

EDUC 818 Technology Planning Assignment

As a core course requirement in EDUC 818, doctoral candidates who are seeking administrative certification create a detailed plan for effectively applying technology across the curriculum in a school district, college, or workplace setting appropriate to the candidate's career goals. This is a strategic plan that explains how the district, college, or workplace will go about achieving educational goals by using technology to facilitate learning, collect data, and evaluate results in order to determine the extent to which standards have been met. In this technology plan, the candidate must analyze the logistical, pedagogical, and political issues related to putting the project into practice. Scheduling, budgetary, and staffing implications must be clearly articulated, and the candidate must present a realistic timetable for implementing the project in the local setting. The candidate submits the technology plan in the form of a portfolio website. *Note:* Candidates who are not seeking administrative certification have the option of either creating this technology plan or working on an [ELP artifact](#) that involves using technology to help people learn.

The rubric used to assess the planning portfolio is based on standards of the Educational Leadership Constituent Council (ELCC). They focus on the importance of providing learning environments that enable every student to succeed. In order to do this, the technology plan puts theory into practice by having the candidate explain the manner in which the principles of *How People Learn* inform the design of the learning environment. In the following rubric, column one identifies the ELCC standards that guide the assessment of the technology plan. These identifiers (in parentheses) derive from ELCC standards 2 and 5. Your technology plan must perform these ELCC standards by addressing the following elements.

- A. ELCC Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district. In performing ELCC 2.0, your technology plan must contain the following elements that will be assessed according to the rubric below.
 - 1. **Goals.** Articulating goals is an important element of strategic planning. What does your organization need to accomplish? What professional organizations have created standards relevant to your planning goals? There are probably multiple sets of standards you need to consider. There may be curriculum standards (such as the Common Core), discipline standards (such as NCTM, NSES, and NCTE), and technology standards (such as ISTE or AECT). What are the relevant standards and how should they guide your goal setting? By explaining this in your plan, you

perform ELCC 2.1: Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2. **Learning Theory.** Especially when planning for the use of education technology, it is important to understand the principles of *How People Learn*. Study this book by the National Research Council and use its principles to guide your creation of an effective learning environment. By documenting how you do this, you perform ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.
3. **Leadership.** Who will create the shared vision required for this plan to succeed? How will this vision be communicated and embraced throughout the organization? Are current staffing levels adequate? What reorganization is needed, and what additional personnel need to be hired? How will you recruit and retain the staffing needed to oversee the technological elements of this plan? How long will it take for this plan to take effect? What are the milestones and when will they occur? Are the milestones in the correct procedural order, i.e., do any milestones require things to have been done that are too far ahead on the timeline? Addressing these questions demonstrates the extent to which you perform standard ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.
4. **Tools.** What are the tools that will power your plan? How do the principles of *How People Learn* inform your tool selection? What data do these tools collect and where does this data reside? Is this data collection adequate for the cycle of systemic improvement specified above? Addressing these questions in your plan demonstrates the extent to which you perform standard ELCC 2.4: Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.

B. ELCC Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling. In performing ELCC 5.0, your technology plan must contain the following elements that will be assessed according to the rubric below.

1. **Accountability.** What is your plan for collecting data regarding the progress students are making toward attaining educational goals? How will this data be collected and how will it be used to guide the continuous improvement of the teaching and learning environment? Your plan must demonstrate mechanisms for helping to ensure that every student

- succeeds. Thus, you perform standard ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.
2. **Professional Practice.** What do teachers, faculty, and administrators need to know in order for your plan to succeed? How can you empower them to deepen their professional knowledge and skills? What professional standards guide what your organization's personnel need to know in order to perform their jobs with ethical behavior? Discovering these practices and explaining how you will foster them demonstrates the extent to which you perform standard ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.
 3. **Trends.** We live in a fast-paced world. Especially when it comes to technology, it may seem that the only constant is change. What national or international trends are occurring within the domain of this plan? How will emerging technologies impact this plan? Provide a budget showing what the plan will cost. Accompanying this budget, provide an explanation of each line item. Identify costs that the organization already has covered versus items requiring additional resources. How will the organization fund these added costs? Are there ways to reduce these costs? Could open source solutions or open education resources reduce planned expenditures? What role should parents, teachers, and students play in deciding how new technologies deploy? In explaining how to do this, your plan will demonstrate the extent to which you perform standard ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.
 4. **Risks and Obstacles.** What can make your plan fail? How can you anticipate these obstacles and plan for overcoming them? What risks are you taking and what are their potential consequences? By identifying these obstacles and their potential consequences, you perform standard ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.
 5. **Accessibility.** A core value guiding American education is the belief that every person can learn and has the right of doing so. How will your organization provide equal access for every learner? What Web accessibility standards will guide your selection of online tools and services? What are the needs for differentiating instruction and what strategies do you plan for doing so? By advocating to meet the needs of every student, you perform standard ELCC 5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.

The planning portfolio you submit in response to this assignment should have a navigational structure enabling the evaluator to surf the portfolio elements responding to the various dimensions of the following rubric. You have total freedom regarding the manner in which you organize your portfolio. Although most students in this course create their portfolio via Google Sites, you may use any Web creation software that you prefer. Google Sites video tutorials are freely available at www.udel.edu/edtech/video/google. In creating the staffing plan, schedule, and budget you may include charts and diagrams created with project management tools.

ELCC Rubric for EDUC 818: Technology Planning (reflective ePortfolio)

Candidate's Name:		Date:	
INDICATORS	Unacceptable	Acceptable	Target
<p>Goal Setting Candidates establish realistically obtainable goals within the local district culture informed by relevant standards and theories of human development, personalized learning, and motivation. (ELCC 2.1)</p> <p>(circle rating)</p>	<p>Although the plan may appear to recommend appropriate instructional techniques and assessment strategies, there is little or no explanation of the curriculum standards or human development theories needed to explain the rationale or inspire confidence in the recommended approach.</p> <p>0</p>	<p>The plan identifies applicable standards and interprets them through the local school culture, but further work needs to be done explaining how the instructional management system can adapt to the individual learning needs of each and every student.</p> <p>1</p>	<p>The plan demonstrates thorough and effective use of curriculum, discipline, and technology standards in establishing a personalized learning environment sensitive to the local district culture and adaptive to the needs of each student.</p> <p>2</p>
<p>Learning Theory Candidates inform their curriculum design by the principles of how people learn. (ELCC 2.2)</p> <p>(circle rating)</p>	<p>Although the plan may appear to recommend appropriate instructional techniques and assessment strategies, there is little or no explanation of the learning theory that informed these decisions.</p> <p>0</p>	<p>The plan explains how to apply principles/theories of learning to inform the use of appropriate instructional techniques to deliver, monitor, and evaluate instruction in the district, college, or workplace.</p> <p>1</p>	<p>Citations from the scholarly literature document how the plan uses learning principles and research-based best practices to inform the use of appropriate instructional techniques to deliver, monitor, and evaluate instruction in the district, college, or workplace.</p> <p>2</p>
<p>Leadership Candidates inform their instructional leadership plans with leadership theory, professional development strategies and best practices documented in the scholarly literature. (ELCC 2.3)</p> <p>(circle rating)</p>	<p>The plan exhibits little or no knowledge of the best practice about using technology to build instructional and leadership capacity across the district, college, or workplace.</p> <p>0</p>	<p>The plan cites and proposes the use of research-based best practices to maximize high-quality instruction and increase the capacity of school staff and district leaders.</p> <p>1</p>	<p>The plan includes an explicit and well-developed strategy for using technology to build instructional and leadership capacity across the district, college, or workplace through professional growth planning that reflects national professional development standards.</p> <p>2</p>

INDICATORS	Unacceptable	Acceptable	Target
<p>Tool Selection Candidates propose the use of technologies and tools that are appropriate for supporting teaching and learning within the district. (ELCC 2.4)</p> <p style="text-align: right;">(circle rating)</p>	<p>The plan exhibits little or no knowledge about selecting and promoting effective and appropriate educational technologies to support teaching and learning within the district, college, or workplace. The learning environment may appear well designed but the rationale for tool choices does not indicate what systematic approaches were used.</p> <p style="text-align: center;">0</p>	<p>The plan demonstrates basic knowledge about selecting and promoting effective and appropriate educational technologies to enrich district curriculum and instruction. The tool choices are well explained in the rationale and the materials reflect thoughtful application of these approaches.</p> <p style="text-align: center;">1</p>	<p>The plan demonstrates deep knowledge about selecting and promoting educational technologies to monitor instructional practices across the district and provide assistance to school administrators. Tool choices are well explained with citations indicating how tools were chosen to achieve improvements documented in the scholarly literature.</p> <p style="text-align: center;">2</p>
<p>Accountability Candidates demonstrate applicable knowledge, integrity and fairness in planning for a district system of accountability to help ensure every student's academic and social success. (ELCC 5.1)</p> <p style="text-align: right;">(circle rating)</p>	<p>The plan contains little or no evidence of the candidate's knowledge of the federal, state, and local policies, laws, and guidelines needed to inform operational planning for accountability, equity, and social justice within the district. Criteria for determining learner mastery of assigned content are vague or unspecified.</p> <p style="text-align: center;">0</p>	<p>The plan cites and makes appropriate use of the federal, state, and local policies, laws, and guidelines needed to inform the operational planning in order to act with integrity and fairness in supporting district policies and staff practices within the district. The materials implement clearly defined criteria to determine when the learner has mastered the assigned content.</p> <p style="text-align: center;">1</p>	<p>The plan discusses and explains the rationale for choosing the federal, state, and local policies, laws, and guidelines needed to create an infrastructure for monitoring and ensuring equitable district policies and staff practices within the district. Instructional sequencing considers the learner's current achievement level, adjusts the approach accordingly, and uses clearly defined criteria to determine when the learner has mastered the assigned content.</p> <p style="text-align: center;">2</p>
<p>Professional Practice Candidates plan for a district information system that can foster self-awareness, reflective practice, transparency, and ethical behavior. (ELCC 5.2)</p> <p style="text-align: right;">(circle rating)</p>	<p>The plan contains little or no evidence that the infrastructure proposed by the candidate contains tools fostering self-awareness, reflective practice, transparency, and ethical behavior.</p> <p style="text-align: center;">0</p>	<p>The plan cites evidence from the scholarly literature documenting the suitability and effectiveness of tools it recommends for enabling self-awareness, reflective practice, transparency, and ethical behavior.</p> <p style="text-align: center;">1</p>	<p>The plan proposes a research-based best practice infrastructure enabling district leaders to reflect on their decisions in light of established ethical practices.</p> <p style="text-align: center;">2</p>

INDICATORS	Unacceptable	Acceptable	Target
<p>Digital Citizenship Candidates plan for safeguarding the values of democracy, equity, and diversity within the district, college, or workplace. (ELCC 5.3)</p> <p>(circle rating)</p>	<p>The plan contains little or no evidence of the candidate's understanding and commitment to safeguarding the values of democracy, equity, and diversity within the district, college, or workplace.</p> <p>0</p>	<p>The plan proposes to develop and implement workable district policies and procedures for safeguarding the values of democracy, equity, and diversity within the district, college, or workplace.</p> <p>1</p>	<p>The plan explains how best practices documented in the scholarly literature can be used in developing, implementing and evaluating district policies and procedures for safeguarding the values of democracy, equity, and diversity within the district, college, or workplace.</p> <p>2</p>
<p>Risks and Consequences Candidates anticipate obstacles, plan for overcoming them, and evaluate the ethical and legal consequences of district decision making. (ELCC 5.4)</p> <p>(circle rating)</p>	<p>The plan contains little or no evidence of the candidate's ability to predict anticipated obstacles and suggest strategies for preventing difficulties related to moral and legal issues.</p> <p>0</p>	<p>The plan identifies anticipated obstacles and formulates reasonable strategies to prevent difficulties related to moral and legal issues.</p> <p>1</p>	<p>The plan identifies anticipated obstacles, evaluates district strategies for dealing with these kinds of problems, and proposes improved strategies to prevent difficulties related to moral and legal issues.</p> <p>2</p>
<p>Accessibility Candidates plan for accommodating all students in order to promote social justice by enabling every learner throughout the district to succeed regardless of their situational, cultural, or special needs. (ELCC 5.5)</p> <p>(circle rating)</p>	<p>The plan fails to account for learners with special needs and thereby fails to provide evidence of the relationship between social justice, district culture, and student achievement.</p> <p>0</p>	<p>The plan includes accommodations that may be needed for users with special needs and describes the impact learner characteristics will have on the instructional design.</p> <p>1</p>	<p>The plan includes accommodations that may be needed for users with special needs and cites the Web accessibility guidelines and the federal law requiring compliance in order to ensure social justice throughout the United States.</p> <p>2</p>