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### EDLD 583.01: Strategic Planning for Technology Online

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*The University Of Montana*

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**Course Syllabus**  
**University of Montana**  
**EDLD 583 - Strategic Planning for Technology Online**  
**Spring 2005**

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**Text:** [Educational Leadership and Planning for Technology, 3<sup>rd</sup> Edition, Picciano, A. \(2002\). New Jersey: Merrill-Prentice Hall](#)

### **Course Description**

This course will focus on the knowledge and skills required to effectively plan and implementing technology in an educational setting. The examination and evaluation of instructional technologies will enable the student in the development of a comprehensive technology plan (benchmark assignment.)

**Expected Outcomes with OPI Standards** This course will provide experiences that will help the student develop:

- knowledge, skills and attitudes needed to plan for technology with a broad base of stakeholders with a focus on teaching and curriculum in order to be an effective, critical and informed consumer of educational technology; [OPI 10.58.701; 1d], [OPI 10.58.704; 1a, ii], [OPI 10.58.704; diii, giii]
- knowledge and skills in strategic and long-range planning – using change theory and organizational culture as a backdrop; [OPI 10.58.701; 1d (iv)], [OPI 10.58.704; 1c, bv]
- knowledge and skills in leadership and management issues in assessing the need for and effectiveness of technology to include professional development and needs assessment; [OPI 10.58.701; 1d (v), [OPI 10.58.704; 1e, i, iii and
- knowledge and skills associated with the uses of technology in management and decision-making as well as in the delivery and assessment of instruction. [OPI 10.58.701; 1d (v)]

### **ISLLC Standards**

The program in Educational Leadership at The University of Montana incorporates throughout its coursework, the standards developed through the Interstate School Leaders Licensure Consortium. This course is intended to provide experiences and information

designed to assist in the development of knowledge, dispositions and skills (performance) related to these standards. K-12 School Administration students should focus on the development of these skills, knowledge, and dispositions especially in preparing a portfolio entry.

ISLLC Standards included in this course:

1, 2, 4 & 6 [See documentation of knowledge, disposition and performances, too numerous to list here, are in available department documents.]

### **Standard 1**

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

### **Standard 2**

A school administrator is an education leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

### **Standard 4**

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

### **Standard 6**

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

***Students are required to reference the ISLLC standards contained in this syllabus and any others they have developed in their work in the course, and present those standards in their presentation to their comprehensive exam committee.***

### **Expectations/Activities/Products**

- a. Develop and present to the class, a comprehensive technology plan, for a real or imaginary organization, that utilizes infusion of technology into instruction/operations and administration including at least:
  - Overall Vision: The statement of a preferred future
  - Vision for technology
  - Communications plan that includes both external and internal publics in planning for technology
  - Professional Development Component - needs assessment
  - Plan for accommodating and utilizing obsolete hardware/software
  - A component to plan for and promote financial support of the plan

- Provision for evaluating the plan and its impact on student achievement
- Description of life cycles of hardware and software
- Financial consideration for start up costs support and maintenance of technology

b. Other areas central to successful planning and sustained positive change:

- Demonstrate an understanding of change and decision making theory
- Demonstrate understanding of organizational culture - how it affects organizational improvement and planning
- Organizational readiness for change
- Examine a variety of available information technologies and their role in student learning - strengths/limitations
- Examine current trends and issues in information technology
- Investigate the use of technology as an administrative tool

### **Activities**

Class activities require active participation by all members. Contributions will be judged on a demonstrated understanding knowledge base, the ability to translate that knowledge to real situations and the student's ability to communicate effectively during times of conflict or disagreement among colleagues.

Activities will include:

- a. Large & small group discussions of readings, appropriate personal experiences, emerging ideas and concepts.
- b. Individual written assignments meant to synthesize concepts introduced in readings and presentations. Some of these will be class activities and some will be independent projects.
- c. Individual and small group presentations on related issues

### **Assignments**

Each Student will present a comprehensive technology plan to the class and submit a written document.

Subject: A new technology - now being utilized in education

- Indicate its benefits to education
- Indicate any unknowns or problems
- The paper will be a minimum of 5 pages and a maximum of 7 pages.

Comprehensive technology plan due at the end of the course. Each student will have a fifteen-minute presentation of the Technology Plan for the class, complete with a PowerPoint slide presentation.

### **Grading and Assessment**

Student evaluations, for the purpose of grading will be as follows:

- Class attendance and participation 20%
- Papers and presentations of issues in technology 20%

#### **Comprehensive Technology Plan**

- Class presentation/ Power Point 25%
- Written document 35%

### **Important Note:**

For students seeking a master's degree, the comprehensive technology plan is a benchmark assignment meaning that it will be synthesized with appropriate benchmark assignments from other classes in the master's program and presented as part of a portfolio for comprehensive examination. Although this assignment could be combined with a number of other benchmark assignments it may fit well with public relations for principals, school finance, or instructional leadership issues addressed in leadership classes.

### **SCHOOL OF EDUCATION MISSION STATEMENT**

The School of Education 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. To advance the physical, emotional, and intellectual health of a diverse society, we work together producing and disseminating knowledge as we educate learners.

### **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.

### **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

It is the belief of the faculty that those entering educational administration should represent the most capable in our profession and that those who do not demonstrate the ability to perform the above list of qualities, should not be educational leaders. These standards have been adopted by the Educational Leadership faculty and are used both for admission to the program and to judge student progress. Failure to demonstrate the aforementioned qualities, on a consistent basis, may result in removal from classes and/or the educational leadership program.