

Wheeling Jesuit University
Department of Graduate and Professional Studies
MEL620-80: Custom-Tailored, Constructivist Workshop
School and School System Leadership or
Instructional Leadership (3 credit hours)

Instructor: Dianna M. Vargo, Ed.D.
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 Office Hours: 8:30 a.m. – 4:30 p.m.

Problem-Based Learning – Driving Question: How do educational leaders use technology to improve efficiency and increase student achievement?

Course Description: This course examines the uses for technology by school and system leaders to influence the work and increase student achievement. Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources. Participants will demonstrate their competency on leadership standards by applying technology skills to improve efficiency and increase student achievement. They will apply knowledge to improve and solve problems at the school district and building level.

Required Material(s): Students will not be required to purchase a textbook; instead, students:

- Must have access to a computer that:
 - ✓ Is Internet-accessible,
 - ✓ Has Microsoft Office Suite software (Word, Excel, Power Point),
 Note: Computer labs on campus (e.g., Acker 307) have equipment that meets these specifications and are available for student use

Pre-requisite(s) / Requirements (if applicable): This course is designed for Master of Education Leadership candidates.

Course Goals:

The primary goal of this course is to develop the learner’s capacity for reflective use of technology. The course provides experience with application of technology to teaching principles in the classroom setting.

Objectives/Assignments/Assessments

Objective	Assignments	Assessments
1. The candidates use a variety of technologies to explore leadership efficiency, student achievement, and research and data collection tools	Candidates will develop proficiency in Power Point, Excel, and Word Processing and discuss how these skills promote efficiency while increasing student achievement.	Complete a project that demonstrates proficiency in using technology including, but not limited to Power Point, Excel, and Word Processing.

2. The candidates will apply their knowledge and skills related to demonstration of the educational technology standards for administrators	Candidates will demonstrate their technology skills as they related to leadership and student achievement.	Complete a project that demonstrates proficiency in using technology including, but not limited to Power Point, Excel, and Word Processing
3. The candidates will develop a portfolio that includes demonstration of proficiencies in the educational technology standards for administrators.	Candidates will develop portfolio artifacts that demonstrate proficiency in education technology standards for administrators	Complete portfolio artifacts that demonstrate application of technology standards

The production of a project reflecting authentic, research-based integration of educational technologies, suitable for inclusion in the student’s professional portfolio, is the culminating outcome of this course.

Commitment to Standards of Professional Practice:

Wheeling Jesuit recognizes that teacher education and school and system leadership encompasses a body of knowledge identified by the field in the form of professional standards. The Professional Education Department is based upon the professional standards for program recognition adopted by the West Virginia Board of Education and the *Interstate School Leaders Licensure Consortium Standard, 2008*. These standards include the work of the West Virginia Professional Teaching Commission, and the International Society for Technology in Education (ISTE) for Administrators. Praxis II Content Category is also contextually based in the work of the Global 21 initiatives adopted by the WVDE and the Conceptual Framework of Professional Education Department

**ISLLC Standards
(Interstate School Leaders Licensure Consortium Standard, 2008)**

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

**West Virginia Standards for School Leaders:
(WV Board Policy 5500.3)**

- Standard 1: Vision - Practiced
- Standard 2: School Culture/Instruction – Applied
- Standard 3: Management/Environment – Practiced
- Standard 4: Community – Applied
- Standard 5: Professional – Applied
- Standard 6: Systems - Applied

Educational Technology Standards for Administrators:

- Standard 1: Visionary Leadership – Practiced
- Standard 2: Digital-Age Learning Culture – Applied
- Standard 3: Excellence in Professional Practice – Applied
- Standard 4: Systemic Improvement – Practiced
- Standard 5: Digital Citizenship – Applied

**Standards of Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders
(WV Board Policy 5800)**

- Standard 1: Demonstrates Interpersonal and Collaborative Skills
- Standard 2: Creates a Clear and Focused Learning Mission
- Standard 3: Facilitators Rigorous Curriculum, Engaging Instruction and Balanced Assessments
- Standard 4: Builds and Sustains a Positive Learning Climate and Cohesive Culture
- Standard 5: Promotes Continual Professional Growth and Attracts and Retains Quality Staff
- Standard 6: Acts as a Student Advocate and Creates Support Systems for Student Success
- Standard 7: Manages Operations to Promote Learning
- Standard 8: Connects to Families and the Larger Community
- Standard 9: Effects Continuous Improvement

21st Century and Problem Solving Skills

What are 21st Century Learning Skills?

Twenty-first century learning skills can be categorized into three broad areas:

1. Information and Communication Skills: Information processing skills that include information and media literacy, visual literacy as well as communications and technology literacy and oral, written and multimedia communication. These include using research tools, such as word processing, e-mail, presentation software and the Internet, to access, manage, integrate, create and communicate with others. Students with these skills can articulate thoughts and ideas clearly and effectively through speaking and writing. They demonstrate the ability to work effectively with diverse teams and exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. They also assume a shared responsibility for collaborative work.

2. Thinking and Problem-solving Skills: These skills use problem-solving tools, such as spreadsheets, decision support and design tools, to develop critical thinking, systems thinking, problem-solving, creativity and innovation. Students with these skills demonstrate originality and inventiveness in their work and develop, implement and communicate new ideas to others. They are open and responsive to new and diverse perspectives and act on creative ideas to make a tangible and useful contribution. They exercise sound reasoning in understanding and make complex choices and decisions. They understand the interconnections among systems and ask significant questions that clarify various points of view and lead to better solutions. They frame, analyze and synthesize information to solve problems and answer questions.

3. Personal and Workplace Productivity Skills: These skills include interpersonal and collaboration skills, the ability to self direct, adaptability, ethical behavior, social/personal accountability, leadership, as well as project planning and development. Students who master these skills have the ability to adapt to varied roles and responsibilities, and work effectively in a climate of ambiguity and changing priorities. They can monitor their own understanding and learning needs and demonstrate initiative to advance. They use time efficiently and manage workloads effectively. They also develop the ability to work productively with others of differing cultural backgrounds. They demonstrate diligence and a positive work ethic, including being punctual and reliable, as well as integrity, responsibility and ethical behavior.

Portfolio Items:

- Individual assignments
- Project integrating technology

Course Requirements:

- A. Attendance:** Regular attendance on the Blackboard Discussion Board or contact with the instructor if provided as an independent study is critical to your understanding of and performance in this course. The course is designed for student centered learning. Your active participation will further a better understanding of the course materials and mastery of the goals and objectives. Students are responsible for all assignments.
- B. Academic Honesty:** Cheating on an exam, project, observation, paper or other assignment will result in no credit for that work and may result in further action by the administration. (See WJU Catalog)

- C. Formative Assessments:** A variety of formative assessments will be utilized to monitor your progress in mastery of the goals and objectives of this course. Each early assignment will be reviewed as formative so corrective feedback will enable the student to make improvements.
- D. Summative Assessment:** The student portfolio will demonstrate mastery of the standards for education technologies for administrators.
- E. Statement of Academic Integrity** (cheating/plagiarism)
Academic integrity means giving credit where credit is due in an academic setting. It is an ethical obligation of all people who perform intellectual work including students, faculty members, and administrators to preserve the importance of academic integrity. If the source of intellectual work is not correctly cited, then the person who uses that source has stolen the property of someone else and has engaged in theft of intellectual property. (See WJU Catalog)
- F. In-Class and On-Line Behavior:** WJU will not tolerate verbal, physical, or written conduct by any employee or student that harasses, disrupts or interferes with another's performance or which creates an intimidating, offensive or hostile environment. Harassment of any kind will not be tolerated, including harassment on the basis of race, religion, color, sex, sexual orientation, age, national origin, ancestry, ability/disability or familial status.

Copyright Restrictions:

The copyright Act of 1976 grants to copyright owners the exclusive rights to reproduce their works and distribute copies of their work. Copying a textbook without permission from the owner may constitute copyright infringement. Copyright laws do allow students and professors to make photocopies of copyrighted materials under strict conditions. You may not copy most, much less all, of a work, but you may copy a limited portion of a work, such as an article from a journal or a chapter from a book. These copies must be for your own personal academic use.

Plagiarism/Cheating and the Internet

Plagiarism is the presentation of someone else's work as one's own. Getting something from the internet and presenting it as one's own is plagiarism. Copying another student's paper or a portion of the paper is "copying". Neither plagiarism nor copying will be tolerated.

Formative Assessments:

A variety of formative assessments will be utilized to monitor your progress in mastery of the goals and objectives of this course. Each early assignment will be reviewed as formative so corrective feedback will enable the student to make improvements.

Summative Assessments:

The student portfolio will demonstrate mastery of the standards for education technologies for administrators.

Last Date to Drop the Course:

The last day of the Add/Drop Period for this semester is Friday, August 24, 2018. The last day to withdraw from this course with a grade of a **W** is Friday, September 21, 2018.

Disability Statement:

Wheeling Jesuit University offers students with documented disabilities individual accommodations on a case-by case basis with confidentiality in compliance with the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

In order to receive academic or physical accommodations, students with disabilities must provide current (within three years) and comprehensive documentation concerning the nature and extent of the disability and communicate their needs to the Disability Services Director, located in Ignatius Hall Room G 24 or call 304-243-4484. Students are required to meet with the director to develop accommodation plans that they will present to their course instructors at the beginning of each semester. Students with disabilities that require specific housing accommodations must contact both the Director of Residence Life and the Disability Services Director.

Ultimately, all students with disabilities are responsible for their own academic achievement. They must attend classes, complete course assignments, and fulfill all university requirements for their chosen field of study. It is up to students with disabilities to seek out available assistance on campus and to utilize individualized accommodations that promote academic success.

Academic Integrity Statement:

Students are advised that WJU's Academic Integrity Policy will strictly be enforced in this course (see www.wju.edu/studenthandbook). Questions regarding the policy may be directed to the Office of the Academic Vice-President.

Official E-mail:

An official WJU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this WJU e-mail address.

The Academic Resource Center (ARC):

The Academic Resource Center (ARC) is a totally free academic-support service available to all enrolled Wheeling Jesuit University students and staffed almost exclusively by WJU students recommended for employment by WJU faculty. The ARC is located in Bishop Hodges Library and is open five days a week:

Sundays 6:00-8:00 p.m.
Mondays-Thursdays 1:00-9:00 p.m.

Please visit the ARC's website (readily accessible on the Cardinal homepage under "Quick Links" or as the first listing under "Student Services") to learn about the ARC's services (emphasizing writing, math, and the sciences) and to schedule appointments.

Title IX Statement:

Wheeling Jesuit University seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment, misconduct, or assault we encourage you to report this. If you report this to a faculty member, she or he must notify our college's Title IX coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For more information about your options at WJU, please go to <http://wju.edu/titleix/>.

Grading System

ASSIGNMENTS	POINTS
Progress Reports	60
Discussion Board	30
Draft and Final Project	70
I Learned Paper	40
	200

GRADE	PERCENT	POINTS
A	93-100	186-200
A-	90-92	180-185
B+	87-89	174-179
B	83-86	166-173
B-	80-82	160-165
C+	77-79	154-159
C	73-76	146-153
C-	70-72	140-145
D+	67-69	134-139
D	60-66	120-133
F	0-59	132 and below