EDIT 5300: The Technology Coordinator

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Spring Office Hours: Feel free to stop by without an appointment during these times.
Mondays 3:00-4:30
Tuesdays 3:30-5:00
Thursdays 3:30-4:45 except on 2/18, 2/25, 3/18, 4/15 and 5/13
Others by appointment; please email me or call me to arrange another time.

Course Description
Skills needed by school/district technology coordinators and mentors are developed in this class. Network configuration, hardware and software troubleshooting, staff development practices, and grant writing are featured.

College of Education Mission Statement: Preparing Leaders in Learning
The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.

College of Education Vision Statement: Enhancing Lifelong Learning
The preparation programs in the College of Education strive to instill professional habits that result in lifelong learning. We endeavor to prepare educators who impact positively and optimally on the academic achievement and well-being of all of their P-14 pupils. To this end, we model a culture of educational accessibility and respect for diversity, we foster a climate of intellectual engagement and rigor, and we model systematic use of assessment and reflection to inform decision-making. We strive to ensure that College of Education students, faculty, and staff reflect the diversity of our local communities, possess the competence and confidence to provide leadership in their professional roles, and actively pursue personal and professional lifelong learning.

Use of sample assignments for accreditation purposes
The instructor and the College of Education may keep submitted student work and use it as examples for accreditation purposes. Every effort will be made to ensure that student name and
other identifiers are removed from documents and projects that will be used for this purpose. Students who decline to have their work kept on file for this purpose must notify the instructor in writing within the first two weeks of the course.

Course Objectives
Students will:
• Understand how the configuration of technology affects instructional practices;
• Explore issues dealing with the security and maintenance of school technologies;
• Develop skills in troubleshooting hardware, software, and network problems;
• Develop skills managing hardware, software, and network configurations in schools;
• Identify funding sources available at local, state, and national levels, and collaborate on a grant proposal for funding technology;
• Write a fundable grant proposal for technology-related resources;
• Develop knowledge and skills relating to staff development;
• Plan and facilitate a technology-related staff development opportunity based on research, best practices, and needs assessment.

Course Requirements
You are expected to fully participate in the course at the level expected of a graduate student. The course is 3 units. In terms of accreditation, this is roughly 1 hour of “seat” time per unit per week plus 2-3 hours of out-of-class time per unit per week. Some “seat” time will be fulfilled by completing reading and posting discussion material in Blackboard, though this will not amount to 3 hours per week. Be aware that Blackboard tracks usage by individual student. If there is reason to believe you are not fully participating in all aspects of the course, your Blackboard usage will be examined.

All written work must be word processed and submitted to Blackboard. A deduction of 5% per day will be taken for late work, up to a 50% reduction; no work may be submitted beyond 14 days of the due date, and no materials may be submitted after the scheduled final exam date for the class.

<table>
<thead>
<tr>
<th>Weekly Activities (13 x 10)</th>
<th>130 Points</th>
<th>A: 259-280; A- 250-258</th>
</tr>
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<tbody>
<tr>
<td>Staff Development</td>
<td>50 Points</td>
<td>B+: 245-249; B: 231-244; B- 222-230</td>
</tr>
<tr>
<td>Technical Field Experiences</td>
<td>50 Points</td>
<td>C+: 217-221; C: 203-216; C- 194-202</td>
</tr>
<tr>
<td>Grant Proposal</td>
<td>50 Points</td>
<td>No incompletes will be given except for circumstances described in the catalog.</td>
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280 Points

Staff Development Activity
You must prepare and facilitate a technology-related staff development activity during the semester. This could entail the creation of a professional development event for teachers at your school, in your district, in your county, at CSU Stanislaus (College of Education), or it could be a staff development event that is part of a conference. It could be ongoing training for an individual or small group, or it could be a one-time event. The event could be to specifically teach educators a technology-related skill, or it could be to facilitate curriculum development related to the integration of technology into curriculum. You may choose to conduct the staff development alone, or you may choose to work with another class member. You could also choose to work with another school, district, or county person to conduct the staff development.
event. If this is the case, it is imperative that you play a vital role in both planning and delivering
the event.

What you will submit:
A. A plan for the staff development event(s). Due by midnight, 3/20, but may be submitted earlier.
   • Results of a needs analysis OR thorough description and documentation regarding how
     this fits into a broad staff development plan.
   • NETS-T that you plan to address during the staff development activity
   • Proof that you have cleared the event(s) with appropriate personnel (emails will suffice).
   • Proposed date(s) of staff development event(s).
   • Outline of staff development activities. This should include an overview of the
     participants (including expected number), the facilities, access to hardware and software,
     and a general plan (broken down by time and activities).
   • Description of how the staff development structure and activities are consistent with adult
     learning theory and staff development “best practice” techniques. Be sure to cite specific
     authors in APA format. This should be written as a justification for your plan.

After submitting the plan, you will receive feedback regarding the structure and content, which
can be used as you prepare the actual event.

B. Staff development materials and analysis. Due by midnight, 5/29, but may be submitted earlier.
   • Complete details regarding what transpired during the event(s). Describe by time (ex:
     4:00-4:10: Overview of Inspiration).
   • NETS-T that were addressed by the staff development activity.
   • Any handouts that were distributed (can be electronic copies).
   • Any examples (electronic copies) or supplemental materials used (including PowerPoint
     presentations, student samples, etc.).
   • Verification from an administrator (emails will suffice).
   • An analysis of the event(s). Be honest. The intent of the analysis is for you to reflect upon
     the event in a way that will help you plan for successful future staff development
     offerings. Explain what went well and what you would change if you planned and
     facilitated another staff development event. Also explain what you learned in planning
     and carrying out the event.

The scoring rubric for parts A and B of the Staff Development Activity are posted in Blackboard.

Technical Field Experiences
You must select items from the below list to total at least 8 hours related to technical aspects of
hardware, software, and/or networking. The items you select should provide opportunities for
you to expand your technical skills. Keep this in mind as you determine how to fulfill the
requirements; choose activities that will be good learning experiences.
A. Technical Job Shadowing, REQUIRED, 5 hours
   You are expected to do hands-on work with computers, networks, or other hardware, under
   supervision with someone who works in Information Technology, to expand your technical
   skills. The experience could relate to hardware or software troubleshooting and may be
completed at your school, at your district, at another school/district site, or with a local service technician who agrees to allow you to shadow him or her.

B. Information Technology Glossary, REQUIRED. You will develop a glossary of acronyms and terms throughout the semester that relate to information technology. Definitions need to be written in layperson’s terminology, which means you may need to look up some information about each word. The definitions should be in your own words. Words will be given during various class sessions, as appropriate.

C. Technical Job Shadowing, additional hours. One hour of credit will be received for each hour worked above the required 5 hours.

D. District (or County) Network Specialist Interview. Interview a district or county network specialist at the main facility where he/she works. It would be especially worthwhile if you had the opportunity to tour the facility. Interview this person regarding his or her experiences in dealing with the overall infrastructure, the problems he/she encounters on the job, and how he/she troubleshoots when things do not work as they should. You should also find out who is responsible for solving certain types of network problems and what is the typical turnaround time for problems. In addition, ask about what kind of network access is provided to students, parents, teachers, and administrators and what type of security precautions have been taken. 1 hour.

D. Participation in Technical Training. This should relate to hardware or network troubleshooting—professional development to learn software does not fulfill this requirement. 1 hour for each hour of participation.

E. If you have an idea that is not included in the above list, share it with me for approval.

You will submit a contract by 3/6 which details how you plan on fulfilling the assignment. Download the electronic version of the contract from Blackboard, fill in the appropriate information, save, and submit.

After completing the assignment, you will submit (due by midnight on 5/29, but may be submitted earlier):

- Written log documenting the 8 hours (Date, time, location, thorough description of what you did and who you worked with)
- Verification of participation, as appropriate. Email verification is fine.
- Overall analysis of what you learned during these experiences. Be thorough. How did the experience expand your technical skills? Were there things you encountered that you did not understand?

You must make your own arrangements to complete these activities. If you need to share a description of this assignment with someone in order to get permission to complete it, a letter is posted in Blackboard. Feel free to work with another person in the class if there are contacts that can help get you into an experience. If you need some possible contacts for experiences, let me know.

The scoring rubric for the Technical Field Experiences is posted in Blackboard.
Grant Proposal
You will identify a problem, issue, or idea with some type of technology connection that could be addressed if external funding were available. After doing this, you will search various funding sources to find organizations or agencies that have grant opportunities to match your needs. Although it would be best if the grant were current (meaning that you actually could make the deadlines and get it funded), I will accept a proposal for a funding opportunity that is past deadline (sometimes the opportunities come up every year). Your funding source will have an RFP (Request For Proposals) outlining the elements that must be included in your proposal. You will need to turn in a copy of this RFP (or the URL of the information on the web) along with your actual proposal. Your proposal should address the items identified by the funding agency. If there is a page limitation identified in the RFP, abide by that. If the RFP requires you to collaborate with other teachers, administrators, or any other people, then those people should be identified. Any references to documentation in the literature should be cited using APA style.

In order to give you feedback on your grant proposal, you will first submit a grant prospectus (due by midnight on 4/3 as part of week 7 activities), which is an overview of your idea. For the prospectus, you will submit:

• One paragraph summary of the proposed project/idea
• List of what you are requesting to have funded
• Link to the funding agency RFP (if you are not completely sure which source you want to target, provide links to those that are possibilities)

The class will be divided into groups; you will review the submission of each group member. More information about the process will be posted closer to the deadline.

For the proposal, you will submit (due by midnight, 5/1, but may be submitted earlier):

• Link to the funding agency RFP (or hard copy if not available electronically)
• Completed proposal, ensuring that you adhere to all of the requirements listed in the RFP

The scoring rubric for the Grant Proposal is posted in Blackboard.
## EDIT 5300 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Due</th>
</tr>
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<tbody>
<tr>
<td>1 2/16-2/21</td>
<td>Teaching and Learning with Technology</td>
<td>Week 1 Tasks</td>
</tr>
<tr>
<td>2 2/21-2/27</td>
<td>Designing Effective Technology-Related Staff Development</td>
<td>Week 2 Tasks</td>
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<tr>
<td></td>
<td><strong>Educational Technology Conference, Enochs HS in Modesto on 2/27</strong></td>
<td></td>
</tr>
<tr>
<td>3 2/28-3/6</td>
<td>Adult Learning Theory</td>
<td>Week 3 Tasks, Tech Field Experiences Contract</td>
</tr>
<tr>
<td>4 3/7-3/13</td>
<td>Funding: Budgeting, Grants</td>
<td>Week 4 Tasks</td>
</tr>
<tr>
<td>5 3/14-3/20</td>
<td>Grant Writing</td>
<td>Week 5 Tasks, Staff Development Plan</td>
</tr>
<tr>
<td>6 3/21-3/27</td>
<td>Grant Writing</td>
<td>Week 6 Tasks</td>
</tr>
<tr>
<td>7 3/28-4/3</td>
<td>Role of the Technology Coordinator</td>
<td>Week 7 Tasks, which include the Grant Prospectus</td>
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<tr>
<td><strong>Spring Break, April 5-9</strong></td>
<td></td>
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<tr>
<td>8 4/3-4/17</td>
<td>Networks: General Operations</td>
<td>Week 8 Tasks</td>
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<tr>
<td>9 4/18-4/24</td>
<td>Networks: A Little More Technical</td>
<td>Week 9 Tasks</td>
</tr>
<tr>
<td>10 4/25-5/1</td>
<td>Wireless Networks, Planning for the Infrastructure’s Future</td>
<td>Week 10 Tasks, Grant Proposal</td>
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<tr>
<td>11 5/2-5/8</td>
<td>Server Functions, Open Source Software</td>
<td>Week 11 Tasks</td>
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<tr>
<td><strong>MEET 5/7 from 4:30-7:30 in DBH 104</strong></td>
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<tr>
<td>12 5/9-5/15</td>
<td>Network Security and Other Technical Issues</td>
<td>Week 12 Tasks</td>
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<tr>
<td>13 5/16-5/22</td>
<td>Data-Driven Decisions</td>
<td>Week 13 Tasks</td>
</tr>
<tr>
<td>14 5/23-5/29</td>
<td>Finals Week (no new tasks)</td>
<td>Technical Field Experiences, Staff Development Materials &amp; Analysis</td>
</tr>
</tbody>
</table>

Nothing will be accepted after midnight on 5/29.