Instructors:
Dr. Crista Crago-Spangler
410-428-0122
ccragos1@jhu.edu –best contact

Rena Robey
443-909-6159
rrobey2@jhu.edu –best contact

Credit Hours: 3

Class Time: Online

Course Description:
Education leaders need to understand the use of technology for teaching, learning, and managing the school environment. These skills include school wide technology planning and leadership that incorporate instructional design, curriculum integration with standards, and logistics of technology implementation, professional development, and evaluation. Students will develop an understanding of how to create and support technology change through a systems approach. Topics include sources of resistance to change, tools for planning, decision-making and change, creating and supporting a culture for learning and change, and managing and institutionalizing change systems.

Course Objectives:
By the end of this course the learner will be able to:
• Identify leadership methods and approaches that successfully engage faculty and staff in the process of change.
• Recognize various types of resistance to change and identify leadership strategies to minimize or eliminate its effect on positive change.
• Discuss the importance of vision and structured planning in the effective implementation of strategies and communication processes necessary to bring about change.
• Demonstrate an understanding of how to utilize research to make informed decisions regarding specific technologies.
• Recognize the value of information technology in the day-to-day operations of an educational institution with a goal of improvement.
• Demonstrate the ability to assess the practicality of current and emerging technologies in a school’s plan for improvement.
• Effectively convey all aspects of project management including systematically analyzing software/hardware to determine its usefulness to a school, based on its utility, cost, compatibility, maintenance and effectiveness.

Required Text and Other Materials

---

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>5</td>
<td>Two page leadership style analysis. Pick two of the leadership styles presented that resonate with you. Highlight strengths and weaknesses of those styles (1st page). Depict a scenario where you used one of the styles you selected that resulted in a positive outcome (2nd page).</td>
</tr>
<tr>
<td>Leadership Style Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment 2</td>
<td>5</td>
<td>Complete personal leadership self assessment</td>
</tr>
<tr>
<td>Leadership Self Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment 3</td>
<td>5</td>
<td>Choose one of the five practices presented that best fits your style, describe in 1-2 pages why that style works for you.</td>
</tr>
<tr>
<td>The 5 Practices Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment 4</td>
<td>5</td>
<td>Review the leadership case study provided in ELC resources. Write a one page paper explaining what you feel was done well and what opportunities you see for improvement.</td>
</tr>
<tr>
<td>Leadership Case Study Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment 5</td>
<td>5</td>
<td>Create a project plan for researching, purchasing and utilizing a 20 unit laptop cart for a school. (detail of plan provided)</td>
</tr>
<tr>
<td>Laptop Project Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment 6</td>
<td>5</td>
<td>Select one of the following technology initiatives: On-Demand-Learning, Badging, Gamification, Adaptive Learning or MOOC’s. Find three credible, peer reviewed articles on the technology that would help you formulate the beginnings of an implementation plan. List the articles (fully cited APA style), then provide a paragraph for each explaining why it was selected.</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment 7</td>
<td>5</td>
<td>Write a brief proposal of the final project you are planning. Include need and how you will meet the need.</td>
</tr>
<tr>
<td>Final Project Need Statement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assignment 8  
Cool Tool Paper  

5  
Cool Tools are valuable technology that can be used or applied in any facet of instruction or education. They could be something new or established. Choose a technology that you feel uncomfortable with or don’t know very much about. Write a 1-2 page brief on how the technology works and its educational applications.

Assignment 9  
Communication Plan  

5  
Draft a short outline for communicating your plan. Should be one page in length.

Discussion  

25

Assignment 10  
Final Project & Presentation  

30  
15-20 pages. Detailed outline in Appendix A. Presentation mode will be adapted to accommodate class size. Delivery method will be announced 5 weeks prior to presentation.

Total Points Available:  

100

Grading Scale

Grading will be based on a scale of 100 pts. Broken down as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 93 pts.</td>
<td>A</td>
</tr>
<tr>
<td>92 – 90 pts.</td>
<td>A-</td>
</tr>
<tr>
<td>89 – 87 pts.</td>
<td>B+</td>
</tr>
<tr>
<td>86 – 83 pts.</td>
<td>B</td>
</tr>
<tr>
<td>82– 80 pts.</td>
<td>B-</td>
</tr>
<tr>
<td>79 – 77 pts.</td>
<td>C+</td>
</tr>
<tr>
<td>76 – 73 pts.</td>
<td>C</td>
</tr>
<tr>
<td>72 – 70 pts.</td>
<td>C-</td>
</tr>
<tr>
<td>69– below</td>
<td>F</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

- An incomplete will be recorded if work to be turned-in is justifiably late (serious illness, death in the family, etc.). Unexcused absence is not a valid reason.
- The grades of D+, D, and D- are not awarded at the graduate level.
- Work will not be accepted late, unless you have reached an agreement ahead of time. Work turned in late will be graded based on its merit and then your overall grade lowered by 5 pts.

Course Outline & Assignments Due

<table>
<thead>
<tr>
<th>Session</th>
<th>Dates</th>
<th>Title</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1       | Start 1/26  
End 2/1 | Leadership Theories and Styles-Overview  
Leadership PPT  
Evidence for the Validity of Situational Leadership Theory  
Leadership Theory for Educational Administrators  
http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=519598421&site=ehost-live&scope=site | | 1  
Opening Introductions posted to Discussion Board DUE: Sunday 2/1  
2  
Assignment 1-Paper on Leadership Styles posted in Gradebook & Shared Folder DUE Sunday 2/1 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Start</th>
<th>End</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2/2</td>
<td>2/8</td>
<td>Personal Leadership Style Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chapters 1 &amp; 2 of Educational Leadership &amp; Technology Preparing School Administrators for a Digital Age (Garland &amp; Tadeja)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Leveraging Informal Leadership in Higher Education Institutions: A Case of Diffusion of Emerging Technologies in a Southern Context</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Weeks discussion- Pick three of your classmates assignments and post a substantive discussion comment on their assignment DUE: Sunday 2/8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. <strong>Assignment 2</strong>- Leadership Style Self-Assessment posted to Gradebook DUE: Sunday 2/8</td>
</tr>
<tr>
<td>3</td>
<td>2/9</td>
<td>2/15</td>
<td>Five Practices of Leadership (ADOBE CONNECT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Exemplary Leadership PPT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The 5 Practices of Exemplary Leadership (Kouzes &amp; Posher)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Adobe Connect Synchronous Discussion- meet and greet, introduce next topic, discuss final project, answer any questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. <strong>Assignment 3</strong>- 5 Practices Paper posted in Gradebook DUE: Sunday 2/15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. <strong>Assignment 10</strong>- Final Project &amp; Presentation DUE: Sunday May 3</td>
</tr>
<tr>
<td>4</td>
<td>2/16</td>
<td>2/22</td>
<td>Leadership Case Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transferring Leadership from Business to Education: The Case of Mr. Smith</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Journal of Cases in Educational Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="http://jel.sagepub.com">http://jel.sagepub.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Weekly Discussion topic to be posted DUE: Sunday 2/22</td>
</tr>
<tr>
<td>Week</td>
<td>Start</td>
<td>End</td>
<td>Assignment</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>5</td>
<td>2/23</td>
<td>3/1</td>
<td>2. Assignment 4 - Leadership Case Study Paper posted in Gradebook &amp; Shared Folder DUE: Sunday 2/22</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3/16</td>
<td>3/22</td>
<td>1. Pick one standard that you feel is relevant and helpful. Post a paragraph to the discussion board</td>
</tr>
<tr>
<td></td>
<td>3/9</td>
<td>3/15</td>
<td>Researching Technology</td>
</tr>
<tr>
<td>Week</td>
<td>Start Date</td>
<td>End Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>----------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| 9    | 3/23       | 3/29     | Cool Tools | Chapter 5 of Educational Leadership & Technology Preparing School Administrators for a Digital Age (Garland & Tadeja) | 1. Assignment 8 - Cool Tool Paper posted to Gradebook DUE: Sunday 4/5  
2. Weekly Discussion topic to be posted DUE: Sunday 3/29 |
|      |            |          |        |                  |           |
| 10   | 3/30       | 4/5      | Applying Cool Tools | Chapter 6 of Educational Leadership & Technology Preparing School Administrators for a Digital Age (Garland & Tadeja) | 1. Weekly Discussion topic to be posted DUE: Sunday 4/5 |
|      | 4/6        | 4/12     | Change Barriers and how to traverse | Chapter 7 of Educational Leadership & Technology Preparing School Administrators for a Digital Age (Garland & Tadeja)  
Fostering Engagement and Dealing with Stress in Projects that Effect Change | 1 Post to the discussion board a paragraph describing a change barrier you might encounter during your plan implementation and a strategy for overcoming it. Comment of four of your classmates' posts. DUE: Sunday 4/12 |
| 11   | 4/13       | 4/19     | Showcase of an exemplary Technology plan | Exemplary Plan PPT  
Planning for Success in Introducing and Imbedding Technology to Enhance Learning | 1 Post to the discussion board something that you noticed in the exemplary plan that surprised you. Comment on 4 of you classmates' posts. DUE: Sunday 4/19 |
### Academic Conduct
The School of Education defines academic misconduct as any intentional or unintentional act that provides an unfair or improper advantage beyond a student’s own work, intellect, or effort, including but not limited to cheating, fabrication, plagiarism, unapproved multiple submissions, or helping others engage in misconduct. This includes the misuse of electronic media, text, print, images, speeches and ideas. Any act that violates the spirit of authorship or gives undue advantage is a violation. Students are responsible for understanding what constitutes academic misconduct. (Please refer to the School of Education’s Academic Catalog for the current academic year for more information on the School’s policies and procedures relating to academic conduct--http://www.students.education.jhu.edu/catalog/, see Academic and Student Conduct Policies under the Academic Policies section.)

Please note that student work may be submitted to Turnitin.com, an online plagiarism detection tool, at the discretion of the course instructor. If student work is deemed plagiarized, the course instructor shall follow the policy and procedures governing academic misconduct as laid out in the School of Education’s Academic Catalog.

### Religious Observance Accommodation Policy
Religious holidays are valid reasons to be excused from class. Students who must miss a class or examination because of a religious holiday must inform the instructor as early in the semester as possible in order to be excused from class and to make arrangements to make up any work that is missed.

### Participation
Participation in lectures, discussions, and other activities is an essential part of the instructional process. Students are expected to login to the ELC course regularly. Participation and discussions are included in student grading and evaluation. The instructor will clearly communicate expectations and grading policy in the course syllabus. **Students who are unable to participate in the online sessions for personal, professional, religious, or other reasons are encouraged to contact the faculty member to discuss alternatives.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Start</th>
<th>End</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 12   | 4/20  | 4/26| Communicating the Technology Plan | Communicating the Technology Plan PPT  
Educational Leadership and Change: Structural Challenges in the Implementation of a Shifting Paradigm  
Assignment 9- Communication Plan  
Weekly Discussion topic to be posted DUE: Sunday 4/26 |
|      | 5/4   | 5/10| Final Presentation on Technology Plan (ADOBE CONNECT) | Open discussion on project |
Examinations

A student who must miss an examination should notify the instructor. If the absence is justifiable, the instructor may permit a deferred examination.

Statement of Academic Continuity

Please note that in the event of serious consequences arising from extreme weather conditions, communicable health problems, or other extraordinary circumstances, the School of Education may change the normal academic schedule and/or make appropriate changes to course structure, format, and delivery. In the event such changes become necessary, information will be posted on the School of Education website. However, this policy does not affect access to online courses and participation should continue as scheduled.

Accommodations for Students with Disabilities

If you are a student with a documented disability who requires an academic adjustment, auxiliary aid or other similar accommodations, please contact Jennifer Eddinger in the Disability Services Office at 410-516-9734 or via email at soe.disabilityservices@jhu.edu.

Statement of Diversity and Inclusion

Johns Hopkins University is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We believe excellence is best promoted by being a diverse group of students, faculty, and staff who are committed to creating a climate of mutual respect that is supportive of one another’s success. Through its curricula and clinical experiences, the School of Education purposefully supports the University’s goal of diversity, and, in particular, works toward an ultimate outcome of best serving the needs of all students in K-12 schools and/or the community. Faculty and candidates are expected to demonstrate a commitment to diversity as it relates to planning, instruction, management, and assessment.

IDEA Course Evaluation

Please remember to complete the IDEA course evaluation for this course. These evaluations are an important tool in the School of Education’s ongoing efforts to improve instructional quality and strengthen its programs. The results of the IDEA course evaluations are kept anonymous—your instructor will only receive aggregated data and comments for the entire class. Typically, an email with a link to the online course evaluation form will be sent to your JHU email address approximately 85% of the way through the course. Thereafter, you will be sent periodic email reminders until you complete the evaluation. The deadline for completing the evaluation is normally one week after the last meeting of class. Please remember to activate your JHU email account and to check it regularly. (Please note that it is the School of Education’s policy to send all faculty, staff, and student email communications to a JHU email address, rather than to personal or alternative work email addresses.) If you are unsure how to activate your JHU email account, if you’re having difficulty accessing the course evaluations or you haven’t received an email reminder by the day of the last class, or if you have any questions in general about the IDEA course evaluation process, please contact Jenna Ballard (410-516-9710; idea@jhu.edu).

Bibliography


Cooper, K. B., Gustafson, N., & Salah, J. G. *Becoming a great school: harnessing the powers of quality management and collaborative leadership.*


*Journal of cases in educational leadership.* [Tempe, AZ]: University Council for Educational Administration in cooperation with the University of Utah.


Saleh, I. M., & Khine, M. Swe. Reframing transformational leadership: new school culture and effectiveness.


**Web Resources**

NETS.A: http://www.iste.org/Libraries/PDFs/NETS-A_Standards.sflb.ashx


**Websites on Educational Technology Issues**

http://www.ala.org/aasl/guidelinesandstandards/guidelinesandstandards

http://www.creativecommons.org

http://www.eff.org

http://www.exchange.smarttech.com/

http://www.freetech4teachers.com/

http://www.istockphoto.com

http://www.ode.state.oh.us/GD/Templates/Pages/ODE

http://www.piratepad.com

http://www.sakaiproject.org

http://www.schoolsworld.tv
http://www.stemedcoalition.org/
http://www.teachertube.com
http://www.teachscape.com/products/walkthrough
http://www.ted.com
http://www.udlcenter.org/aboutudl/udlguidelines

Websites for Professional Organizations and Connected Learning

http://blogs.computerworld.com/emergingtech: Computerworld blog of emerging technologies
http://scimorph.greatfridays.com: Science and learning with augmented reality
http://spaces.msn.com: MSN blogging spaces website
http://www.aasa.org: American Association of School Administrators
http://www.aect.org: Association for Educational Communications and Technology
http://www.aft.org: American Federation of Teachers
http://www.ascd.org: Association of Supervision and Curriculum Development
http://www.b2evolution.net: B2 Evolution
http://www.cato.org: Cato Institute
http://www.cepionline.org: Commonwealth Educational Policy Institute
http://www.cgcs.org: Council of the Great City Schools
http://www.coppa.org: Children's Online Privacy Protection Act
http://www.cpre.org: Consortium for Policy Research in Education
http://www.dailygalaxy.com: Daily Galaxy
http://www.ecs.org: Education Commission of the States
http://www.ed.state.nh.us: New Hampshire State Department of Education
http://www.edc.org: Education Development Center
http://www.edtechtalks.wordpress.com: Topical discussions for teaching and learning
http://www.elluminate.com: Elluminate Live! web conferencing service
http://www.educational-freedom.org: Citizens for Educational Freedom
http://www.edl.org: Education Law Association
http://www.educause.edu: Consortium of Advancing Intelligent Use of Information and Technology
http://www.educationlaw.org: Electronic Portfolios
http://www.guubes.com: Role playing and augmented reality sequencing
http://www.isafe.org: Media literacy and digital citizenship curriculum
http://www.iste.org: International Society for Technology in Education
http://www.iteachpad.com: Real-time collaborative text editing
http://www.iteaconnect.org: International Technology Education Association
http://www.lacoe.edu: Los Angeles County Office of Education
http://www.livejournal.com: Live Journal
http://www.nea.org: National Education Association
http://www.nsba.org: National School Board Association
http://www.ncef.org: National Clearinghouse for Educational Facilities

http://www.nea.org: National Education Association

http://www.nsba.org: National School Boards Association

http://www.nsse.iub.edu: National Survey of Student Engagement


http://www.piratepad.net: Real-time collaboration and note-taking

http://www.polleverywhere.com: Real-time audience response hardware

http://www.polycomm.com: Video and voice conferencing, data and web communications solutions

http://www.sbcss.k12.ca.us: San Bernardino County Superintendent of Schools

http://www.schoolfusion.com: Website communication platform

http://www.schoolsworld.tv: Educational and classroom videos

http://www.seedfoundation.com: The Seed Foundation

http://www.sliderocket.com: Online presentation platform

http://www.squarespace.com: Square Space Blogging Website

http://www.sync.in: Web-based word processor and collaboration tool

http://www.tcea.org: Texas Computer Education Association

http://www.textpattern.com: Text Pattern Blogging and Content Management System

http://www.twitter.com: Social network and blogging service

http://www.typepad.com: Type Pad Blogging Service

http://www.typewith.me: Blogging and word processing cloud software

http://www.ustream.tv: Live videostreaming and lifecasting service

http://www.webex.com: On-demand collaboration and video application tool

http://www.wordpress.org: Word Press blog tool and publishing platform

http://www.zdnet.com/blog/emergingtech: ZD Net Emerging Technologies in Education

http://www2.ed.gov/about/offices/list/os/technology/index.html: United States Department of Education Office of Educational Technology

http://www2.edc.org/ewit: Educators' website for information technology

Appendix A

Final Project Outline
15-20 pages APA style

Take a scenario from your work or choose from one of the following: Bringing gamification into the classroom, Utilizing adaptive learning software in the classroom, Tapping the power of MOOC’s, Flipping the classroom utilizing technology.

Using the outline below as a guide, write a detailed plan on how you will use the leadership skills you learned in this class to implement your plan.

I. Need
II. Research
   a. Research conducted, comparison technology scenario’s explored
III. Plan description
   a. Proposed course of action/ Description of plan
IV. Leadership employed
   a. Leadership styles expected to be utilized in implementation

V. Potential obstacles to implementation

VI. Project Management
   a. Detailed outline of plan from a project management perspective
   b. Timeline

VII. Budget
   a. General Costing to include maintenance

VIII. Change Management
   a. Plan to effect change and involve early adopters

IX. Communications Plan
   a. Marketing of plan
   b. Conveying the solution and getting “buy in” from key stakeholders