

PROCESS A NON-GENERAL EDUCATION - CURRICULUM PROPOSAL
LIBRARY RESOURCE FORM REQUIRED

SCC #04-05- 311

Deadlines

October 8, 2004 to be implemented Fall 2005 ~ February 11, 2005 to be implemented Spring 2005

PROPOSAL TITLE: TECHNOLOGY FOR SCHOOL LEADERSHIP

Sponsor(s) T. MONAHAN E-Mail: monahan@rowan Ext: 4748
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DEPARTMENT: EDUCATIONAL LEADERSHIP

COLLEGE: EDUCATION

If Liberal Arts & Sciences CHECK: History/Humanities Math/Sciences Social/Behavioral Sciences
 UNDERGRADUATE GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

New non gen-ed course Minor curricular changes (fewer than three) to
 Short-term non gen-ed course Existing non gen-ed course
 Non gen-ed degree requirements
 Major
 Minor, specialization, concentration, track, certificate program

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: Dact Date: 10/04/04
Department Curriculum Chair: Katherine S. Linnak Date: 10/15/04
Academic Dean: Carol Sharp Date: 10-5-04

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date: 11/24/04 Approved Not Approved
COLLEGE CURRICULUM CHAIR: [Signature]
Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement: 12/20/04
Comments: _____

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 4/18/05

Approved Not Approved

Date: 5/3/05 REGISTRAR
Course Description Received & Approved by Reg's Taxonomy & Course # _____
Registrar Signature: [Signature]

NOTIFICATION FORWARD

SCC Chair Academic Dean Department Chair Registrar IR CAP
 VP Student Affairs Others

Trans. 5-25-05
v

311

PROPOSAL
for a
Minor Curriculum Change to an Existing (Non-General Education) Course

Details

Course title: *Computer Technology in Educational Administration*. This proposal seeks to change the title of the existing course from, *Computer Technology in Educational Administration* (0827.632) to *Technology for School Leadership*, and to adjust course content to reflect recent enhancements, innovations, and advancements in technology.

Sponsor: Thomas C. Monahan (for the Faculty of the Educational Leadership Department)

Rationale for the Minor Curriculum Change

Need: When the *Computer Technology in Educational Administration* course was first introduced (SIS records suggest that it was introduced prior to 1980), microcomputer technology was still very much in its embryonic stage. In fact, it wasn't until the early 1980's that microcomputers were mass produced for educational and home markets. Student record-keeping was still maintained on large, mainframe computer systems, and tools for data file creation, organization, and management were not yet available to school building principals. In addition, the Macintosh technology notwithstanding, all personal computers (PC's) relied on MS-DOS platforms. Since that time, much has changed.

Today, microcomputers, with their icon-driven point-and-click technology are ubiquitous. It is nearly impossible to find any district or school building in which microcomputers are not included in offices and classrooms. Moreover, conventional wisdom suggests that knowledge and skills in the applications of microcomputer technology is a necessary prerequisite for success in the 21st century information age.

In addition, with the passage of federal legislation (e.g., *No Child Left Behind*) and the clear shift to standards-based education, the need to keep pace with technological advancements is nearly self-evident. More and more, educational leaders at all levels are being required to demonstrate that decision making is based on research findings and data analysis.

Finally, as part of the proposed new program, we intend to include a field experience component within selected courses. This necessitates a request for this additional course revision.

While we believe that our current course generally addresses these needs, we also believe that it can be improved.

Curricular Effect: This proposal seeks to bring greater currency to the course through two actions. First, we propose to change the title of the course from *Computer Technology in Educational Administration* to *Technology for School Leadership* to better reflect the content and foci of the course content. Second, we intend to update the course content by adding a field experience component that reflects enhancements, innovations, and advancements in technology

since the course was first developed. Specifically, students will use instructional content in new technologies, including PC-based SPSS technology for data organization and analysis, web-page development for electronic portfolios, and Power Point to complete field experience exercises. We also intend to enhance the focus of the course so that instructional content that is presently included in database and spreadsheet development and use will be geared more specifically to using technology as a tool for data-driven decision making at the school building level. These skills are critical for educational leaders to be in compliance with the requirements of federal legislation and the New Jersey *Standards for Professional School Leaders*.

Changes: We propose only two changes, as follows:

FROM: Computer Technology in Educational Administration
TO: Technology for Educational Leadership

FROM: In the existing course, there is no field experience component.
TO: In the revised course, there will be a field experience component

The prerequisite of 0828.546 remains in effect, and we seek to retain the existing HEGIS number – 0827.632 – in this revised course. A new catalog description will reflect these changes.

Results of Consultations

Insofar as the approval of this proposed course does not duplicate any existing course within the College of Education, is not inter-disciplinary, and will not have any detrimental effect on any other department, program, or student, no consultations outside the department have been solicited.

Catalogue Description:

0827.632 Technology for Educational Leadership

3 s.h.

Students will acquire the knowledge and skills related to the application required for data organization and analysis for improving student performance through data-driven decision making. This course includes multiple field experiences.

COURSE SYLLABUS

Technology for School Leadership (0827.632)

Required Texts: To be determined by course instructor

Course Description: In this course, students identify and use current technologies to assist with delivery and administration of educational programs, including how to employ technology as a tool in action research, how to apply strategies for the disaggregation of data for decision making purposes, how to use technology for administrative and instructional support, and how to apply technology for the understanding of teaching, learning, and school and community relations.

Prerequisites: None

Mission of the College of Education

The Rowan University College of Education's primary purpose is to help our undergraduate and graduate candidates develop their knowledge, skills, and dispositions necessary to foster academic, social, personal responsibility, and social justice so that they can, in turn, facilitate high achievement in P-20 learners. Our programs provide an intellectually rigorous and challenging environment for candidates preparing to teach, preparing for other education or health-related services, or preparing for leadership in education and selected health-related services. Built upon a liberal education, the College's programs combine a study of research, theory, and wisdom of practice in diverse settings with a variety of opportunities to apply knowledge and dispositions to practice, thus promoting professional achievement and personal fulfillment.

Excerpt from the Conceptual Framework of the College of Education

Rowan University has an historic and unwavering commitment to prepare educators who will demonstrate the knowledge, skills, and dispositions indicative of the potential for outstanding success in their future personal careers. "Educators as Members, Creators, and Facilitators of Learning Communities" provides the conceptual framework for all programs in the College of Education, both initial and advanced. Therefore, the College of Education strives to model learning community principles for candidates who, in turn, will create learning communities in their professional positions. Candidate performance is measured according to the knowledge, skills, and dispositions defined in the complete document (see www.rowan.edu/coe/).

The learning community philosophy is based on beliefs encompassing the purposes of schooling, roles and responsibilities of learning community members, and the pedagogy for learning community. The purposes of schooling that form the building blocks of learning community are articulated by Schwab (1974) as four functions: academic, social, personal responsibility, and social justice. Academic knowledge cannot thrive unless personal and social responsibility is supported. Also, social justice and the democratic values that go with it must also be promoted.

The roles/responsibilities of all the members of a learning community are centered on the following dispositions: identifying common needs and purposes, seeing peers as colleagues, seeking actualization, reflecting on past actions, helping and being helped, and celebrating accomplishments. In addition, four dispositions are required of the faculty/teachers/leaders of

learning communities: instructional leadership; developmental perspective; cooperative disposition, and reflective orientation.

Our learning community takes the concept of collegiality one step further – we strive to know each other (Beebe & Masterson, 1990). Thus, we create opportunities to learn about each other in multiple venues by engaging in dialogue because we believe that learning is intimate - and at the core of individual and professional growth (Belenky et al., 1986). In order to enact this vision, we recognize that we must invest in and care about each other. In this way, we model the skills, knowledge, and dispositions we hope to instill in our graduates.

We also read widely and engage in discussions of current and classic research, historical, sociological, psychological, and philosophical documents. Investing time, energy, and resources, we are becoming instructional leaders with each of us taking turns "at the helm." In turn, this helps us to know who we are, where we are, and who we hope to be. As standards are mandated by the state and accrediting bodies and accountability standards become part of professional practice, we are better able to focus our collaborative problem solving - this means that we engage in inquiry processes together, empowering each other as learners, and recognize the importance of celebrating these accomplishments together.

Relationship of the Course Content to the College of Education Conceptual Framework

A learning organization is bounded neither by temporal limits nor physical proximity. Rather, it is grounded in, among other things, a common understanding of vision and mission; shared assumptions, beliefs and values; collaboration; self-reflection; and communication. Technology, in its various forms, helps to establish and sustain learning community. The *Technology for Educational Leadership* course is designed to provide the skills necessary for effective communication and collaboration, in real time or otherwise, between and among all stakeholders in the organization on issues regarding vision and mission; shared assumptions, values, and beliefs; and strategies for enhancing the teaching and learning enterprise. Further, it provides the knowledge and skills necessary for instructional and administrative support of educational programs.

Relationship of the Course Content to New Jersey Core Curriculum Content Standards

In contemporary society, technology is ubiquitous. To be effective and efficient learners, students must be familiar with technology in all of its forms. Accordingly, this course, which emphasizes the use of technology for sustaining learning community and for instructional and administrative support of educational programs, is critical to the ongoing professional development of school leaders and staff in helping students to achieve the core curriculum content standards.

Standards-Based Instructional Objectives and Outcomes

This course and its objectives are designed to provide learners with the knowledge, skills, and dispositions that are required to meet the standards adopted by ISLLC, ELCC, and NJPSSL for the preparation of school leaders. Course objectives and learner outcomes for this course, organized by standard, follow immediately:

Standard 1 – Vision for Learning

At the conclusion of this course, candidates will be able to:

- Use technology as a strategy in articulating and communicating a school's shared vision and mission as well as shared assumptions, values and beliefs with key stakeholders in the school and district

Standard 2 – School Culture, Instructional Program, and Professional Development

At the conclusion of this course, candidates will be able to:

- understand the importance of remaining current in technological issues related to schools and school improvement
- understand and apply technology as a tool that supports a culture of innovation, experimentation, and reasonable risk taking in instruction and administration
- understand and apply technology as a tool in data-driven decision making, especially with regard to developing and assessing curriculum and analyzing and interpreting student performance data
- understand and apply different strategies for problem analysis and problem solving especially as it relates to ongoing professional development for the improvement of the teaching and learning enterprise

Standard 3 – Management of School Organization, Resources, and Operations

At the conclusion of this course, candidates will be able to:

- regularly use technology for the management and administration of school resources and operations
- plan and manage instructional programs for special needs students including special education, LEP, inclusion, and gifted and talented children
- provide leadership for the use of various technologies in teaching and learning
- use technology to provide a safe and secure learning environment, to develop and manage a plan for school facilities maintenance, and to plan and manage ancillary school programs (e.g., transportation, food services, health)
- regularly use data in decision making
- conduct regular assessments of students and staff achievements using multiple measures and strategies
- interpret student achievement data

Standard 4 – Relations with Parents and the Broader Community

At the conclusion of this course, students will be able to:

- use technology to acquire, compile, analyze, and interpret information from families and community in planning and evaluating school programs
- understand and apply successful models for school and community partnerships
- use technology to recognize and celebrate accomplishments of staff and students and communicate these accomplishments widely in the school and community

Standard 5 – Integrity, Fairness, and Ethics in Teaching and Learning

At the conclusion of this course, students will be able to:

- understand the importance of confidentiality and privacy of school records

Standard 6 – The School in its Multiple Contexts

At the conclusion of this course, students will be able to:

- understand the social, political, cultural, and economic systems and processes that impact schools

Topical Outline

The following broad topical areas are discussed during the course.

- Information sources, data collection, and data analysis strategies
- Communicating school's vision and mission to an informed community
- Understanding the role of technology in promoting student learning and professional growth
- Facilitating processes for the continued use of technologies in teaching and learning
- Using various technologies in data dis-aggregation, data analysis and data-driven decision making
- Principles and issues relating to school safety
- Principles and issues relating to the fiscal operations of school management
- Principles and issues relating to school facilities and space
- Principles and issues of technology to support school management functions
- Problem identification, problem analysis, and ethical data-driven decision making
- Ethics and technology
- Group process and team building
- Emerging issues and trends that potentially impact school community
- Understanding the importance of recognizing diverse ideas, values, and cultures

Instructional Strategy

Classroom Instruction

As adult learners, candidates are expected to take responsibility for their own learning. Accordingly, student learning in this course will be largely self-directed. The instructor will facilitate candidates' learning by suggesting relevant readings, guiding candidate-initiated discussions of major course concepts, and constructively critiquing candidates' work. Instructor lectures/demonstrations will focus on the applications of technology in educational settings. Class discussion will focus on the clarification of concepts, the emergence of new knowledge, and the need to understand the interrelationship among facts and issues. Further, class discussion is a vehicle designed to stimulate candidates' critical thinking, particularly the need to weigh issues and suspend judgment. Finally, students will engage in the real time application of technological skills in real settings with real data.

Other

Course calendar, major course requirements, and criteria for student performance evaluation to be determined by course instructor.

Selected Texts and Related Readings

Adams, D.R., Wagner, G.E., & Boyer, T.J. (1986). *Computer information systems: An introduction*. Cincinnati: Southwestern Publishing, Co.

- Bacharach, S.B., & Mundell, B. (1995). *Images of schools: structures and roles in organizational behavior*.
- Bates, A.W. (2000). *Managing technological change: Strategies for college and university leaders*.
- Berge, Z.I., & Collins, M.P. (Eds.) (1998). *Wired together: The online classroom in K12*.
- Blanchard, J. (Ed.) (). *Educational computing in the schools: Technology, communication and literacy*.
- Bozeman, W.C. (1999). *Educational technology: best practices for America's schools*.
- Brunner, C., & Talley, W. (1999). *The new media literacy handbook: An educator's guide to bringing new media into the classroom*.
- Buckley, J.V. (1998). *Going for growth: Realizing the value of technology*.
- Cheeyer, D.S., Jr., Coburn, P., Gigiammarino, F., Kelman, P., Lowd, B., Naiman, A., Sayer, G., Temkin, K., & Zimmerman, I. (1986). *School administrator's guide to computers in education*. Reading (MA): Addison-Wesley Publishing.
- Cano, Y., Wood, F.H., & Simmons, J.C., Eds. (). *Creating high functioning schools: Practice and research*.
- Culbertson, J., & Cunningham, L.L. (). *Microcomputers and education: The eighty-fifth yearbook of the National Society for the Study of Education, Part 1*. Chicago: The University of Chicago Press.
- Day, B. (Ed.). (1995). *Education for the 21st century: key issues, leadership, literacy, legislation, and learning*. The Delta Kappa Gamma Society International.
- Dede, C. (1998). *Learning with technology*.
- Engstrom, C.M., & Kruger, K.K. (Eds.). (1997). *Using technology to promote student learning: Opportunities for today and tomorrow*.
- Flake, J.L., McClintock, C.E., & Turner, S.V. (1985). *Fundamentals of computer education*.
- Foster, J.J. (2001). *Data analysis: Using SPSS for Windows*. Thousand Oaks (CA): Sage.
- Hallam-Alberte, T.J., & Hallam, F. (1985). *Microcomputer use, word processors, spreadsheets, and data bases*. Academic Press, Inc.
- Heninich, R. (1999). *Instructional media and technologies for learning*.

- Hesselbein, F. (Ed.). (1998). *The community of the future*.
- Hottenstein, D.S. (1998). *Intensive scheduling: Restructuring America's secondary schools through time management*.
- Hughes, L.W. (1999). *The principal as leader*.
- International Society for Technology in Education. (1998). *National education technology standards for students*. Washington, DC: Author.
- Jonassen, D.H., Peck, K.L., & Wison, B.G. (1999). *Learning with technology: A constructivist perspective*.
- Kent, T.W., & McNergney, R.F. (). *Will technology really change education? From Blackboard to Web*.
- Kleiman, G.M. (1984). *Brave new schools*. Reston (VA): Reston Publishing Co., Inc.
- Lau, L. (2000). *Distance learning technologies*.
- Ilgen, D.R., & Pulakos, E.D. (Eds.). (1999). *The changing nature of performance: Implications for staffing, motivation, and development*. Hoboken (NJ): John Wiley & Sons.
- Lilyquist, J.G. (1998). *Are schools really like this? Factors affecting teacher attitudes toward school improvement*.
- Lloyd, L. (Ed.). (2000). *Teaching with technology: Rethinking tradition*.
- Mauer, M.M., & Davidson, G.S. (1998). *Leadership in instructional technology*.
- Means, B., & Olson, K. (1997). *Technology and educational reform*.
- Merrill, P.T., Christiansen, L., Hammons, K., Vincent, B., & Reynolds, P. (1986). *Computers in education*. Upper Saddle River (NJ): Prentice Hall.
- Morgan, G.A., Leech, N.L., Gloeckner, G.W., & Barrett, K.C. (2004). *SPSS for introductory statistics: Uses and interpretation*. (2nd Ed.). Mahwah (NJ): Lawrence Erlbaum Associates Publishers.
- Moursund, M.G. (1999). *Project-based learning using information technology*.
- Oblinger, D.G., & Rush, S.C. (Eds.). (1998). *The future compatible campus: Planning, designing, and implementing information technology in the academy*.
- Picciano, A.G. (1998). *Educational leadership and planning for technology*.

Shelly, G.B., & Cashman, T. (1986). *Computer fundamentals with application software*. Boston: Boyd & Fraser Publishing Co.

Sylvester, P.K. (1984). *Computers, education, and special needs*. Reading (MA): Addison-Wesley Publishing.

Umbach, K.W. (1998). *Computer technology in California's K-12 schools: Best practices and policy implications*.

Watson, C.R. (1999). *Best practices from America's middle schools*.

-----Original Message-----

From: Jennifer Kay [mailto:kay@elvis.rowan.edu]
Sent: Wednesday, April 13, 2005 4:37 PM
To: Monahan, Thomas
Cc: Stephen J. Hartley; Jennifer Kay; Nancy Tinkham; Adrian Rusu;
Khaled Amer
Subject: Consult: Technology for School Leadership

TO: Tom Monahan, Educational Leadership Department
FROM: Computer Science Curriculum Committee
RE: Technology for School Leadership

Thank you for consulting us in regard to the changes you intend to make to the course Technology for School Leadership.

While we do not wish to formally object to your proposal, it is our belief that incorporating a computer science perspective into your course would expose your students to state-of-the-art software and application techniques and will augment their analytical skills, thus helping them to be more beneficial to the community and to their profession.

In our view, the ideal approach would be to either team-teach this course or for us to develop individual modules for your specific class needs. In the Computer Science department, we are constantly updating our own service courses to meet the changes in technology. For example, there is increasing use of non-Windows-based environments such as Unix/Linux environments, and we now include a Linux module in the Computer Environments course we offer.

We hope that in the future you may consider such an interdisciplinary approach, taking advantage of the expertise available in the Computer Science department. We believe that this would provide both the depth and breadth of the applications and analytical tools that would be of great benefit to your students.

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