Wilmington University
College of Education
Course Syllabus

Technology and the School Enviro1(n)w 9i0xlnd7d).Roblyer,MD.

ve Technology Standards for School Administrators
echnology in Education). Topics will also include a review of
hool-related technology applications; the demands of a tech-
cation; production of ICT (information and communication
ctions; productivity tools; management technology to enhance
chnology tools; software review/selection; and
chnology hips; software review/selection; and licensing; and

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab

Technology Standards: International Society for Technology Administrator Standards

Wilmington University Graduate Graduation Competencies: Graduate Graduation Competencies

Delaware Performance Appraisal System II: DPAS II for Administrators

College of Education Attendance Policy:

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).
Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student's responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week's assignments.

Essential Questions

1. How does an educational leader's understanding of organizational effectiveness and learning strategies affect the process of integrating technology into pedagogical best practices?
2. To improve appropriate technology use by staff and students, in what ways does an educational leader:
    - engage in tactical and strategic program planning?
    - discuss strategies for implementation and evaluation of technology use?

Learning Outcome 1 – NELP Standard 3)

1. Candidate understands and demonstrates the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. (NELP 3.1)
2. Candidate understands and demonstrates the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. (NELP 3.2)
3. Candidate understands and demonstrates the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. (NELP 3.3)

Learning Outcome 2 – NELP Standard 4)

1. Candidate understands and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs. (NELP 4.1)
2. Candidate understands and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems. (NELP 4.2)
3. Candidate understands and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. (NELP 4.3)
4. Candidate understands and demonstrates the capacity to collaboratively evaluate, develop, and implement the school's t8(nt)

Using appropriate information technologies, analyze and critique a state or district plan for educational technology; or analyze and critique emerging technology application(s) that could improve school environment and the culture for teaching and learning, or that could improve school operations and management (including, but not limited to: inventory control, allocation of resources, fiscal management, communications, pupil/personnel services, student records, employee productivity, etc.). Candidates should use the SAMR (Substitution, Augmentation, Modification and Redefinition) Model continuum and the ISTE Standards for Administrators as guidelines.

MED 7710 – Technology and the School Environment

	Unsatisfactory	Emerging	Basic	Proficient	Distinguished
NELP Standard 3	Candidates fail to				