WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION/
SYLLABUS

COURSE NUMBER: EDT 6045
COURSE TITLE: Special Topics in Educational Technology
COURSE CREDIT 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

TEXTBOOK:
• No Textbook is required for this course
• A webcam is required for virtual sessions and to design instruct

The website Forum Unified Education Technology Suite was developed through the National Cooperative Education Statistics System and funded by the National Center for Education Statistics (NCES) of the U.S. Department of Education. It was produced under the auspices of the National Forum on Education Statistics will be the textbook to be used for this course: http://nces.ed.gov/pubs2005/tech_suite/

FACULTY INFORMATION/ OFFICE HOURS/METHOD OF CONTACT: Check Blackboard for Faculty Information

COURSE DESCRIPTION
The course is a capstone course focused on professional capacity to facilitate the adoption and diffusion of a new technology initiative. The project requires conducting inquiry into the management of a technology initiative, writing a technology plan for implementation, and sharing a prototype and data results with an established local or global learning community. Candidates will be involved in shared decision-making and collaboration while demonstrating fluency in technology. Topics explored include adoption and diffusion, data-driven decisions, legal issues, professional development, and professional leadership capacity. Prerequisites: EDT 6005, EDT 6010, EDT 6020, and EDT 6035.

Course Format
• Course Format: The course is offered in a hybrid or a distance-learning format. Hybrid courses are taught in a computer lab classroom and also in an online Learning Content Management System, Blackboard™.
• Software: Productivity tools are required for designing instruction and completing assignments.
• Hardware: Web Cam is required for all courses. Candidates must have access or purchase a webcam prior to the beginning of the course. Virtual conferences and synchronous sessions will be conducted as an assignment in each of the Educational Technology courses.
• DIS 095: Distance Learning Orientation for Students is a prerequisite to this course. DIS 095 is free of charge and can be completed through Blackboard™ in approximately 60 minutes. The orientation is located at http://www.wilmu.edu/distancelearning/dlorientation.aspx.

I. CONCEPTUAL FRAMEWORK:
The course is structured to reflect the eight essential program attributes described in the College of Education Conceptual Framework found at http://www.wilmu.edu/education/clinicalstudies/conceptframework.aspx#knowledgebases

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College of Education
Professional Partners ● Creating Environments for Learning
II. PROGRAM COMPETENCIES:
National Educational Technology Standards for Teachers (NET.S), provided by the International Society for Technology in Education (ISTE) endorsed by NCATE. 

III. PROGRAM COMPETENCIES/STANDARDS
A. Program Competency Standard 5. Engage in Professional Growth and Leadership
Teachers/Educators continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Learning Outcomes. Candidates will...
E.1. participate in local and global learning communities to explore creative applications of technology to improve student learning
E.2 exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
E.3 evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
E.4 contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

IV. METHODOLOGY, PHILOSOPHY, AND EVALUATION
A. Instructional strategies appropriate for adult learners are implemented such as project-based and problem based instructional practices, active participation in goal setting and self-evaluation, experiential activities, and student-centered learning environments. The course content and instructional design are informed by adult learning theories and may take place in student-only, teacher-led, or community-based settings. These methodologies fit well with transformative theory, situated cognition, and a social-cultural perspective.

B. Assessment and Evaluation: Assignments will be scored using performance-based assessments and objective test items. Assignments are due on the assigned date. Late assignments will not be accepted. Assignments will be scored using performance-based assessments. This policy ensures that all candidates are treated equably.

Grade A: Excellent. The student has demonstrated a quality of work and accomplishments far beyond the normal requirements and shows originality of thought and mastery of material. To receive an A in this course, the candidate must earn a total of a 95%.

Grade B: Good. The student’s achievement exceeds satisfactory accomplishment, showing a clearer indication of initiative, comprehension of material, and the ability to work with concepts.

Grade C: Satisfactory. The student has met the formal requirements and has demonstrated comprehension of the material and the ability to work with concepts.

V. ATTENDANCE POLICIES: College of Education Policy
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be 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 towards class absences. It is the student’s responsibility to obtain and complete assignments on the due dates.
It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

VI. PROGRAM COMPETENCY PROJECTS /STRUCTURED EXTERNAL

• PROGRAM COMPETENCY 5. RUBRIC Engage in Professional Growth and Leadership: Complete a Technology Initiative in an Action Research format.

• Graduation Competencies: Graduation Competency 3. Disciplined Inquiry: Utilize quantitative, qualitative, and scientific reasoning to solve problems. • Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation. • Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge

• Individual Development and Educational Assessment (IDEA) Learning Objectives:
  o Essential objective #4. Developing specific skills, competencies and point of view needed by professionals in the field.
  o Important objective #5. Acquiring skills in working with others as a member of a team

• EVALUATED ASSIGNMENT: Candidates will participate a global learning community to research and plan the implementation of an innovative technology initiative. The outcome of the assignment is to demonstrate leadership capacity for managing a technology initiative for an educational organization.

VII. ELECTRONIC PORTFOLIO

There is a portfolio requirement in this course. The portfolio is a collection of artifacts that demonstrates the candidates’ knowledge and skills of the performance indicators. Each instructor has personal preferences for the reflective narrative in the electronic portfolio that aligns with the assignment. This framework is a generic model.

Three components:
1. Description: A description is a textual explanation of the instructional media and the purpose for producing the instructional media.
2. Analysis: Analysis is a detailed explanation of the personal decision-making that includes an interpretation between the artifact and standard.
3. Reflection: Reflections are used to reinforce what has been learned through readings, discussions, and activities presented in class.

VIII. COURSE OUTLINE AND WEEKLY SCHEDULE

It is expected that all candidates will read the appropriate materials for the assignment each week and that all candidates will read the assignments and scoring rubrics for the assignments to determine the expectations for the assignments. The instructor reserves the right to change the syllabus, assignments, and point values during the course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1.</td>
<td>• Adoption and Diffusion of a Technology Initiative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Leadership Capacity</td>
<td>• Readings, Articles, and Videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Required Reading: The Forum Unified Education Technology Suite.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Research a Technology Initiative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Form a Technology Initiative Committee Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Join the PBWorks Technology Initiative Project Website</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Create a PBWorks workspace named &quot;Your Last Name technology initiative project&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participate in Discussion Forum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write the Title Page</td>
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<tr>
<td></td>
<td></td>
<td>• Write the Introduction (Due Week 2)</td>
</tr>
</tbody>
</table>

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| Week 2. | • Determining Your Technology Needs and Planning Your Technology Initiative (Needs Assessment)  
• Creating Good Survey Items  
• Best Practices for implementing Technology to enhance learning  
• Readings, Articles, and Videos  
• Required Reading: The Forum Unified Education Technology Suite, Read Part 2. Determining your Technology Needs (There are three sections: (a) The Needs Assessment, (b) Writing a Statement of Needs and (c) Knowing What Resources are Already in Place.  
• Research for the Literature Review and Write the Literature Review section (Due Week 3)  
• Complete the Title Page (Due)  
• Write the Introduction Section (Due).  
• Meet with the Technology Initiative Committee Group: Post agenda and minutes of meeting on the website (First meeting information is Due)  
• Create, Administer, and Analyze survey results for a Needs Assessment (Due Week 3)  
• Participate in Discussion Forum |
| Week 3. | • Readings, Articles, and Videos  
• Required Reading: The Forum Unified Education Technology Suite.  
• Read Part 3. Selecting Your Technology Solutions  
• Write Literature Review (Due)  
• Write the Methodology Section and the Findings and Result Section (Due Week 4)  
• Analyze the data results, report your findings, and post the information in the Findings/Results Section of the Report (Due Week 4)  
• Meet with Collaborative Technology Initiative Committee Group to report the results of your survey and determine the technology solution/technology initiative: Record the agenda and minutes on the Collaborative website (Due Week 4)  
• Research the cost of the Technology Initiative (Due Week 5)  
• Create a budget for the new purchases, Identify vendors, and the Determine the cost (Due Week 5)  
• Identify funding and resources (Due Week 5)  
• Participate in the Discussion Forum |
| Week 4. | • Readings, Articles, and Videos  
• Required Reading: The Forum Unified Education Technology Suite.  
  o Read Part 4. Implementing Your Technology  
• Meet with committee/group (Second meeting is due)  
• Identify the implementation team and schedule (Due Week 5)  
• Methodology Section (Due)  
• Findings and Results (Due)  
• Write the Discussion Component of the Technology-Plan Research Report (Due Week 6)  
• Design the Example/Prototype of the Technology Initiative (Due Week 6)  
• Participate in Discussion Board Forum |
| Week 5. | • Readings, Articles, and Videos  
• Required Reading: The Forum Unified Education Technology Suite  
  • Part 5. Safeguarding Your Technology  
  • Part 6. Maintaining Your Technology  
• Meet with committee/group (Second meeting is due)  
• Write the Discussion Component of the Technology-Plan Research Report |
<table>
<thead>
<tr>
<th>Week 6.</th>
<th></th>
</tr>
</thead>
</table>
| • **Readings, Articles, and Videos**  
  • Required Reading: The Forum Unified Education Technology Suite  
    o Part 7. Training for Your Technology (Professional Development component)  
    o Read Part 8. Integrating Your Technology  
  • **Write the Discussion Component of the Technology-Plan Research Report (Due)**  
  • **Complete the Reference section (Due)**  
  • **Design the Example/Prototype of the Technology Initiative (Due)**  
  • **Meet with the Collaborative Technology Initiative Committee Group. Post the agenda and minutes on the website (Third Meeting is Due)** |  |

<table>
<thead>
<tr>
<th>Week 7.</th>
<th></th>
</tr>
</thead>
</table>
| • **Readings, Articles, and Videos**  
  • Required Reading: The Forum Unified Education Technology Suite  
  • Read the manual and articles  
  • **Write a Professional Growth Plan**  
  • **Write the narrative (D.A.R.) for the PBWorks Wiki Portfolio for EDT 6045.**  
  • **Final Review of PBWorks Technology Initiative Site**  
  • **Upload the PBWorks Portfolio EDT 6045 URL into Taskstream**  
  • **Discussion Board Forum** |  |

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1.</td>
<td>URL for PbwWorks Technology Initiative site</td>
<td>5</td>
</tr>
<tr>
<td>Week 1.</td>
<td>URL for Collaborative Technology Initiative Community site</td>
<td>5</td>
</tr>
<tr>
<td>Week 2.</td>
<td>Title Page</td>
<td>5</td>
</tr>
<tr>
<td>Week 2.</td>
<td>Introduction section</td>
<td>5</td>
</tr>
<tr>
<td>Week 2.</td>
<td>Collaborative Technology Initiative Committee Group. First Meeting</td>
<td>5</td>
</tr>
<tr>
<td>Week 3.</td>
<td>Literature Review section</td>
<td>5</td>
</tr>
<tr>
<td>Week 4.</td>
<td>Methodology Section</td>
<td>5</td>
</tr>
<tr>
<td>Week 4.</td>
<td>Findings and Results</td>
<td>5</td>
</tr>
<tr>
<td>Week 5.</td>
<td>Collaborative Technology Initiative Committee Group. Second Meeting</td>
<td>5</td>
</tr>
<tr>
<td>Week 6.</td>
<td>Example/Prototype of the Technology Initiative</td>
<td>35</td>
</tr>
<tr>
<td>Week 6.</td>
<td>Collaborative Technology Initiative Committee Group. Third Meeting</td>
<td>5</td>
</tr>
<tr>
<td>Week 6.</td>
<td>Discussion Section</td>
<td>5</td>
</tr>
<tr>
<td>Week 6.</td>
<td>Reference Section</td>
<td>5</td>
</tr>
<tr>
<td>Week 7.</td>
<td>Final Review of Technology Initiative Website: Visually as aesthetically appropriate</td>
<td>5</td>
</tr>
<tr>
<td>Week 7.</td>
<td>Professional Growth Plan</td>
<td>10</td>
</tr>
<tr>
<td>Week 7.</td>
<td>PBWorks Program Portfolio</td>
<td>5</td>
</tr>
<tr>
<td>Week 7.</td>
<td>Upload URL into Taskstream (SEA) Overall project</td>
<td>20</td>
</tr>
<tr>
<td>Week 7.</td>
<td>Graduation Competency 2. Written Communication: Writing Score</td>
<td>5</td>
</tr>
<tr>
<td>Week 1-7</td>
<td>Discussion Board forums (7 for 5 Points each)</td>
<td>35</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Rubrics</th>
<th>Points</th>
<th>Description and Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Competency 5. Engage in Professional Growth and Leadership (SEA)/CeCram Assignment</td>
<td>20 Points</td>
<td>The instrument is a standardized evaluation rubric issued by ISTE. The standard and performance indicators that candidates are required to fulfill are listed on the rubric along with the graduation competency that is being measured in each of the EDT courses.</td>
</tr>
<tr>
<td>Graduation Competency 3. Disciplined Inquiry</td>
<td>5 points</td>
<td>Program Competency Rubric. This competency is measured by the score earned for the Methodology and Findings and Results performance components: Evidence of ability to gather and analyze information: Needs Assessment, Methodology and Findings and Results (Earn a 5 in each of the component of the Technology Plan Research report to earn a score of 5 Points for the Graduation Competency 3. Disciplined Inquiry.</td>
</tr>
<tr>
<td>Technology-Plan Research Report: Title page, Introduction, Literature Review, Methodology, Findings and Results, Discussion, and References</td>
<td>35 Points</td>
<td>The instrument lists the scoring elements of associated with a research paper. The technology initiative plan is written in the format of an action research plan.</td>
</tr>
<tr>
<td>Technology Initiative Website</td>
<td>5 Points</td>
<td>The rubric uses 7 aspects of web-based design to evaluate the overall site of the project. The site components include the action research paper, the technology initiative examples webpage, the professional development webpage, and the collaborative community webpage.</td>
</tr>
<tr>
<td>Professional Growth Plan</td>
<td>10 Points</td>
<td>Rubric criterion focuses on the comprehensiveness of the professional development plan to integrate the 10 Professional development components. The candidate explains their professional growth plan that demonstrates their commitment to learning and the effective use of digital resources and the ongoing renewal of professional practice.</td>
</tr>
<tr>
<td>Technology Example Website</td>
<td>35 Points</td>
<td>The technology example website is a communication device: The website is scored for its conciseness to convey information to parents, school leaders, and the larger community the impact on learning of the effective use of digital resources and the ongoing renewal of professional practice.</td>
</tr>
<tr>
<td>WIKI Web Portfolio</td>
<td>5 Points</td>
<td>There is one web page to design for the Wiki Web Portfolio.</td>
</tr>
<tr>
<td>Discussion Forums</td>
<td>5 points</td>
<td>Discussions are read weekly and it is expected that candidates will contribute to the forum to support their peers, collaborate about current topics and ideas, and to show leadership capacity. The score can raise or lower your overall grade.</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td>To determine a letter grade, the total number of points will divide the candidate’s total score. To earn an A, the candidate must have a 95 %. Numeric scores are not rounded up in this course.</td>
</tr>
</tbody>
</table>
IX. REFERENCES

Carr, Jr., V.H., (n.d.). Technology Adoption and Diffusion. Retrieved from

Carr, Jr., V.H., (n.d.) Technology Adoption and Diffusion. Retrieved April 21, 2009, from

http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le700.htm#over

http://www.thejournal.com/the/printarticle/?id=24357


http://www.rogerclarke.com/SOS/InnDiff.html

Appendix A
National Educational Technology Standards for Students

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. **Students:**
   a. apply existing knowledge to generate new ideas, products, or processes
   b. create original works as a means of personal or group expression
   c. use models and simulations to explore complex systems and issues
   d. identify trends and forecast possibilities

2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. **Students:**
   a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
   b. communicate information and ideas effectively to multiple audiences using a variety of media and formats
   c. develop cultural understanding and global awareness by engaging with learners of other cultures
   d. contribute to project teams to produce original works or solve problems

3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. **Students:**
   a. plan strategies to guide inquiry
   b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
   c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks
   d. process data and report results

4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. **Students:**
   a. identify and define authentic problems and significant questions for investigation.
   b. plan and manage activities to develop a solution or complete a project.
   c. collect and analyze data to identify solutions and/or make informed decisions.
   d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. **Students:**
   a. advocate and practice safe, legal, and responsible use of information and technology
   b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
   c. demonstrate personal responsibility for lifelong learning
   d. exhibit leadership for digital citizenship

6. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations. **Students:**
   a. understand and use technology systems
   b. select and use applications effectively and productively
   c. troubleshoot systems and applications
   d. transfer current knowledge to learning of new technologies

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Core Subjects and 21st Century Themes

http://www.21stcenturyskills.org/

1. Core Subjects and 21st Century Themes: Mastery of core subjects and 21st century themes is essential for students in the 21st century. Core subjects include:
   - English, reading or language arts
   - World languages
   - Arts
   - Mathematics
   - Economics
   - Science
   - Geography
   - History
   - Government and Civics

In addition to these subjects, we believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:
   - Global awareness
     - Using 21st century skills to understand and address global issues
     - Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
     - Understanding other nations and cultures, including the use of non-English languages
   - Financial, economic, business, and entrepreneurial literacy
     - Knowing how to make appropriate personal economic choices
     - Understanding the role of the economy in society
     - Using entrepreneurial skills to enhance workplace productivity and career options
   - Civic literacy
     - Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
     - Exercising the rights and obligations of citizenship at local, state, national and global levels
     - Understanding the local and global implications of civic decisions
   - Health literacy
     - Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing
     - Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
     - Using available information to make appropriate health-related decisions
     - Establishing and monitoring personal and family health goals
     - Understanding national and international public health and safety issues

2. Learning and Innovation Skills: Creativity and Innovation, Critical Thinking and Problem Solving, and Communication and Collaboration

3. Information, Media, and Technology Skills: Information Literacy, Access and Evaluate Information, and Use and Manage Information
   - Media Literacy: analyze media and create media products
   - ICT Literacy: apply technology effectively

4. Life and Career Skills: Today’s life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.
PROGRAM COMPETENCY 5. RUBRIC Professional Growth and Leadership

STRUCTURE EXTERNAL ASSIGNMENT

COURSE: EDT 6045
TITLE: Special Topics in Educational Technology

PROGRAM COMPETENCY 5. Candidates continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

GRADUATION COMPETENCY 3. Disciplined Inquiry • Utilize quantitative, qualitative and scientific reasoning to solve problems • Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation • Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge

EVALUATED ASSIGNMENT: Candidates will participate a global learning community to research and plan the implementation of an innovative technology initiative. The outcome of the assignment is to demonstrate leadership capacity for managing a technology initiative for an educational organization.

TASKSTREAM ASSIGNMENT: This required assignment must be uploaded into the e-folio site, Taskstream for a passing grade in EDT 6045

<table>
<thead>
<tr>
<th>Scoring Elements</th>
<th>Emerging (1)</th>
<th>Beginning (2)</th>
<th>Developing (3)</th>
<th>Proficient (4)</th>
<th>Transformative (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Indicator 5.1</td>
<td>Candidates participate in local and global learning communities to explore creative applications of technology to improve student learning.</td>
<td>The candidate explores local learning communities.</td>
<td>The candidate explores and discusses attributes of local and global learning communities where teachers can explore creative applications of technology to improve pupil learning.</td>
<td>The candidate develops plans for using local or global learning communities to explore creative applications of technology that improve pupil learning.</td>
<td>The candidate actively participates in local and global learning communities to exchange and implement ideas and methods related to creative applications of technology to improve pupil learning.</td>
</tr>
<tr>
<td>5.2 Candidates exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision-making and community building, and developing the</td>
<td>The candidate identifies visions of technology infusion at the local level.</td>
<td>The candidate identifies and evaluates local and global visions of technology infusion, ways of participating in shared decision-</td>
<td>The candidate demonstrates leadership for the implementation of the school-district vision for technology infusion by applying it in</td>
<td>The candidate adopt a shared vision of technology infusion appropriate for the educational environments, work cooperatively with others in decision making, and</td>
<td>The candidate participates in developing a vision for technology infusion in the school and the wider community, advocates for its</td>
</tr>
</tbody>
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Professional Partners 8 Creating Environments for Learning
leadership and technology skills of others.

making and community building, and strategies for developing the technology skills of others.

his/her own learning environment.

contribute to the development of leadership and technology skills in others.

adoption, helps facilitate shared decision-making, and promote the development of leadership and technology skills in others.

<table>
<thead>
<tr>
<th>Graduation Competency# 3. Disciplined Inquiry: Utilize quantitative, qualitative, and participatory research methods to analyze and interpret qualitative, quantitative, and mixed-method data in the context of educational settings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The educator shows developing skills that meets the criteria with severe errors:</td>
</tr>
<tr>
<td>The educator shows basic skills that meet the criteria with few errors:</td>
</tr>
<tr>
<td>The educator shows proficiency skills that meets all criteria:</td>
</tr>
<tr>
<td>The educator shows exemplary skills that exceed all criteria:</td>
</tr>
<tr>
<td>Qualitative, and scientific reasoning to solve problems. • Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation. • Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Exercise critical thinking strategies, including reasoning, problem solving, analysis, and evaluation.</td>
</tr>
<tr>
<td>Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge (Identifies a topic/problem that addresses basic ideas, but leaves out relevant aspects of the topic)</td>
</tr>
</tbody>
</table>
## Rubric for Portfolio
### A rubric for scoring the portfolio entries

<table>
<thead>
<tr>
<th>Portfolio Elements</th>
<th>Emerging</th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
<th>Transformative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td>Description is poorly written explanation.</td>
<td>Description is a basic explanation.</td>
<td>Description is general explanation that includes information about the assignment and standard.</td>
<td>Description is detailed explanation of the relationship between the standard and artifact.</td>
<td>Description gives a clear, detailed explanation of the relationship between the standard and artifact and the impact upon professional development.</td>
</tr>
<tr>
<td></td>
<td>Analysis shows a lack of critical thought.</td>
<td>Analysis includes an explanation of the artifact.</td>
<td>Analysis includes an explanation of the relationship between the standard and artifact.</td>
<td>Analysis is an explanation of the personal decision-making that includes an interpretation between the artifact and standard.</td>
<td>Analysis is a detailed explanation of the personal decision-making that includes an interpretation between the artifact and standard.</td>
</tr>
<tr>
<td></td>
<td>Reflection lacks expression of thoughts, opinions, and muses.</td>
<td>Reflection includes articulate detailed expressions of your thoughts, opinions, and muses. Narratives are personal reactions and explanations directly related to how the artifact meets the goal of the performance indicator and your professional development process.</td>
<td>Reflection includes clear, detailed expressions of your thoughts, opinions, and muses. Narratives are personal reactions and explanations directly related to how the artifact meets the goal of the performance indicator and your professional development process.</td>
<td>Reflection includes clear, detailed expressions of your thoughts, opinions, and muses. Narratives are personal reactions and explanations directly related to how the artifact meets the personal aspirations between the standard and your professional development.</td>
<td>Reflection includes clear, detailed expressions of your thoughts, opinions, and muses. Narratives are personal reactions and explanations directly related to how the artifact meets the personal aspirations between the standard and your professional development.</td>
</tr>
<tr>
<td></td>
<td>Personal reactions and explanations are not included.</td>
<td>The reflection reveals a positive disposition towards teaching.</td>
<td>The reflection component reveals the willingness and disposition and a professional demeanour that will enhance student learning.</td>
<td>The reflection component reveals a proactive disposition and a professional demeanour that will enhance student learning.</td>
<td>The reflection component reveals a proactive disposition and a professional demeanour that will enhance student learning.</td>
</tr>
<tr>
<td></td>
<td>Citations are needed.</td>
<td>References are cited accurately in APA format.</td>
<td>References are cited accurately in APA format.</td>
<td>References are accurately cited in APA format.</td>
<td>References are accurately cited in APA format.</td>
</tr>
</tbody>
</table>
### Technology Plan Website Rubric

Directions: The overall appearance and components of the website will be scored. The generic rubric will be used to rate the project.

<table>
<thead>
<tr>
<th>Scoring Elements</th>
<th>Needs improvement</th>
<th>Poor</th>
<th>Basic</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Technology Fluency</strong></td>
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<tr>
<td>Skilled at working with technologies and applications</td>
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<tr>
<td>2. <strong>Visual Literacy</strong></td>
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<tr>
<td>Font is readable and consistent throughout the website</td>
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<tr>
<td>The site is attract and aesthetically pleasing.</td>
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<tr>
<td>3. <strong>Website management system</strong></td>
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<tr>
<td>There is evidence of a system for the management of the research project. Navigational system allows users to move easily through the website.</td>
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<td>4. <strong>Operational aspects</strong></td>
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<tr>
<td>Hypertext links, files, and other media links are working appropriately.</td>
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<tr>
<td>5. <strong>Organization</strong></td>
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<tr>
<td>Structure, Content, and Layout were considered: titles and heading were used to focus the reader on important information. Each webpage contributes to the collective effect of the website. The layout of the plan is complementary to the main focus of the topic and enables the message to be communicated clearly.</td>
<td></td>
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<tr>
<td>6. <strong>Content</strong>: Each webpage has the appropriate content.</td>
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<tr>
<td>In particular, the example of the technology initiative presents to parents, school leaders, and the larger community the impact on learning of the effective use of digital resources and the ongoing renewal of professional practice</td>
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<tr>
<td>7. <strong>Creativity, innovation, and critical thinking</strong></td>
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<tr>
<td>The collective effect of the website is creative and original thought is evident.</td>
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</tbody>
</table>

### Professional Growth Plan

<table>
<thead>
<tr>
<th>Professional Growth Plan</th>
<th>8.9</th>
<th>9.2</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate explains their professional growth plan that demonstrates their commitment to learning and the effective use of digital resources and the ongoing renewal of professional practice.</td>
<td>The information is general professional development information for the technology initiative rather than a personal professional development plan. Lacks important information Assessment is not included</td>
<td>Personal Professional Development Plan Assessment Not Included</td>
<td>Personal Professional Development Plan Assessment Included</td>
</tr>
</tbody>
</table>
### Discussion Board Forum Participation Scoring Rubric (5 Pts.)

#### Initial and Personal Discussion Posting

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 3      | • Information and ideas that are substantial: explain, expand, or explores issues related to the topic's subject matter with references to the resources and articles (Provided references and links to experts, events, or belief statements that share and support their thinking)  
• Ideas that motivate others to reply  
• Information that is logical, accurate, and validated by research-based practice (not opinions) |
| 2      | • Information and ideas are explained, expanded upon, or issues are explored: relating to the topic's subject matter with references to the resources and articles  
• Information that is logical, accurate, and validated by research-based practice (not opinions) |
| 1      | • Information and ideas are personal rather than research-based practices |
| 0      | • Did not participate in posting ideas or information |

#### Responding to Discussion Posting

<table>
<thead>
<tr>
<th>Points</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>• Interacted and engaged with colleagues intellectually by expanding or elaborating on the topic to enhance other's ideas while providing references to the resources and articles: answered thoughtfully and stimulated thinking of others. (Responded to the required number of posting required)</td>
</tr>
<tr>
<td>1</td>
<td>• Attempted to engage with others in an intellectual response</td>
</tr>
<tr>
<td>0</td>
<td>• Did not participate</td>
</tr>
</tbody>
</table>

- APA style formatting is required and if it is not included in the posting, **1 point will be deducted** from the score.
- Responding to only one original posting, will result in a **1 point deduction** from overall discussion board score for the week.

**Caveat:**
Regardless of the quality of narrative information posted on the discussion board forum, if the candidate does not respond the required number of times, or if the candidate neglects to provide the appropriate citations or references, points will be deducted for each of these items.