**McDANIEL COLLEGE LTS COURSE DESCRIPTIONS, OBJECTIVES, AND ASSIGNMENTS**

**LTS 502 Using Technology for Planning and Learning**

This course examines effective data-driven decision-making. Topics include theoretical frameworks for making informed decisions about the use of technology in instruction and administration; the processes for identifying, selecting, using, and evaluating technology; mixed methods for data collection; budgeting and planning; administrative computing; and instructional and technical support for network operations. Candidates will survey appropriate technologies for decision-making and create a plan for technology integration in a specific educational setting. (Graduate Catalog)

OBJECTIVES

1. To inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment. (ISTE Standard 1: Visionary Leadership)
2. To create and support effective digital-age learning environments to maximize the learning of all students by selecting and evaluating digital tools and by managing a variety of tools for teachers and students. (ISTE Standard 3: Digital Age Learning Environments)
3. To conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning. (ISTE Standard 4: Professional Development & Program Evaluation)
4. To reflect on your professional practice and dispositions to improve and strengthen your ability to effectively model and facilitate technology-enhanced learning experiences. (ISTE Standard 6: Content Knowledge and Professional Growth)

ASSIGNMENTS

1. Data Report 1.1, 1.4, 2.8, 3.7
2. Technology Tools 3.2, 3.6
3. Grant Writing 1.3
4. Technology Professional Development Plan 4.1, 4.2, 4.3

**LTS 504 Learning Design**

This course prepares the Learning Technology Specialist to become an effective designer of instruction that is flexible, adaptable, and student-participatory. Topics include instructional development models, Rapid Prototyping, Backwards Design, Universal Design for Learning (UDL) principals, and Accessible Instructional Materials (AIM) considerations as well as behaviorist and constructivist approaches. Candidates will complete an instructional project that encompasses an analysis, goals, the activity, and its evaluation. (Graduate Catalog)

OBJECTIVES

1. To use technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students. (ISTE Standard 2: Teaching, Learning, & Assessments)
2. To create and support effective digital-age learning environments to maximize the learning of all students. (ISTE Standard 3: Digital-Age Learning Environments)
3. To reflect on your professional practice and dispositions to improve and strengthen your ability to effectively model and facilitate technology-enhanced learning experiences. (ISTE Standard 6: Content Knowledge and Professional Growth)

ASSIGNMENTS

1. Planning for Instruction: Needs Assessment and Desired Results 2.1, 2.8
2. Planning for Instruction: Assessments and Major Learning Activities 2.1, 2.2, 2.4, 2.5, 2.6, 2.7
3. Lesson Plan 2.1, 2.2, 2.4, 2.5, 2.6, 2.7
4. Website: Communicating and Collaborating 2.3, 3.1

**LTS 520 Technology Leadership for the 21st Century**

This course prepares the Learning Technology Specialist to become an effective leader in the school and meets leadership outcomes that are determined by NETS (National Educational Technology Standards for Teachers), MTTS (Maryland Technology Teacher Standards), and MTSSA (Maryland Technology Standards for School Administrator). Topics include theoretical models of change management and organizational leadership, leadership strategies to improve teaching and learning with technology, and maintaining a school-wide culture that promotes the innovative use of technology in a digital and collaborative culture. Candidates will analyze their own leadership styles and create an action plan that introduces new technologies, manages change, and build support that also ensures compliance with such legal and ethical issues as copyright, Fair Use, Section 508 compliance, security, privacy, and student protection. (Graduate Catalog)

OBJECTIVES

1. Explain key theoretical models of change management and organizational leadership.
2. Evaluate a particular school in the context of change management.
3. Articulate what effective school leadership entails and how specific leadership strategies can improve teaching and learning with technology.
4. Describe specific strategies for fostering and maintaining a school-wide culture that promotes the innovative use of technology in our new digital and collaborative culture.
5. Write a vision of technology integration/ improvement appropriate their own educational organizations.
6. Articulate ways that professional development can improve technology integration.
7. Communicate, model, and enforce responsible use of technology, 508 compliance, intellectual property protection and privacy, all in accordance with their own district’s acceptable use policy

ASSIGNMENTS

1. Assessment of School's Technology Integration Effectiveness and Principal's Leadership Style
2. Professional Development Plan
3. Creating a Professional Development Network
4. In-Service Training

**SLM 508 Learning Technologies**

Note: *AASL standards are embedded in this course instead of the ISTE standards*.

This course examines technology-enabled learning in the P12 classroom and school library. Topics include ISTE and AASL national standards, information literacy, digital citizenship, media literacy, and technology enriched lessons. Candidates select, evaluate, and curate current technology tools; create digital presentations for staff and parents; select the best of literacy lessons; create digital instructions for using specific technology tools; and build a professional learning network to improve professional growth and instruction. (Graduate Catalog)

**OBJECTIVES**

1. Teach faculty, family, and students the variety of digital literacies and to ethically lead in a digital world. (ALA/AASL 3.2)\*
2. Select, evaluate, and curate new technology tools that will positively impact K12 learner growth. (ALA/AASL 4.2)
3. Design instructional activities in information literacy, digital citizenship, and media literacy that provide ways to evaluate information, collaborate, create, and communicate. (ALA/AASL 2.3)
4. Build a personal learning network that demonstrates active engagement in ongoing professional, collaborative learning. (ALA/AASL 5.1)

\*ALA/AASL School Librarian Preparation Standards (2019).

**ASSIGNMENTS**

1. Assign 01: Teaching Information Literacy (2.1, 2.2, 2.3, 2.4, 3.3, 5.1)
2. Assign 02: Selecting and Using Digital Apps (2.1, 3.3, 4.2, 5.1)
3. Assign 03: Teaching Digital Citizenship (2.1, 2.2, 2.3, 2.4, 3.3)
4. Assign 04: Creating Your Personal Learning Network Site (3.3, 5.1, 5.2)