Course Number 91-888

The Principal’s Role for Integrating Technology into the School Curriculum

Syllabus

Course Description:

Principals must be the catalyst in their school for technology integration into the teaching learning/ process. A digital culture in the school begins with a vision, and that vision should come from the principal: the educational leader of the school. This course creates and nurtures digitally minded principals through the creation of a technology vision, the marriage of technology to standards, the focus of technology into the best teaching practices through supervisory techniques, the utilization of technology by the principal for practical and modeling purposes, the development of a process for leading and administering the technology in their schools, and the evaluation of hardware, software, and Internet sites. There will be opportunities for hands-on experiences, interaction with technologically innovative school administrators, and site visitations to innovative school districts.

Purpose:

Schools must become digital, if they are to serve the need of their students who will be living and working in a digital society. Principals are the educational leaders of their school. Thus, the responsibility for making their schools digital rests with them. Principals must be well versed on the impact that technology can have on the curriculum of the school, and provide the impetus to ensure that there is true technological integration into the teaching/learning process. They must also be able to model the use of technology in educational and managerial applications.
Course Competencies

The participants learn how to:

- Appraise through supervision the teaching practices of teachers using technology in the curriculum that the teachers teach.
- Show current curricularly integrated technology practices for teachers through the use of technology and model lessons.
- Produce a process for the administration of the technology program in their schools.
- Use technology to be an effective role model for teachers and other staff in their schools.
- Evaluate software to ensure the use of the most effective available software in their schools.
- Develop and articulate a vision of curricular integration for technology in their schools.

Projects

- **Reading:** Reading is still the most efficient way to share the experiences of others. Participants will be expected to keep a reading log with bibliographic entries for articles, books, Internet sites, software, and other format that will be a resource during their administrative practice. This should become a section of their class notebook.
- **Daily Assignments:** Each day will follow with an assignment which each participant is expected complete for the next class.
- **Portfolio Notebook:** This is a loose-leaf notebook (at least 2 inches wide) for all notations, handouts, collected articles, and shared information from the instructor and classmates. This notebook will be maintained throughout the course and will be assessed during the last class meeting. Divide sections into the following: Reading Log, Articles, Technology Vision, Technology Research Studies, Best Teaching Practices, Teacher Supervision, Managing Technology, Technology Procedures, Software, Visitations, and Guest Speakers. You may have other sections of your own design.
- **Discussion Groups:** Participants will be expected to work cooperatively in work and discussion groups. Your active participation is expected and will help you bear the fruits of this course.
- **Site Visitations:** Each participant will be given opportunities to visit a digital school. The report should be no more than two pages in length and may be written as a brief. These will be shared with the class.
- **Assessment:** Some of the most progressive forms of educational assessment will be used in assessing the work in this course. It is meant to serve as a model for assessment activities used in best teaching practices.
Other Class Events:

- Guest speakers will be invited into the class to bring you the latest and greatest work done in the field of young adult literature.
- Participants are encouraged to pursue case studies that will have relevancy to their own practices in the field. Anyone pursuing projects of these types are asked to share the outcomes with other members of the class.

Course Grades

- Reading 10%
- Daily Assignments 30%
- Portfolio Notebook 20%
- Discussion Groups 10%
- Site Visitations 10%
- In Class Assessment Activities 20%

Special Services

Any student requiring accommodations for taking notes, tests, or other special needs should make arrangements with the instructor, as early as is possible. Special needs will be discussed and special adaptations made.