

Version: May 2022

**NOTICE: All information pertaining to this course at this website, including course policies, is subject to being changed until the first day of the semester. Check the “last modified date” at the bottom of the web page for currency of information.**

**WESTERN KENTUCKY UNIVERSITY  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,  
LEADERSHIP, AND RESEARCH  
EDAD 659: Strategic Planning in Education  
(Three Semester Hours Credit)  
Summer Term: June 6 – July 29, 2022  
On-Line Course**

**Instructor: Benny Lile, Ed.D.**

Department of Educational Administration, Leadership, and Research  
Western Kentucky University  
1906 College Heights Blvd.  
Bowling Green, KY 42101-1031  
Email: benny.lile@wku.edu  
Cell: (270) 670-8531

**Prerequisites**

None

**COURSE INFORMATION**

**Catalog Description**

Examination of planning processes used by leaders to direct educational change and improvement. Includes strategic planning approaches designed to address macro and micro organizational goals.

**Purpose**

Strategic planning is “a disciplined effort to produce fundamental decisions and actions that shape and guide what an organization (or other entity) is, what it does, and why it does it.” (Bryson, 1995, p.x) Strategic planning is essential to the growth, improvement, and survival of all organizations. The costs and consequences of failing to plan are great. Organizations cannot become high performing and sustain that performance without effective strategic planning. Strategic planning should be a dynamic, active process that identifies the future desired for the organization and for those served by the organization and develops plans and strategies to achieve that desired future. However, planning cannot be done in isolation as a separate activity, it must be an integral function of the organization. Organizational leaders must not just understand the process, they must be capable of providing effective leadership for the process.

## **Course Description**

This course is designed to provide the school administrator with the conceptual framework and knowledge essential to the development and implementation of strategic plans and individual strategic planning. Particular attention is given to the leadership skills necessary to direct an effective strategic planning initiative. The strategic planning process is also examined in the context of a shared decision making environment and the comprehensive school improvement planning process currently utilized by Kentucky public schools. The course is one of the four courses required for superintendent certification. However, the course is taught in such a way that it is applicable and relevant to leadership in other organizations. It is also an appropriate course for doctoral students.

## **Course Objectives**

The course is designed for students to acquire knowledge, dispositions, and performance skills in areas identified by the Interstate School Leaders Licensure Consortium (ISLLC) Standards (Standards 1-6) and the Technology Standards for School Administrators (Standards 1-6). The standards for Superintendent Professional Growth and Effectiveness System (SPGES) and the Next Generation Superintendent Effectiveness Standards and Practices (NXGSES) will also be incorporated into this course. Emphasis is placed on the student understanding, valuing, and knowing how to:

1. Develop a shared vision with all stakeholders.
2. Inspire a shared vision for comprehensive integration of technology.
3. Apply the principles of developing and implementing strategic plans.
4. Apply systems theory.
5. Utilize information sources, data collection, and data analysis strategies.
6. Insure that assessment data related to student learning are used to develop the school vision and goals.
7. Insure relevant demographic data pertaining to students and their families are used in developing the school mission and goals.
8. Insure that students have the knowledge, skills, and values needed to become successful adults.
9. Create continuous school improvement.
10. Insure the vision shapes the educational programs, plans, and actions.
11. Insure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize teaching and learning.
12. Insure that an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.

## Course Topics

1. Introduction to strategic planning and planning challenges facing organizations.
2. Role of leadership in the planning process.
3. Comparison of different planning models including mega-planning.
4. The strategic planning process and using planning tools.
5. Clarifying organizational mandates and how they impact planning.
6. Understanding the relationship of Comprehensive School Improvement Planning (operational plans) to strategic planning.
7. Identify and understand role of stakeholders in the planning process.
8. Identifying the ideal vision, clarifying beliefs, and defining mission.
9. Incorporating a comprehensive integration of technology.
10. Needs assessment, including environmental scanning using SWOT's analysis.
11. Identifying and framing strategic issues.
12. Developing the strategic plan; tactical and operational plans.
13. Challenges of implementation; integrating quality management.
14. Evaluation, assessment, and revision of strategic plans.
15. Accountability for planning.
16. Analysis of actual institutional planning processes and planning documents.

**Text: None Required**

## Special Instructional Materials

Various assigned reading materials and materials related to Kentucky's new Superintendent Professional Growth and Effectiveness System (SPGES) as outlined and recommended by the Kentucky Department of Education.

## Suggested Reading List

Bryson, J. (2011). *Strategic planning for public and nonprofit organizations*. (4th ed.) San Francisco: Jossey-Bass.

Bryson, J. & Alston, F. (2011) *Implementing and sustaining your strategic plan: A workbook for public and nonprofit organizations*. San Francisco: Jossey-Bass. \*see below

Collins, J. (2001). *Good to great*. New York: Harper-Collins.

Friedman, Thomas L. (2005). *The world is flat*. New York: Farrar, Straus, & Giroux.

Kaufman, R., Herman, J., & Watters, K. (2002). *Educational planning: Strategic, tactical, operational*. Lanham, MD: Scarecrow Press. ISBN#0-8108-4297-1

(NOTE: This is the paperback edition. New available only in paperback (exactly same as the original hardback edition).

[Original hardback edition: Kaufman, R., Herman, J., & Watters, K. (1996). *Educational planning: Strategic, tactical, operational*. Lancaster, PA: Technomic Publishing Company, Inc. ISBN#1566762936

Kotter, John P. (1996). *Leading change*. Boston: Harvard Business School Press.

Zakaria, Fareed. (2008). *The post-American world*. New York: W. W. Norton & Co.

\*[This book is a good new resource for those who are responsible for implementing and monitoring the strategic plan in their organization.]

### **Major Teaching Methods**

As a web course, this course includes extensive use of online discussion in both large and small groups, use of internet to search and identify relevant information and examples of strategic plans, analysis of actual institutional planning processes and documents, and assigned individual and group projects.

### **Grading/Evaluation**

Assessment will be based on the evaluation of students' attainment of course objectives through their active participation in class discussion and assigned activities on the internet site, and completion of written assignments.

#### **A. Methods**

1. Participation in class discussion and other assigned activities will be evaluated on the quality of the contribution, evidence that assigned material was read, regularity of participation, appropriateness of contribution, and demonstration that other reference material has been consulted.
2. Projects and reports will be evaluated based on satisfying the requirement as assigned and the quality of the work.

## Points Assignment

The final grade will be based on the total number of points accumulated.

A = 90-100 points  
B = 80- 89 points  
C = 70- 79 points  
D = 60- 69 points  
F = 0- 59 points

The total number of points will be distributed as follows:

25 points	Presentation for school board or other governing body
25 points	Analysis of Strategic Plan
50 points	On-time and appropriate participation on Blackboard or e-mailed assignments, readings, analysis, case studies
100 points	

All work will be due on the date specified by the instructor. AN INCOMPLETE WILL RESULT IN A FINAL GRADE NO HIGHER THAN "B" UPON COMPLETION OF ALL REQUIREMENTS.

## Course Assignments

As educational administrators, you continually are/will be expected to express your ideas logically, both orally and in writing; that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed in 12-point font, Times New Roman, double-spaced, 1.25" left/right margins, 1.0" top/bottom margins. Only headings, titles, etc. are to be bold print. Papers should be presented in narrative format. Bullets and tables are not to be used unless pre-approved or instructed by the professor. All materials should be proofed for accuracy. In accordance with policies of the Department of Educational Leadership, APA style will be used for all papers and written assignments unless otherwise indicated. Oral presentations should be clear and grammatically correct. **All written documents are to be submitted as a Microsoft Word document (except for Power Point assignments). Assignments submitted in anything other than the requested format will not be accepted.** Assignments will be submitted either electronically via BLACKBOARD or as hard copy as instructed by the professor.

Students' scores for each assignment will be posted to BLACKBOARD or emailed to student – additional feedback is available per requests. The instructor is not allowed by law to reply in any detail using E-mail, unless permission is given via the student's written signature (this is to protect the student's privacy as E-mail is not a private form of communication). The student may read, print, sign, and send an e-mail statement such as: "I give my consent to the instructor to discuss my course grades with me via E-mail –phone conferences or face-to-face meetings are also available as needed. **The student is responsible for requesting clarification on any**

**assignment(s) about which he/she has questions.**

Students are expected to be completed any e-mail assignment deadlines as given by instructor and be active web participants as deemed necessary by instructor as the quality of the course is contingent upon communication, dialogue and collaboration. Due dates are explicit and assignments submitted late ***will be penalized.***

***Any materials submitted in a non-digital format must be retrieved by no later than the 30th calendar day of the subsequent academic semester or they will be destroyed.***

Course assignments include:

a. Assignment 1: Strategic Planning Presentation to the school board or appropriate governing body.

There are two purposes for this assignment. The first purpose of this assignment is to develop an understanding of the strategic planning process, the data to inform that process, and how to guide a district in developing a strategic plan that will support improving student performance. The second purpose is to develop skill in making an appropriate presentation to the school board that will convince them of the need for a strategic plan. (The presentation doesn't necessarily have to be presented to the board. It should be prepared as if it would be.)

Prepare a strategic planning presentation for the school board that proposes the development of a strategic plan that will ultimately support improving student performance. The intent of the presentation is to educate the board about the purpose of a strategic plan, the need for a plan in the local district, the data needed to inform the development of the plan, and a recommended process for developing a plan. The following criteria must be met:

1. Describe strategic planning in a way that can be understood by the lay board members.
2. Explain the need for the district to have a strategic plan.
3. Propose and explain a planning process.
4. Identify and explain the critical curriculum and instructional program components and related instructional program data that will be used to inform the development of the plan.
5. Explain how the community will be engaged in the planning process and how collaborative partnerships will be formed. (25 points)

b. Assignment 2: Analysis of Strategic Plan. The purpose of this assignment is to be able to critically analyze a school district strategic plan in order to understand what an effective strategic plan should contain.

Obtain a copy of a strategic plan for your school district or organization if possible. If not, obtain a copy of the strategic plan for an organization that is similar to yours. Analyze the plan for evidence of the following: (1) purpose of the plan; (2) planning process used; (3) involvement and participation in the process; (4) vision, mission,

belief or value statements; (5) needs assessment, and/or (6) environmental analysis; (7) strategic issues; (8) goals, objectives, and performance measures; (9) implementation and action plans; (10) inclusion of roles, responsibilities, and timelines; (11) monitoring and evaluation plans; and (12) plans for updating and/or revising the plan. The analysis report should also include the following: 1) discuss the status of the implementation of the plan and any tangible results obtained (or an explanation as to why results were not available); 2) discuss the strengths and weaknesses of the plan analyzed; 3) identify and discuss recommendations for improving both the planning process and the strategic plan; and 4) a reflection on the role of the superintendent in strategic planning. (25 points)

- c. Online/E-mail: Discussion Board/E-mail Correspondence/Assigned Reading. Forums or assignment deadlines will be placed on the Discussion Board that will require students to respond by or within specified times. Some of the forums will require students to do additional research in order to respond appropriately. All responses should be posted in accordance with the guidelines outlined in the Online Scoring Rubric that can be found under Course Information on Blackboard. The instructor may assign pertinent professional readings, case studies, or discussion topics that require a written response via e-mail. (50 points)

### **Plagiarism Policy**

Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty may receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software. It is recommended that you complete the Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules

<http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>

or Indiana University's Plagiarism and

Academic Integrity:

<http://edtech.wku.edu/~counsel/policies/plagiarism-and-academicintegrity.htm>

### **Academic Dishonesty**

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership and Research for possible disciplinary action that may result in permanent disqualification from the program.

## **Participation**

Regular classroom and/or online participation are essential for success. If applicable, students are expected to check their WKU e-mail and the BLACKBOARD daily. Attentiveness and active participation are expected for all students. Any behavior that is disruptive and interferes with other students' learning is not acceptable and will result in loss of points for class participation credit.

Graduate students should be able and willing to share information and ideas; therefore, regular and productive participation are critical. Students are expected to have read all assignments prior to discussion in class or on the web and be prepared to participate in discussion or other activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

There may be personal or professional conflicts with scheduled class meetings. The student must prioritize and make decisions related to these conflicts. Absences from class or anticipated lapses from on-line participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, contact the instructor immediately after the absence. If a student misses a class, it is the student's responsibility to secure materials, notes, and assignments.

If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

## **Technology Requirements:**

As mentioned under participation and attendance students will be expected to have access to the internet and e-mail and to regularly monitor the course website on BLACKBOARD and their WKU e-mail account. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student's home computer; a contingency plan may be to access from the student's school computer.

## **Statement of Diversity**

The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from

one another, and we will respect one another's rights to differing opinions.

### **Students with Disabilities**

If you think you have a disability that qualifies under the American with Disabilities Act and requires accommodations (academic adjustments and/or auxiliary aids of services) for this course you must contact the Office for Student Disability Services Room 101 Garrett. The OFSDS telephone number is (270) 745-5004 V/TDD. Please DO NOT request accommodations directly from the professor without a letter of accommodation from the OFSDS.

### **Safety and Evacuation**

Procedures for student safety and possible evacuation will be addressed in the first class meeting. All students are expected to familiarize themselves with the appropriate procedures for the location in which they are taking classes.

### **Course Adjustments**

The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur after the beginning of the semester, however, unless proper, timely, and prior notice is given to the students.

### **References**

Bryson, J.M., (2011). *Strategic planning for public and nonprofit organizations*. (4th ed.) San Francisco: Jossey-Bass.

Bryson, J.M., & Famum, K.A., (2011). *Creating your strategic plan: A Workbook for public and nonprofit organizations*. San Francisco: Jossey-Bass.

Bryson, J., Anderson, S., & Alston, F. (2011). *Implementing and sustaining your strategic Plan*. San Francisco: Jossey-Bass.

Castaldi, B., (1994). *Educational facilities: Planning, modernization, and management*. Boston: Allyn & Bacon.

Collins, J. (2001). *Good to great*. New York: Harper-Collins.

Guthrie, J., Hart, C., Hack, W., & Candoli, C. (2007). *Modern school business administration: A planning approach*. Nashville, TN: Peabody College.

Hack, W., Candoli, R., & Ray, J. (2001). *School business administration: A planning approach*. (8th ed.) Boston: Allyn and Bacon.

Hoyle, J., Bjork, L., Collier, V., & Glass, T. (2005). *The superintendent as CEO*. Thousand Oaks, CA: Corwin Press.

Kaufman, R., (1988). *Planning educational systems*. Lancaster, PA: Technomic.

Kaufman, R., Herman, J., & Waters, K., (1996). *Educational planning: Strategic, tactical, operational*. Lancaster, PA: Technomic.

Kaufman, R., & Grise, P., (1995). *Auditing your educational strategic plan: Making a good thing better*. Thousand Oaks, CA: Corwin Press.

Kotter, J. P. (1996). *Leading change*. Boston: Harvard Business School Press.

Kowalski, T., (2006). *The school superintendent: Theory, practice and cases*. Thousand Oaks, CA: Sage Publications.

Kowalski, T. (2002). *Planning and managing school facilities*. (2nd ed.) Westport, CT: Bergin Garvey.

McCabe, N., Cunningham, L., Harvey, J., & Koff, R. (2005). *The superintendent's fieldbook*. Thousand Oaks, CA: Corwin Press.

Owens, R. & Valesky (2010). *Organizational behavior in education*. (10th ed.) Boston: Allyn and Bacon.

Rebore, R. (1998). *Personnel administration in education*. (5th ed.) Boston: Allyn and Bacon.  
Senge, P. (1990). *The fifth discipline*. N.Y.: Currency and Doubletree.

Webb, L.D. & Norton, M.S. (2008). *Human resources administration*. (5th ed.) Upper Saddle River, N.J.: Merrill.

## **Journals**

Educational Leadership

Education Week

Phi Delta Kappan

The American School Board Journal

The Executive Educator

The School Administrator

### **Other Materials**

Kentucky Department of Education (1997). *Kentucky consolidated planning guidebook*. Frankfort, KY: Kentucky Department of Education.

Kentucky Department of Education. *Regulations and guidelines for facilities management*. Frankfort, KY: Kentucky Department of Education.

Kentucky Department of Education. *Financial management manual*. Frankfort, KY: Kentucky Department of Education.

Kentucky Department of Education. *The school level performance descriptors and glossary for Kentucky's standards and indicators for school improvement*. Kentucky Department of Education.

Kentucky Department of Education. *District level performance descriptors and glossary for Kentucky's standards and indicators for school improvement*. Kentucky Department of Education.

### **Course Calendar and Assignments**

#### **Date - Topic**

**June 6** - Initial class posting: Review syllabus

Intro to course, introductions, website, key components/assignments, review materials, assignment/reading information, etc.

**Discussion posts will occur weekly. It is expected all participants will respond and dialogue accordingly to each post. Due to the condensed nature of this class it is imperative that all discussion posts be addressed in a timely fashion. It is not acceptable to respond to each post for the first time the last week of class.**

**Final grades will be submitted in accordance with the WKU academic calendar. Specific dates will be posted at a later time in BLACKBOARD.**