SYLLABUS

EDCI 6371.01
Technology for Leaders in Education
Department of Teaching and Learning

INSTRUCTOR INFORMATION

Instructor Name:
Dr. Leticia De León

Office Location & Hours:
Edinburg Campus, EDUC 2.638
Online in Zoom: Tuesdays, 1:00 pm – 2:30 pm
F2F, in Office: Wednesdays, 2:30 pm – 4:00 pm

Telephone Number:
956-665-7352 (Call by appointment only.)

UTRGV email address
leticia.deleon@utrgv.edu (Please note that while class is in session, do not use this email but rather the internal communication hub set up in Blackboard. Private Messages are the internal Blackboard email system that I use and prefer. You will get a much faster response there.)

Term
Summer Session I 2019

Meeting Times and Location
Fridays, 10:00 am – 3:00 pm; EHABW 1.138

Response Time:
Generally, I check the Communication Hub in Blackboard twice daily, by 9:00 a.m. and by 5:00 p.m. UTRGV emails get checked once a week. If I plan to be away from my computer during those times, I will let you know in advance by posting an announcement in Blackboard. Any technical questions can be referred to Blackboard Support.
I will update the online grades weekly, at the end of each module—typically 2-3 days following the completion of the entire module. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

### COURSE DESCRIPTION AND PREREQUISITES

**Technology for Leaders in Education**

This course introduces educators to technology literacy and its applications for teaching and learning, conducting research, managing projects, solving problems, and making informed decisions.

### TEXTBOOK AND/OR RESOURCE MATERIAL

**REQUIRED TEXTS**

*All textbooks listed below are also available in electronic Kindle form.*


### COLLEGE OF EDUCATION AND P-16 INTEGRATION PROGRAM POLICIES

The following section reviews the course and program objectives, as well as the standards that determine the quality and validity of the content in the course.

### TEACHING PHILOSOPHY

I believe that learning is not didactic but active and experiential. As a result, I do not use lecture, and all activities are tied to professional real world application. I believe that adult learners are self-directed and bring a wealth of experiences that can be useful in a graduate course. I believe my role is that of a facilitator. I do not give you knowledge: I guide you to find it yourself. Knowledge sought out of our own motivations is valued more highly, and leads to long-term learning. This is also why this course assesses your knowledge through projects and reflection, not multiple choice tests.

### LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE

1. Teacher leaders examine technological and digital literacy for leading teaching and learning in disruptive times. (Week 1 Unit)
2. Teacher leaders evaluate technology applications and digital skills for addressing problems that disrupt teaching and learning at the school and classroom level. (Week 2 Unit)
3. Teacher leaders formulate needs assessment research using digital tools to gather, evaluate, and use information to plan improvement within a 21st century (global) context. (Week 3 Unit)
4. Teacher leaders design professional development models for leading technology integration relevant to teachers and 21st century student needs. (Week 4 Unit)
5. Teacher leaders develop communication and branding strategies using digital tools to create transparency among school stakeholders. (Week 5 Unit)

6. Produce an electronic portfolio showcasing technology and digital literacy skills to define your teacher leader role. (Ongoing throughout Semester)

**PROGRAM STUDENT LEARNING OUTCOMES**

The following are the learning objectives for the program:

SLO 1: Completers will demonstrate the knowledge and dispositions necessary to develop a collaborative culture of collective responsibility in their schools.

SLO 2: Completers will model and facilitate use of systemic inquiry, collaborative interpretation of results, and application of findings to improve teaching and learning.

SLO 3: Completers will model and facilitate responsive pedagogical content knowledge in diverse settings to improve the academic achievement of all students.

SLO 4: Completers will use the school-based data and technology in the design and selection of appropriate formative and summative assessment methods collaboratively to make informed decisions that improve learning for all students.

**TEACHER LEADER MODEL STANDARDS**

This course is aligned to the Teacher Leader Model Standards, created by the Teacher Leadership Exploratory Consortium. The standards aligned to this course include the following:

- Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning
- Domain II: Accessing and Using Research to Improve Practice and Student Learning
- Domain III: Promoting Professional Learning for Continuous Improvement
- Domain IV: Facilitating Improvements in Instruction and Student Learning

For a detailed breakdown of how these domains are aligned to the course objectives, please see the alignment chart that follows.

**COURSE ALIGNMENTS**

The table below lists all the course objectives, the program student learning outcomes, and all national standards that are aligned to the course.

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<th><strong>Course Objectives</strong></th>
<th><strong>Program SLOs</strong></th>
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</table>
| Teacher leaders examine technological and digital literacy for leading teaching and learning in disruptive times. | SLO 4: Completers will use the school-based data and technology in the design and selection of appropriate formative and summative assessment methods collaboratively to make informed decisions that improve learning for all students. | **Domain III: Promoting Professional Learning for Continuous Improvement**  
Domain III-d: Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning.  
**Domain IV: Facilitating Improvements in Instruction and Student Learning**  
Domain IV-e: Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe. | Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards. | 2 – Visionary Planner: Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology. Education leaders:  
b. Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning. 3 – Empowering Leader: Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:  
a. Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning 5 – Connected Learner: Leaders model and promote continuous professional learning for themselves and others. Education leaders: |

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<td>Teacher leaders evaluate technology applications and digital skills for addressing problems that disrupt teaching and learning at the school and classroom level.</td>
<td>SLO 2: Completers will model and facilitate use of systemic inquiry, collaborative interpretation of results, and application of findings to improve teaching and learning. SLO 4: Completers will use the school-based data and technology in the design and selection of appropriate formative and summative</td>
<td>Domain II: Accessing and Using Research to Improve Practice and Student Learning Domain II-b: Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning.</td>
<td>Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.</td>
<td>a. Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences. c. Use technology to regularly engage in reflective practices that support personal and professional growth. d. Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.</td>
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1 – Equity and Citizenship Advocate: Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders: c. Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.
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|                   | assessment methods collaboratively to make informed decisions that improve learning for all students. | **Domain III: Promoting Professional Learning for Continuous Improvement**<br>Domain III-d: Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning. | **Domain IV: Facilitating Improvements in Instruction and Student Learning**<br>Domain IV-b: Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices.<br>Domain IV-e: Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, | 2 – Visionary Planner: Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology. Education leaders:<br>c. Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning.  
3 – Empowering Leader: Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:<br>d. Support educators in using technology to advance learning that meets the diverse learning, cultural, and social-emotional needs of individual students. |
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| Teacher leaders formulate needs assessment research using digital tools to gather, evaluate, and use information to plan improvement within a 21st century (global) context. | SLO 1: Completers will demonstrate the knowledge and dispositions necessary to develop a collaborative culture of collective responsibility in their schools. SLO 4: Completers will use the school-based data and technology in the design and selection of appropriate formative and summative assessment methods collaboratively to make informed decisions that improve learning for all students. | Domain II: Accessing and Using Research to Improve Practice and Student Learning  
Domain II- b: Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning.  
Domain II-d: Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.  
Domain III: Promoting Professional Learning for Continuous Improvement  
Domain III-e: Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and learning. | Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards. | 1 – Equity and Citizenship Advocate: Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders:  
a. Ensure all students have skilled teachers who actively use technology to meet student learning needs.  
b. Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.  
3 – Empowering Leader: Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:  
e. Develop learning assessments that provide a personalized, actionable view... |
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<td><strong>Domain IV: Facilitating Improvements in Instruction and Student Learning</strong></td>
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<tr>
<td>Domain IV-a: Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture.</td>
<td>Domain IV-b: Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices.</td>
<td>Domain IV-e: Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning,</td>
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<td>4 – System Designer: Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning. Education leaders:</td>
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<td>of student progress in real time.</td>
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<td>b. Ensure that resources for supporting the effective use of technology for learning are sufficient and scalable to meet future demand.</td>
<td></td>
<td>5 – Connected Learner: Leaders model and promote continuous professional learning for themselves and others. Education leaders:</td>
<td>d. Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.</td>
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Table 1: Course Objectives, Program SLOs, Teacher Leader Model Standards, CAE Standards, and ISTE Standards for Education Leaders

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| Teacher leaders design professional development models for leading technology integration relevant to teacher and 21st century student needs. | SLO 1: Completers will demonstrate the knowledge and dispositions necessary to develop a collaborative culture of collective responsibility in their schools. SLO 4: Completers will use the school-based data and technology in the design and selection of appropriate formative and summative assessment methods collaboratively to make informed decisions that improve learning for all students. | Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning  
Domain I-c: Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning.  
Domain II: Accessing and Using Research to Improve Practice and Student Learning  
Domain II-b: Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning.  
Domain III: Promoting Professional Learning for Continuous Improvement  
Domain III-b: Uses information about adult learning to respond and connect with people and resources around the globe. | Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards. | 3 – Empowering Leader: Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:  
a. Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning  
b. Build the confidence and competency of educators to put the ISTE Standards for Students and Educators into practice.  
c. Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools.  
d. Support educators in using technology to advance learning that meets the diverse learning,
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<td>to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning.</td>
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<td>cultural, and social-emotional needs of individual students.</td>
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<td>Domain III-d: Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning.</td>
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<td><strong>5 – Connected Learner: Leaders model and promote continuous professional learning for themselves and others.</strong></td>
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<td><strong>Education leaders:</strong></td>
</tr>
<tr>
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<td></td>
<td>Domain IV-a: Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture.</td>
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<td>b. Participate regularly in online professional learning networks to collaboratively learn with and mentor other professionals.</td>
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<td>Domain IV-e: Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the cultural, and social-emotional needs of individual students.</td>
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<td>d. Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.</td>
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Teacher leaders develop communication and branding strategies using digital tools to create transparency among school stakeholders.

SLO 1: Completers will demonstrate the knowledge and dispositions necessary to develop a collaborative culture of collective responsibility in their schools.

**Domain IV: Facilitating Improvements in Instruction and Student Learning**

Domain IV-e: Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe.

**CAEP Standards**

Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college-and career-readiness standards.

**ISTE Standards for Education Leaders**

1 – **Equity and Citizenship Advocate**: Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders:

d. Cultivate responsible online behavior, including the safe, ethical and legal use of technology.

2 – **Visionary Planner**: Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology. Education leaders:

d. Communicate effectively with stakeholders to gather input on the plan, celebrate successes and engage in a continuous improvement cycle.

5 – **Connected Learner**: Leaders model and promote continuous professional learning for
### Teacher leaders produce an electronic portfolio showcasing technology and digital literacy skills to define your teacher leader role.

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<td>SLO 1: Completers will demonstrate the knowledge and dispositions necessary to develop a collaborative culture of collective responsibility in their schools.</td>
<td><strong>Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning</strong>&lt;br&gt;Domain I-a: Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change.&lt;br&gt;<strong>Domain II: Accessing and Using Research to Improve Practice and Student Learning</strong>&lt;br&gt;Domain II-a: Assists colleagues in accessing and using research in order to select appropriate formative and summative assessment methods</td>
<td>Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.</td>
<td><strong>1 – Equity and Citizenship Advocate:</strong> Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders:&lt;br&gt;d. Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.</td>
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<td>SLO 2: Completers will model and facilitate use of systemic inquiry, collaborative interpretation of results, and application of findings to improve teaching and learning.</td>
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<td>SLO 4: Completers will use the school-based data and technology in the design and selection of appropriate formative and summative assessment methods</td>
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| collaboratively to make informed decisions that improve learning for all students. | strategies to improve student learning.  
Domain II-b: Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning.  
Domain II-d: Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.  
**Domain III: Promoting Professional Learning for Continuous Improvement**  
Domain III-d: Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning.  
**Domain IV: Facilitating Improvements in Instruction and Student Learning**  
Domain IV-e: Uses knowledge of existing and emerging technology with other education leaders who want to learn from this work.  
**5 – Connected Learner: Leaders model and promote continuous professional learning for themselves and others.**  
*Education leaders:*  
c. Use technology to regularly engage in reflective practices that support personal and professional growth.  
d. Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning. | | | |
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TECHNICAL REQUIREMENTS

COMPUTER HARDWARE

To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboard's resource page.

*For face to face class time, you will need a wifi-enabled laptop or tablet.*

STUDENT TECHNICAL SKILLS

Although you may start with basic technology proficiency, additional skills will be required by the end of the course, such as the ability to design a website, to record a video and upload to YouTube, use online collaboration tools, create accounts and using plugins, apps, and other educational tools needed to become a teacher leader of technology. Skills you do not have will be learned through course activities and projects.

SOFTWARE

Mozilla’s **Firefox** (latest version; Macintosh or Windows)
Google **Chrome** (latest version; Macintosh or Windows)
Adobe’s **Flash Player & Reader** plug-in (latest version)
Apple’s **QuickTime** plug-in (latest version)

APPLICATIONS

This course will use several external tools besides Blackboard for submitting work. You will be using the following tools, most of which are web-based:

1. Google account (for Google Drive use)
2. YouTube account (if you have a Google account, it also gives you access to YouTube)
3. OneNote (included in UTRGV’s Microsoft Office 365 suite of programs available to students and faculty)
4. Scrible account
5. Wordpress, Wix, Weebly, or other Web Authoring Tool of choice

BLACKBOARD SUPPORT CONTACT INFORMATION

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can: Visit the Blackboard Student Help Site

**UTRGV’s Blackboard Support:**

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<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
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<tbody>
<tr>
<td>Location: Casa Bella</td>
<td>Location: Education Complex</td>
</tr>
<tr>
<td>Room 613</td>
<td>Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
</tbody>
</table>

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**Hours of Operation**
Office: Monday - Friday, 8:00 a.m. - 6:00 p.m.
Phone: 24/7 COLTT Help Desk - Brownsville: (956) 882-6792, Edinburg: (956) 665-5327
Online: Submit a help request via [Create Case](#)

**COURSE DESCRIPTION AND PREREQUISITES**

**Course Structure**
This is a blended, project based course. As a result, some preliminary activities are completed online in Blackboard, and the more complex activities occur in class on Fridays. The online portion of the course is organized in weekly units that include all preparation materials and online submission areas.

The face to face component of the course is reflective and experiential, with a combination of hands on activities, reflection, and discussion. *It is also paperless, so that all activities will require a wifi-enabled laptop or tablet.*

**ASSIGNMENTS**

**Micro-Commentary Videos (200 points)**
The purpose of these weekly videos is to de-construct the readings in an in-depth manner. You will complete one every week, for a total of five micro-commentary videos. These assignments are due online on Thursdays, by 11:59 pm.

**Collaborative Reflection Discussion (100 points)**
The purpose of these in-class discussions is to challenge assumptions in the micro-commentary videos. These discussions occur on Friday mornings. Because these discussions are based on the submitted micro-commentary videos, only students who submit them on time can participate. Those that do not submit it by class time do not participate and do not earn any credit for it. You will have three face to face collaborative discussions, and one online.

**Experiential Projects for Teacher Leaders (400 points)**
The purpose of these projects is to apply learnings in your own school settings. These projects follow the experiential learning cycle, which include four general steps:

These are the larger projects in the course, and the majority of the preparation occurs in class, with final submission occurring in an electronic portfolio a week after the preparation. You will complete four experiential projects during the semester, the last one demonstrated on the last Friday of class.

**Digital Literacy Mastery Lab (300 points)**
The purpose of the lab is to build an e-portfolio and develop digital literacy skills for leaders. The digital lab is inaugurated with a goal setting online activity (worth 20 out of the 300 points) the first week of school, which is due by Thursday by 11:59 pm. All Digital Mastery Lab work is documented in a shared OneNote notebook, with final demonstration of mastered skills being demonstrated in the electronic portfolio. The points earned for this ongoing task are cumulatively given at the end, with actionable feedback given every week on meeting mastery.

**GRADING POLICIES**
Grading in this course isn’t final the first time unless you demonstrate full mastery of the objective. Sometimes, you will receive feedback the first time I review your work in progress, and sometimes, you receive both feedback and
an initial score. Because mastery of the objective is the most important aspect of feedback and points, you will have opportunities to make revisions or update the initial work. There are conditions for this, however, due to the extra time needed to both review work more than once, and revise it, especially in a summer session. You must:

- Submit the initial work on time, at the designated deadline;
- Submit revisions by the updated designated deadline;
- Attend a one to one conference with me, if I request one, to help you with revisions if there appear to be misunderstandings or misconceptions on the task purpose.
- Ask as many questions as you can before you submit the initial assignment.

All assignments in this course use a descriptive rubric to ensure you always know how the points you earned are broken down. You also always have access to the rubrics at the time a task is assigned, so that you can use it as a guiding post, and a basis for asking more clarification questions before you submit an assignment.

**LETTER GRADE**

This course uses a 1000 cumulative scale, so that points are earned for each assignment completed, with the potential total adding up to 1000. The points you earn determine the letter grade, as indicated below:

- A = 1000 - 900
- B = 899 - 800
- C = 799 - 700
- D = 699 - 600
- F = 599 – 0

It is very important that you understand that for every assignment you do not submit, you lose those points forever. After the late submission grace period of 3 days, you lose your chance to submit an assignment. If you lose 300 or more points before the semester is over, your best option is to drop the class.

*Please note that you will have plenty of opportunities to improve your work. This course works on a trial and error basis, and no one who makes an effort fails.*

**PENALTY POINTS**

Penalty points are those that are deducted from late submissions of assignments or tardies. The specific breakdown of penalties are found below in the attendance and late work policy sections.

**BONUS POINTS**

The following two opportunities for bonus points are both for going above and beyond the duties of this course.

Good Samaritan Award = +2 per instance for helping someone else in the Community Questions Forum, where the assistance was not a repetition of what someone else had already posted. This bonus is awarded once a week.

Awesome Factor = to +5 per instance of experiential projects that goes above and beyond the assignment parameters. Please view the TEDTalk video by Jill Shargaa, which describe “awesome”. This bonus is awarded once per project. In order to earn this bonus, your project must meet all the Exemplary descriptors in the criteria, and include additional elements not asked for in the project description, which are meaningful, not just superficial.
CALENDAR OF ACTIVITIES

Include in this section a table or list that provides information for students regarding important dates, assignments or activities. The UTRGV academic calendar can be found at https://my.utrgv.edu/home at the bottom of the screen, prior to login. Some important dates for spring 2019 include:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 3</td>
<td>First day of classes</td>
</tr>
<tr>
<td>June 4</td>
<td>Last day to add a course or register for summer session I 2019</td>
</tr>
<tr>
<td>June 27</td>
<td>Last day to drop a course; will count toward the 6-drop rule</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day – NO classes</td>
</tr>
<tr>
<td>July 8</td>
<td>Study Day – NO classes</td>
</tr>
<tr>
<td>July 9</td>
<td>Final Exams</td>
</tr>
</tbody>
</table>

OTHER COURSE INFORMATION

In this section, please provide any other information that is pertinent to your course and your expectations for students.

COURSE POLICIES

ATTENDANCE

Tardies and absences are subject to a point penalty unless they are excused. Excused tardies and absences require notification to the instructor through Blackboard Private Messages, with the extenuating circumstances for this occurrence, 24 hours before or after the absence. Keep in mind that you only have five days of meeting time.

Only one absence is allowed before a student may be dropped from the class for lack of participation and attendance.

Tardy penalty: -10 for each tardy; tardies are recorded at class start in the morning and after lunch

Unexcused Absence penalty: No points earned for Collaborative Reflection Discussion (-25)

CIRCUMSTANCES OF AN EXCUSED ABSENCES

Because this course meets five times only, in full day increments, making up an excused absence requires more than just talking to a classmate about what you missed. To be fair and gain the same level of guidance as others who attended receive, you will need to spend some extra time with me, as your instructor, to guide you through making up assignments. An absence can be a full day or half day, so that the descriptions below apply to both types.

First, an excused absence is one where you notified me 24 hours before or after in a Private message in the Blackboard Communication Hub of the special circumstances that would prevent you from attending. Without a timely notification, even an excused absence can be treated as unexcused. You must be specific in your Private Message to me on what has happened. All your information will be kept confidential. Do not use a classmate to convey a message.

The special circumstances that are accepted as excused include personal or family illness, death in the family, crisis that disrupts your life, doctor’s appointments for treatments of long term conditions, military active duty, or other unexpected events that require you to handle them.

Circumstances not accepted as excused absences: doctor’s appointments (except those stated above), family activity, vacation, child care, or other circumstances for which you can control timing and/or make previous arrangements.
HOW TO MAKE UP AN EXCUSED ABSENCE

Three major tasks are completed on Friday’s face to face class:

1. Collaborative Reflection Discussion
2. Experiential Project Based Activity
3. Hands on Digital Lab and Mastery Goal Update

Below are the arrangements you make in order to make up each of them.

**Collaborative Reflection Discussion**

If you are absent in the morning only, you will need to make up the first activity of the day: the collaborative reflection discussion. This is a small group discussion, and groups are randomized before the class meets on Fridays. Therefore, whether you are absent or present, you will be grouped. This means you will still be responsible for viewing all the micro-commentary videos from all your group members and complete the shared Google sheet. You will read through the already added group responses to get an overview of the live discussion that occurred in class, and then you will add your own for each. They need to be different or expand significantly, not trivially, the original thoughts expressed by the group.

**Experiential Project Based Activity**

If you are absent in the morning until noon, you will need to make up this activity, as well. This one requires a one to one appointment with me, the instructor for at least one hour scheduled time. You must bring your laptop or tablet and textbooks. Most of these projects are collaborative, but if you are not present in class, you will need to complete it alone, so as not to create an unfair advantage for you, and disadvantage for collaborators.

**Hands on Digital Lab and Mastery Goal Update**

If you are absent in the afternoon, you will need to make up this activity. This one also requires a one hour appointment with me, the instructor. You must bring your laptop or tablet and have access to your OneNote mastery goals. This activity is always completed individually, so that

If you are absent the entire day, you may schedule a two hour time slot with me to make up both the experiential project and the digital lab, or split them in two.

**LATE WORK POLICY**

An assignment can be submitted late three days after it is due, with penalties accruing each day it is late. Penalties apply in the following manner:

- Micro-Commentary video: -5 each day it is late; online submission links disappears after 3 days.
- Collaborative Reflection Discussion: these are live in-class discussions that cannot be made up; no late submission allowed
- Digital Literacy Mastery Lab: -10 if mastery goals are not updated by the end of class each week, by 3:00 pm
- Experiential Projects for Teacher Leaders: -10 each day it is late; Online submission link disappears after 3 days.

**RULES OF FACE TO FACE ENGAGEMENT**

When in class, discussions and activities will involve

This syllabus subject to change to better meet course objectives per discretion of instructor.
1. Arrive on time in the morning and returning from lunch. Be respectful to yourself and to others by valuing their time as much as you value yours.
2. Be ready and willing to accept feedback and challenges from others in a professional manner.
3. Be ready to give actionable feedback (not criticism) and challenge from a position of evidence, not of judgment.
4. Be ready and willing to fail and try again. Failure is the greatest opportunities for learning because it provides an opportunity for trial and error that is an essential digital literacy skill.

**RULES OF ONLINE ENGAGEMENT**

Because this course is blended, certain rules and general etiquette for professional behavior should be observed. Online environments often make it easy for us to forget that there is a human on the other side of the screen. These circumstances sometimes make it easy for us to write or say what we would never say face to face. We forget to be polite and respectful.

Therefore, teacher leaders are digital citizens, and they engage online in the following manner:

- Online communications, in email or discussion forums, are conversations between people, not a text. Use opening and closing salutations, as I do in all my communications with you. (ex. Hello Chris, Dear Chris, Thank you, Sincerely, Respectfully, etc.)
- Give people the benefit of the doubt and an opportunity to explain or apologize. Misunderstandings of tone are common in online environments. Do not assume someone meant to disrespect you. Do not be confrontational in communications, but request information or clarification.
- Disagreeing with ideas is encouraged, as long as you are respectful with your tone, and you remember to disagree with the idea, not with the person. “I disagree with you” sounds harsh and accusatory. “I disagree with the idea that” places the emphasis on the topic.
- Know your purpose and use the proper venue for communication before you send a message or post a comment. Provide context as an explanation, or you may be stuck in a back and forth conversation for several days, rather than get the issue resolved immediately.

**UTRGV POLICY STATEMENTS**

**STUDENTS WITH DISABILITIES**

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

**Pregnancy, Pregnancy-related, and Parenting Accommodations**

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.
**Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu.

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

- **Summer Session I**    July 1 - 8

**SCHOLASTIC INTEGRITY**

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**DEFINITIONS**

“Plagiarism is a form of cheating. At UTRGV, “plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit.”

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of Student Affairs.

Course policies are subject to change. It is the student’s responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

**SEXUAL HARASSMENT, DISCRIMINATION, AND VIOLENCE:**

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

This syllabus subject to change to better meet course objectives per discretion of instructor.
COURSE DROPS

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)

TENTATIVE COURSE TOPICS, CALENDAR OF ACTIVITIES, GENERAL ASSIGNMENTS AND ACTIVITIES

<table>
<thead>
<tr>
<th>Week/Unit/Goal</th>
<th>Topics</th>
<th>Readings/Resources</th>
<th>Activities &amp; Tasks</th>
<th>Alignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – The Role of the Teacher Leader in Disruptive Times</td>
<td>The Hyper Change Era School Resistance to Change Disruptions that are Changing Schools Understanding and Overcoming Resistance Applying Technology Standards to the Role of Teacher Leader</td>
<td><strong>Wi-fi Enabled Laptop or Tablet</strong> Leading Schools in Disruptive Times, Chapters 1 &amp; 2 The Saber-Tooth Curriculum, I-III ISTE Standards for Coaches ISTE Standards for Education Leaders</td>
<td>Micro-Commentary Teacher Leader Videos (2-3 minutes) Collaborative Reflection Discussion (F2F) Goal Setting with OneNote Project, Part 1: Analysis and Update of Vision and Mission</td>
<td>Teacher Leader Model Standards III-d, IV-e CAEP Standards A.1 ISTE Standards for Education Leaders 2b, 3a, 5a, 5c, 5d</td>
</tr>
</tbody>
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<tr>
<td>2 – Evaluating Technology to Address Learning Problems</td>
<td>Teacher Leaders as Role Models of Digital Literacy</td>
<td><strong>Wi-fi Enabled Laptop or Tablet</strong></td>
<td>Hands on Digital Lab (w/e-portfolio integration)</td>
<td>Teacher Leader Model Standards II-b, III-d, IV-b, IV-e</td>
</tr>
<tr>
<td><strong>Goal:</strong> Teacher leaders evaluate technology applications and digital skills for addressing problems that disrupt teaching and learning at the school and classroom level.</td>
<td>Modern Problems and Unthinkable Threats to Safety</td>
<td>Leading Schools in Disruptive Times, Chapters 3 (Optional) &amp; 4</td>
<td>Micro-Commentary Teacher Leader Videos (2-3 minutes)</td>
<td>CAEP Standards A.1</td>
</tr>
<tr>
<td></td>
<td>How Technology Supports Facing Problems that Disrupt Teaching</td>
<td>The Saber-Tooth Curriculum, IV-VII</td>
<td>Collaborative Reflection Discussion (F2F)</td>
<td>ISTE Standards for Education Leaders 1a, 1b, 3e, 4b, 5d</td>
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<td></td>
<td>Reforms that Don’t Really Reform</td>
<td>Evaluating Digital Tools</td>
<td>Hands on Digital Lab (w/e-portfolio integration)</td>
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<td>3 – Digital Improvement Plan with Needs Assessment</td>
<td>Understanding and Acceptance of Diverse Students in Present Times</td>
<td><strong>Wi-fi Enabled Laptop or Tablet</strong></td>
<td>Micro-Commentary Teacher Leader Videos (2-3 minutes)</td>
<td>Teacher Leader Model Standards II-b, II-d, III-e, IV-a, IV-b, IV-e</td>
</tr>
<tr>
<td><strong>Goal:</strong> Teacher leaders formulate needs assessment research using digital tools to gather, evaluate, and use information to plan improvement within a 21st century (global) context.</td>
<td>Assessment to Measure Disruption</td>
<td>Leading Schools in Disruptive Times, Chapters 8 (optional) &amp; 10</td>
<td>Collaborative Reflection Discussion (F2F)</td>
<td>CAEP Standards A.1</td>
</tr>
<tr>
<td></td>
<td>How to Conduct Technology Needs Assessment</td>
<td>Diversity, Tolerance, and the Global Citizen PD Model</td>
<td>Hands on Digital Lab (w/e-portfolio integration)</td>
<td>ISTE Standards for Education Leaders 1a, 1b, 3e, 4b, 5d</td>
</tr>
<tr>
<td>4 – Leading Technology Professional Development Relevant to Teachers</td>
<td>Freedom to Teach in the Shadow of Accountability</td>
<td>Leading Schools in Disruptive Times, Chapters 5, 6, &amp; 7</td>
<td>Micro-Commentary Teacher Leader Videos (2-3 minutes)</td>
<td>Teacher Leader Model Standards I-c, II-b, III-b, III-d, IV-a, IV-b, IV-e</td>
</tr>
<tr>
<td><strong>Goal:</strong> Teacher leaders design professional</td>
<td>Generational Differences in Student Needs</td>
<td>Branding for Schools</td>
<td>Collaborative Reflection Discussion (Online)</td>
<td>CAEP Standards A.1</td>
</tr>
<tr>
<td>Week/Unit/Goal</td>
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<td>development models for leading technology integration relevant to teachers and 21st century student needs.</td>
<td>Forward- and Global-Thinking Professional Development for Digital Learning A Cycle of Collaborative Professional Development</td>
<td>Hands on Digital Lab (w/e-portfolio integration) Project, Part 4: Branding and Selling the Plan to Stakeholders (Zoom video conference)</td>
<td>ISTE Standards for Education Leaders 3a, 3b, 3c, 3d, 5b, 5d</td>
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<tr>
<td>June 24, 2019 – June 28, 2019</td>
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<tr>
<td>5 – Digital Communication and Branding</td>
<td>The World is Watching Your School Digitized and Democratized Schools Evaluating Your Digital Readiness for Leading Change</td>
<td><strong>Wi-fi Enabled Laptop</strong> or Tablet Leading Schools in Disruptive Times, Chapter 9 &amp; 11</td>
<td>Micro-Commentary Teacher Leader Videos (2-3 minutes) Hands on Digital Lab (w/e-portfolio integration) Project, Part 4: Branding and Selling the Plan to Stakeholders (Presentation with Digital Tools, not PowerPoint or Keynote or Slides)</td>
<td>Teacher Leader Model Standards IV-e CAEP Standards A.1 ISTE Standards for Education Leaders 1d, 2d, 5d</td>
</tr>
<tr>
<td>July 1, 2019 – July 5, 2019</td>
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