EDTC 6992 – Technology Specialists as Teacher Leaders in K12 School Systems

Course instructor: Dr. Jesse Strycker
Email: STRYCKERJ@ECU.EDU - I will do my best to respond to email within 24 to 48 hours during the week. Email sent after 3:00 pm on Friday should receive a response no later than noon the following Monday.
Office: Flanagan 335
Office hours: Wednesdays 1:00-6:00PM and by appointment.
Telephone: Office – 252-328-9365

- If you leave a message, please include your name and a phone number where I can reach you (if you're wanting a call back instead of an e-mail reply). If your question is something that could be answered over e-mail, I may reply in that fashion so that you have it saved in your inbox and will be able to reference it again later.

Communicating with me:
I am happy to meet with you during office hours, talk with you on the phone, communicate via email, or meet with you virtually through Skype or Centra. If you would like to meet with me in person, please contact me ahead of time so that I can confirm I will be in the office during those times or if you would like to setup an appointment at a different time. Please include "6992" in your e-mail subject lines to help me in sorting your e-mails.

Course Description

Study of documents related to 077 licensure and the job description for the Technology Facilitator in North Carolina Schools. Internship of 110 hours will be proposed and completed under the supervision of the course instructor and LEA mentor. Seminar includes planned experiences in professional development and teacher as leader.

Course Objectives (aligned with ISTE and NCDPI Standards)

1. Demonstrate leadership dispositions for bringing about positive change in a K12 school system. (Standard I, Teacher demonstrate leadership; *Professional Teaching Standards;*)
2. Describe and discuss strategies for use of assessment data to bring about change in k12 school systems. (Standard 1 Teacher demonstrate leadership;
3. Demonstrate and model appropriate technology to embrace diversity in the school community and in the world (Standard II
4. Demonstrate and model use of technology for aligning standard course of study with classroom instruction. (Standards III, IV)
5. Model the use of technology to promote reflection for improving professional practices in the K12 classroom (Standard V).
6. Discuss and defend strategies for teaching and learning for professional development (Standard I).
7. Communicate a vision for contemporary teaching and learning including creative, critical, and collaborative thinking (Standards I & III).
8. Demonstrate and model instructional strategies that include critical, creative, and collaborative thinking processes (Standard III).

Course Meeting Times

This course is conducted entirely online. There will be no class meetings on campus. You are expected to check the course Blackboard site regularly for class announcements, new content, and discussion board postings.

Fall 2013 Dr. Strycker

Required Texts

- *Sit and Get Won't Grow Dendrites:20 Professional Learning Strategies that Engage the Adult Brain (Second Edition)* by Marcia L. State (2012). Publisher: Corwin – Sage company

Recommended Text

- *Publication Manual of the American Psychological Association, Sixth Edition*. (2009).Washington, DC: American Psychological Association.

- The APA manual is available through the ECU bookstore as well as just about any reasonably-sized bookstore. NOTE: There are free APA resources online, but you will want to make sure you are using the latest edition of the APA rules.

Resources:

- Continuing Education resources - http://www2.ed.gov/teachers/dev/contedu/edpicks.jhtml

- Free Professional development book - http://www.learningpt.org/pdfs/pd/lftb.pdf

- IMPACT - http://it.ncwiseowl.org/resources/i_m_p_a_c_t/

These resources may also help you with this course. Your experience, as well as researching on your own will also be required.

Readings

Assigned readings not from the book or a linked resource will be uploaded to Blackboard and placed in the folder for the appropriate assignments.

Course requirements

All students are expected to communicate via email and the course web site with other students and the professor. For this class, you are required to use the ECU mail account that you have been provided with. Please send emails to me directly from your ECU email account as messages sent through Black Board can sometimes get stuck in the system and not delivered.

PLEASE NOTE: Although online learning provides flexibility for you to choose when you will participate in the course activities please understand that I work primarily on weekdays. During the week I will make every effort to respond to email within 24 hours. Email after 3:00 pm on Friday should receive a response by noon on the following Monday.

Certification Requirements

The internship requirement must be met before the student can be recommended for 077 licensure. For those who have a Master's degree, you may earn 18079 plus 077 with this internship.

Assignments

Assignments are listed below. Details for each assignment are in the course Blackboard site. Each assignment is described in detail within its corresponding module. There is a course schedule on the last page of this syllabus containing due dates for each assignment and discussions.

Written assignments are to be formatted with APA style unless otherwise noted. APA is short for American Psychological Association. The style is the format most often used by scholars of education.

Course participation and discussion boards grading

Participation in class is a professional expectation. Unless otherwise noted in Black Board, all discussions are worth two points each and require both your own posting and responses to at least two (2) of your classmates. Those minimum discussion requirements not posted during the posting window will not receive credit.

The threaded discussion and dialogue replace classroom discussion. The topics are designed to stimulate interactive and meaningful conversation in support of your internship experiences in the school. In addition, the discussions provide a method to deepen our understanding of your assigned readings. Refer to the readings often when writing to the discussion forums.

Dialogue etiquette requires that posts be no longer than 500 words, but long enough to adequately respond to the discussion questions. I will not be counting words unless posts are consistently too long (we may all go over a time or two and that will be fine though). As a basis for comparison, the word count for this "Course participation and discussion boards grading" section (including the paragraph below) is 321 words.

Your response to others in the class is just as important for your learning as is the response and comments provided by the instructor. Provide wise and discerning comments that will identify possible weakness in the logic of another person. Provide thoughtful comments that affirm the wisdom of another. When possible, always provide an **authoritative reference** to your comments. The focus is on careful thinking about the assigned material. Evaluation of dialogue considers a **balance of quality and quantity**. Dialogue is a process rather than an assignment. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students. The logic of your comments and response to others is a good indicator of how well you understand concepts presented in the internship seminar. They are evidence that you have mastered concepts and principles related to technology leadership in your schools.

Written assignment and grading

Written Assignment Title	Assignment number	Points
Internship Proposal and Logic Models	2	20 & 10
Teacher Leaders Write-up	3	10
Needs Assessment	4	10
Professional Development – Complex Texts	5	10
Outreach Community Project Report	6	20
Staff Development Report	7	10
Final Internship Report (*This is the portfolio artifact*)	8	25

Grade Scale

NOTE: Based on percentages

A = 91-100

B = 81-90

C = 71-80

F = less than 70

Incompletes or deferred grades

These are not given except under EXTREME and/or extenuating circumstances that need to be discussed with the professor prior to the posting of the final grade. In most instances, at least 75% of the course must be completed to be considered for an incomplete.

Disability Services

East Carolina University seeks to comply fully with the American's with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 (252-328-1016 Voice/TTY)

Continuity of Services

In the event of a severe natural disaster or pandemic flu the University will continue to operate with a varied approach to services. In the event that a natural disaster occurs or there is a pandemic flu alert I will contact you via email and post a message within the Blackboard course site. If possible, we will continue to conduct class via Blackboard. In the event that the class cannot be conducted through Blackboard, we will rely on a combination of mailings and phone trees.

Policy of Nondiscrimination

The Americans with Disabilities Act (ADA) gives individuals with disabilities civil rights protection that is similar to that provided to all individuals on the basis of race, sex, national origin, and religion. The act guarantees equal opportunity in employment, public accommodations, transportation, state and local government services, and telecommunications. In September 1973, Congress passed Section 504 of the Rehabilitation Act. Section 504 states:

"No otherwise qualified handicapped individual in the United States shall, solely on the basis of his/her handicap, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance" Consistent with the ADA and Section 504, the policy of East Carolina University is that no qualified individual with a disability may be discriminated against on the basis of his or her disability. Qualified individuals with disabilities are encouraged to seek admission to the university, and applicants are actively recruited for employment. East Carolina University is making affirmative efforts to accommodate qualified individuals with disabilities. Such efforts include elimination of physical barriers and the provision of individual accommodation. Our goal at the University is to promote institutional programs and employment practices that are accessible to all individuals with disabilities.

The philosophy of the Department for Disability Support Services (DSS) consists of four basic elements: That no individual be discriminated against, denied the benefits of, or excluded from participation solely on the basis of the existence of a disability; that physical and attitudinal barriers, inasmuch as possible, are removed; that individuals with disabilities have an equal opportunity to pursue their educational goals. That each student is unique with needs that are tailored to the individual. Through DSS, the university seeks to meet individual needs by coordinating and implementing internal policy regarding programs, services, and activities for individuals with disabilities. The department functions as a source of information and advice and as a communication link among individuals with disabilities, faculty and staff members, state rehabilitation agencies, and the community at large. Accommodating individuals with disabilities in a mainstreamed environment is the overall objective of the DSS.

Academic Integrity:

1. Principle of Academic Integrity - Academic integrity is expected of every East Carolina University student. Academic honor is the responsibility of the students and faculty of East Carolina University.

2. Academic Integrity Violations - Academically violating the Honor Code consists of the following:
    2.1. Cheating- Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.

    2.2. Plagiarism. Copying the language, structure, ideas, and/or thoughts of another and adopting same as one's own original work.

    2.2. Falsification- Statement of any untruth, either spoken or written, regarding any circumstances relative to academic work.

    2.3. Attempts- Attempting any act that if completed would constitute an academic integrity violation as defined herein.

3. Student Observation of Suspected Violation - A student or group of students knowing of circumstances in which an academic violation of the Honor Code may have occurred or is likely to occur is encouraged to bring this knowledge to the attention of the responsible faculty member or to the dean or department chair or to the attention of a member of the university Academic Integrity Board.