evaluated on a letter grade basis. Continuing Education Units (CEUs) will be given for this class.

Performance Assessment: Your instructor will assess your performance using the following Assessment Rubric. In order to receive credit for this course, you must demonstrate a satisfactory level of competence for the course, which means a C average or better.

A=100-90%

B=89-80%

C=79-70%

You will receive feedback for each week's work, usually in narrative form through email. In addition, you can always go to "Grades" to monitor your progress. If you have questions about your participation, please communicate with your instructor.

Assignment	Unsatisfactory = 1 pt	Satisfactory = 2 pts	Exemplary = 2.5 pts
Discussion Board	Learner posts only a single entry, with no interaction with other learners' postings evident.	Learner's postings meet the minimum of 3 (one original thread answering the question and two responses to peers) but they do not go beyond the required scope or are all posted on the same day.	Learner's postings meet the objectives for the assignment in ways that demonstrate understanding, being reflective and extending beyond the assignment. There are more than 3 postings and they are posted throughout the week, rather than on one day only.
Online Journal Entries	The learner does not show any indication of having read any of the articles in the session. The entry	Although the learner addresses the issues from the session, the entry is lacking in details and depth.	The learner's response shows an in-depth understanding of the issues from the session. The entry

Final Project

does not reflect an understanding of the issues addressed in the session.

Unsatisfactory = 1 pt

Learner's response does not show an understanding of issues related to technology and education. Learner does not give actions to be taken in order to implement the vision. The response does not reference readings from the semester.

The entry shows only a superficial reading of the articles in the session.

Satisfactory = 3 pts

Learner's response shows some understanding of issues related to technology and education. Learner gives general actions to be taken in order to implement vision. The response references some readings from the semester.

shows detail and depth. Learner references readings from the session.

Exemplary = 5 pts

Learner's response shows an in-depth understanding of issues related to technology and education. Learner gives specific actions to be taken in order to implement vision. The response references readings from throughout the semester.