Fall 9-1-2021

EDLD 583.50: Strategic Planning for Technology

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The University of Montana
Phyllis J. Washington College of Education and Human Sciences
Department of Educational Leadership
The University of Montana

EDLD 583 - Strategic Planning for Technology – Online
Fall 2021
Sept 13 - Nov 19 (10 Weeks)

Instructor: Rob Watson, Ed.D.
Meetings: by appointment
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Course Description

Students will explore the strategic planning process and apply it to planning for technology in an institution or organization. The execution and evaluation of instructional technology will enable the development of a comprehensive technology plan.

Moodle Site

Look for Strategic Plng For Tech (Sect: 50, 74657, Fall 2021) on UMT Moodle.

Required Text

There is no required text for this class. Course materials will be provided on the course Moodle at the start of each week.

Optional Resources:

Whitehead, B., Jensen, D., & Boschee, F. (2011). *Planning for Technology 5th Edition.* California: Corwin Press Inc.

Collins, J. & Porras, J.I. (1994). *Built to Last: Successful Habits of Visionary Companies*. New York: Harper Business.

Collins, J. (2001). *Good to Great*: *Why some companies make the leap and others don't.* New York: HarperCollins.

Sinek, S. (2009) *Start with Why: How great leaders inspire everyone to take action.* New York: Penguin Group.

Course Context:

The study of Strategic Planning for Technology is consistent with the following mission statements guiding this graduate program.

- *Phyllis J. Washington College of Education and Human Sciences Mission Statement*

The College of Education and Human Sciences shapes professional practices that contribute to the development of human potential. We are individuals in a

community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

- *Educational Leadership Mission Statement*

The mission of Educational Leadership at The University of Montana is to develop leaders for learning organizations who are guided by respect for knowledge, human dignity, and ethical behavior. This is accomplished by providing high quality academic and professional opportunities. We subscribe to a definition of leadership wherein individuals assume evolving roles within influence relationships requiring their contributions in order to achieve mutual purposes.

Conceptual Framework

The Professional Leadership Education Unit has adopted a conceptual framework that places central value on learning as a collaborative endeavor. The faculty in the Professional Leadership Education Unit believes that an educational orientation is insufficient and outmoded if it is based on isolated content, is teacher-dominated, and directed primarily toward passive students learning alone. Thus, it is the Unit's intent that education candidates at The University of Montana-Missoula will experience a cohesive learning community during their own preparation, with the goal that they will be disposed and equipped to create communities of learners in their own future educational settings.

The faculty has identified three essential elements of learning communities which form organizing themes or strands that permeate all the programs and drive the candidate proficiency outcomes:

- *Integration of Ideas*

Members of a learning community look beyond the traditionally segmented curriculum and think creatively about the interrelationships among subject areas. They work with a variety of fields of study and search for unifying themes that cross disciplinary lines. There is an emphasis on explaining realities and dealing with actual problems in contextual learning situations. *Students will utilize previous subject knowledge and address actual educational problems in their development of their understanding of technology and the benchmark project.*

- *Cooperative Endeavors*

In a learning community, knowing and learning are viewed as communal acts, and all members can learn from each other. There is a commitment to engage all learners cognitively and emotionally in acquiring and sharing knowledge that is personally meaningful. In the process, members create a culture that encourages personal responsibility and active commitment to the group and its learning goals. *Students will participate in a variety of group projects and be assessed in ability to be a contributing member to Moodle discussions and supporting the classmates.*

- *Respect for Diversity and Individual Worth*
  By definition, a learning community embraces diversity, requiring and valuing the input of all voices present. The ethics of care and mutual respect are viewed as essential for supportive learning environments that enhance each member's self-esteem and foster risk-taking, creative conflict, and excellence. *Students are required to adhere to the Department of Educational Leadership's Professional Standards for Student Performance. They are also expected to participate in all tasks and discussions in a manner that promotes a scholarly environment where diverse ideas are tolerated, and discussion is supported by informed opinion.*

This Class is developed in accordance with the Montana PEPPS Standards

Montana Professional Educator Preparation Program Standards (PEPPS)

10.58.705 School Principals, Superintendents, Supervisors, and Curriculum Directors

(1) The program requires that successful candidates:

a) Facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students;
b) Promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students;
c) Manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students;
d) Collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indian communities, and mobilize community resources in order to promote the success of all students;
e) Act with integrity, fairness, and in an ethical manner in order to promote the success of all students;
f) Understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to promote the success of all students; and
g) Complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

(History: 20-2-110, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 2007 MAR p. 190, Eff. 2./9/07.

The Educational Leadership Program also utilizes the ISLLC Standards when developing classes.

ISLLC Standards for School Leaders

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

A full description of each standard can be found at the website for Professional Standards for Educational Leaders.

Expected Course Outcomes

This course is intended to provide the student exposure to information so that he/she will develop knowledge and skills needed to be an effective, critical, and informed consumer of information technology. The student also should be able to more effectively plan for information technology as a leader in an educational setting.

Course Objectives

1. Understand the rate of technological change in society.
2. Understand Strategic planning processes – Readiness assessment.
3. Understand Strategic planning processes – Mission and Vision of Institution.
4. Understand Strategic planning processes – Taking stock.
5. Understand Strategic planning processes – Goals & Objectives & Strategies.
6. Understand Strategic planning processes – Communication Plan.
7. Understand systems thinking.
8. Understand the elements of a Technology Plan.
9. Understand Technology Implementation Processes.
10. Understand Information Literacy.
11. Understand Technology Planning Teams.
12. Understand Technology Mission Statements.
13. Understand Technology Vision Statements.

14. Understand Areas of Consideration for Technology Planning.
15. Understand Action Planning.
16. Understand the need for a Professional Development Component.
17. Understand Acceptable Use Policies.
18. Hardware and software needs: life cycles, implementation, as well as recycling concerns.
19. Understand Equity considerations.
20. Understand Fiscal Planning for Technology.
21. Understand Program Evaluation.

Expected Course Topics by week (Subject to Change)

1. Week 1: Syllabus, Moodle, and Start with Why
2. Week 2: Basics of Strategic Planning
3. Week 3: Evaluating a Strategic Plan
4. Week 4: Teaching and Learning with Technology – Part 1
5. Week 5: Teaching and Learning with Technology – Part 2
6. Week 6: Importance of Professional Development
7. Week 7: Technology infrastructure & Future Proofing
8. Week 8: Financial & Legal Issues
9. Week 9 & 10: Constructing the Strategic Plan for Technology

Instructional Methods:

Instructional methods may include discussion board, student initial entry to answer the week's questions, cooperative/collaborative learning, and individual/ or group discussions, research and short written assignments.

Class Moodle Instructional Materials:

Class materials will be opened (available to students) when the week begins on Mondays. Generally, the materials include lecture notes, readings and videos. The instructional materials are intended to take 1-2 hours each week with another hour for classroom moodle discussions or assignments. Any student who is having trouble accessing the classroom materials should contact the instructor.

Moodle Discussions: (Required)

Class participation points may be awarded each week from Moodle discussions. Some weeks have more than one forum for discussion. You must participate in all the discussion forums for a particular week. You will need to (a) post your original thread in the discussion board in each forum and (b) respond to at least 2 of your classmate's original discussions in each forum during the week beginning Monday by 8 am and ending Sundays at midnight. No points will be earned for postings occurring after midnight Sunday unless additional time has been afforded to the student by the instructor.

- Each class discussion forum will be monitored for student participation.
- For each forum students will receive one of the following scores for their participation:
    - 2 points for thorough contributions that stimulate discussion including interacting with other students in the group, citing references to support your answer, and substantive information is included.
    - 1 point for contributing only in a cursory manner
    - 0 points for not participating

- Since this is a graduate level course, discussion posts should utilize correct punctuation, grammar, and spelling. We all have typos on occasion, but students should be thoughtful when writing answers and assignments.

Written Assignments: (Required)
Beyond discussion questions in Moodle, students may be required to complete short writing assignments (3-4 over the course of the semester) on a variety of topics related to strategic planning and technology planning. Specific requirements for each assignment will be posted on the Moodle at the start of the week (Monday) and due by midnight of the following Monday, unless otherwise specified by the instructor.

Submitting Assignments:
In addition to the final project, there will be approximately 3-4 written assignments during the semester. Directions for each assignment will be posted on the Moodle site at the start of the week (Monday) and generally due the following Monday, unless otherwise noted by the instructor.

Assignments can be submitted in two ways:
- electronically by emailing them to the instructor: robert.watson@mso.umt.edu
- or by using the submission option on Moodle.

If any student needs an extension for an assignment, due to unforeseen circumstances, they should contact the instructor before the due date and time - if possible.

Needing Help:
If you encounter problems regarding this Moodle Course please contact UMOnline.

For questions regarding your NetID, changing NetID passwords, email accounts, and general computer assistance:
IT Central Help Desk: (406) 243-4999, **itcentral@umontana.edu**

Moodle technical support: (406) 243-4999, umonline-help@umontana.edu

General registration information:
Registration Help Desk (Griz Central), (406) 243-6077

Final Project:

Due Monday, November 22, 2021: Each student will develop a comprehensive technology plan, for a real or hypothetical organization. This plan utilizes infusion of technology into instruction/operations and includes at least: (See rubric Appendix C).

- Overall Mission for the school/district
- Vision for the institution (the statement of a preferred future)
- Vision for Technology
- Goals, objectives and strategies to achieve these goals and measure the objectives to be able to assess the success of this plan
- Communications inclusion in the plan to address the needs of both external and internal publics in planning for technology for your educational institution
- Plan to include equity (to different subject matter and different departments, special needs (assistive technology), etc. considerations
- Professional Development Component – Scanning the environment for the needs, wants, competencies and areas of deficit
- Hardware and software needs are important as well as personnel. (Needs assessment etc. Cyclical plan, committee, stakeholders)
- Plan for accommodating and utilizing hardware/software
- A component to plan for and promote financial support of the plan
- Provision for evaluating the plan and its impact on learning improvement planning
- Financial consideration for start up costs support and maintenance of technology
- Computer Use Policy: refer to law, standards etc. Faculty, Staff, Students and others using the School System
- Recycling etc. of antiquated equipment
- Benchmarks if they apply
- Public Relations

Course Evaluation Criteria

Assignments will be graded and feedback will be given on the Moodle site or through an individual email to the student. The instructor will be using the gradebook function on Moodle. As such students should be able to track their grades throughout the semester.

Participation in Moodle discussion forums	**30%**
Short writing assignments	**30%**
Final Comprehensive Technology Plan due Monday, Nov 29, Midnight	**40%**

90% A
80% B
70% C
60% D

Note: This syllabus schedule is subject to change

APPENDIX A
PROFESSIONAL STANDARDS FOR STUDENT PERFORMANCE

Graduate students in the Department of Educational Leadership at
The University of Montana are expected to:

Demonstrate professional vision in the practice of educational administration

Accept responsibility and accountability for class assignments in their role as members of the class

Demonstrate growth during the period of their graduate career

Demonstrate good decision making and an awareness of organizational issues from a variety of perspectives

Demonstrate imagination and originality in the discussion of educational leadership issues

Understand the relationship between theory and practice and the value of reflective leadership

Demonstrate a moral, humanistic, ethical and caring attitude toward others

Demonstrate an ability to build trust and positive relationships with others

Demonstrate a tolerance for diversity and a warm acceptance of others regardless of their backgrounds or opinions

Demonstrate emotional stability and an ability to work well with other members of the class, including the instructor

Demonstrate an ability to express himself/herself well in speech and writing, and

Demonstrate mastery of fundamental knowledge of course content and an understanding of its application

FAILURE TO DEMONSTRATE THE AFOREMENTIONED QUALITIES ON A CONSISTENT BASIS MAY RESULT IN REMOVAL FROM CLASSES AND/OR THE EDUCATIONAL LEADERSHIP PROGRAM.

Appendix B-Cover Page

Name of the Assignment

Your Original Title for the Paper

By

Your Name

#790_____

Submitted to
Rob Watson, EdD.

In Partial Fulfillment of the Requirements of
EDLD 583: Strategic Planning for Technology

The University of Montana

Fall 2021

Appendix C Benchmark Rubric for the Tech Plan

EDLD583 Rubric Tech Plan	**Student ID**		**Term**
Component	**Excellent**	**Acceptable**	**Unacceptable**
	4-5 Points	2-3 points	0-1 Point
Mission/Vision of Institution or District	Address Mission and vision of the school/district	Address Mission and vision of the school/district	Not included/tangentially addressed
	4-5 Points	2-3 points	0-1 Point
Mission/Vision for Tech	Well-articulated purpose for the plan and introductory remarks about tech including vision and mission for Tech	Addresses the plan and introductory remarks about tech including vision and mission for Tech	Not included/tangentially addressed
	4-5 Points	2-3 points	0-1 Point
Goals, Objectives, Strategies	Well-articulated purpose for the plan about district/school tech needs assessment, goals, objectives	Addresses the purpose for the plan and about district/school tech needs assessment, goals, objectives	Not included/tangentially addressed
	4-5 Points	2-3 points	0-1 Point
Communication (internal & External-Stakeholders)	Comprehensive Process to recognize, utilize, and collaborate with the community to include the internal and external publics	Addresses a process to recognize, utilize, and collaborate with the community to include the internal and external publics	Not included/tangentially addressed
	4-5 Points	2-3 points	0-1 Point
Equity: Special needs, assistive technology, differentiation	Comprehensive plan to address equity	Address equity	Not included/tangentially addressed
	4-5 Points	2-3 points	0-1 Point
Technology and Curriculum	Comprehensively addresses curriculum & Tech	Addresses curriculum & Tech	Not included/tangentially addressed
	4-5 Points	2-3 points	0-1 Point
Change and Readiness of the Institution	Comprehensively Includes change and readiness	Includes change and readiness	Not included/tangentially addressed

	4-5 Points	2-3 points	0-1 Point
Professional Development	Comprehensively Includes professional Development	Includes professional Development	Not included/tangentially addressed
	4-5 Points	2-3 points	0-1 Point
Initial Assessment of environment and cyclical refinement	Well-articulated Initial assessment of environment and cyclical refinement	Includes Initial assessment of environment and cyclical refinement	Not included/tangentially addressed
	4-5 Points	2-3 points	0-1 Point
Hardware and software competency and needs	Plans for hardware and software competency and needs	Includes hardware and software competency and needs	Not included/tangentially addressed
	4-5 Points	2-3 points	0-1 Point
Technology Committee: makeup and purpose	Well-articulated Technology Committee	Included Technology Committee	Not included/tangentially addressed
	4-5 Points	2-3 points	0-1 Point
Plan to incorporate new additions & abandon/ antiquated. Plan for life cycles.	Well-articulated plan for life cycles. Includes recycling.	Includes plan for life cycles.	Not included/tangentially addressed
	4-5 Points	2-3 points	0-1 Point
Plan for financial support of the plan	Well-articulated plan for financial support of tech	Includes plan for financial support of tech	Not included/tangentially addressed
	4-5 Points	2-3 points	0-1 Point
Evaluation of the Plan: How will the plan be evaluated? How do you know if you have met the goals of the plan?	Well-articulated evaluation of the plan	Includes evaluation of the plan	Not included/tangentially addressed
	4-5 Points	2-3 points	0-1 Point
Computer Use Policy	Articulated Computer Use Policy	Included Computer Use Policy	Not included/tangentially addressed
	4-5 Points	2-3 points	0-1 Point
Legal recognition	Demonstrates understanding legal implications of tech	Includes the recognition of legal aspects	Not included/tangentially addressed
	4-5 Points	2-3 points	0-1 Point
Technology Benchmarks	Has a plan to meet discipline/state/federal benchmarks	Includes the need to meet discipline/state/federal benchmarks	Not included/tangentially addressed

	4-5 Points	2-3 points	0-1 Point
Current Tech Trends	Articulated current trends and their impact on the district/school	Includes Trends	Not included/tangentially addressed