

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP, COUNSELING,
AND SPECIAL EDUCATION**

**EDLR 7500 ORGANIZATIONAL DEVELOPMENT IN EDUCATION
THREE SEMESTER HOURS (2-2-3)**

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COURSE DESCRIPTION: This course is designed to introduce the student to the unique organizational behaviors of educational institutions. The processes of leadership, motivation, conflict resolution, communication and organizational change will be studied. The overarching goal will be to bring about leadership traits that will directly affect the level of student learning and impact local/state/national education policies.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES
Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: **Able (AD)**

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: **Responsive (RD)**

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

REQUIRED TEXT(S): Owens, R.G. and Valesky, T.C. (2007). *Organizational behavior in*

education: Adaptive leadership and school reform (9th ed.)

Boston: Pearson.

COURSE GOALS and OBJECTIVES: The Educational Leadership program's goals and objectives are focused on the knowledge, skills, and dispositions candidates need to lead educational enterprises centered on teaching and learning. To that end, course content includes three dimensions: (1) **Awareness**, defined as acquiring concepts, information, definitions, and procedures; (2) **Understanding**, defined as interpreting knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context; and (3) **Capability**, defined as applying knowledge and skills to specific problems of practice (ELCC).

The candidate will:

- 1.) Understand the organizational and bureaucratic behaviors of educational systems.
- 2.) Understand the leadership role of the system administrator.
- 3.) Understand the leader's role in facilitating group setting and problem solving processes.

- 4.) Understand organizational change processes and the development of schools as learning communities.
- 5.) Understand the interrelatedness of societal groups
- 6.) Understand how to bridge the school and its constituencies together to expand resource allocations

METHOD OF INSTRUCTION: Lecture, class activities and candidate presentations.

COMPETENCIES: Course assignments are aligned to support candidate **awareness**, **understanding**, and **capability** for these standards:

ELCC Standard 4.0, GEORGIA PSC Standard 4. and ISLLC Standard 4

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

COURSE CONTENT:

- Class One: The Relevancy of School Leadership
Contemporary Debate on Schooling
- Class Two: Organizational Behavior
Organizational Theory
- Class Three: NO CLASS
- Class Four: The Human Dimension of Organization
Organization Culture and Climate
- Class Five: Organizational Change
Adaptive Leadership
- Class Six: NO CLASS
- Class Seven: Decision Making
Managing Conflict
- Class Eight: Motivation
School Reform

ASSIGNMENTS: (*awareness and understanding*)

Game Plan Each chapter in the text contains a Reflective Activity at the end of the chapter where the candidate is required to shape his/her philosophy of leadership through the development of a Game Plan. The below assignment schedule contains the due dates for each activity in the Game Plan. Each candidate **MUST** load his/her personal Game Plan into LiveText® **BEFORE CLASS BEGINS ON EACH DUE DATE**. More details about the Game Plan will be covered in class.

- Class One: Lecture and in-class activities
Game Plan Activity: p.35-6 and Chapter Two #2
- Class Two: Lecture and in-class activities
Game Plan Activity: Chapter Three #4, and Chapter Four #3
- Class Three: NO CLASS-WORK ON FIELD PROJECT(S)
- Class Four: Lecture and in-class activities
Game Plan Activity: Chapter Five #5 and Chapter Six #3
- Class Five: Lecture and in-class activities
Game Plan Activity: Chapter Seven #4 and Chapter Eight begin Case on p. 291-2
- Class Six: NO CLASS-WORK ON FIELD PROJECT(S)
- Class Seven: Lecture and in-class activities
Game Plan Activity: Chapter Nine #3 Continue Case from Ch. Eight on p. 331-2
- Class Eight: Complete Game Plan Activity including Chapter Eleven #4 and Chapter Twelve #2
Class Presentations of School Marketing Plan

FIELD EXPERIENCE (*awareness, understanding and capability*)

Marketing Plan (*Awareness, Understanding; Capability*)

Each candidate will complete a School Marketing Plan (the Plan) for his/her particular school. The Plan which shall include a brochure and a power point presentation must incorporate any and all aspects of the candidate's own school's School Improvement Plan. The target audience shall be the school's business, religious, community, governmental, service, parent, and student constituencies. The plan should utilize all media (e.g., print, broadcast, workshops, personal appearance) and draw from all assets available to the school (e.g., students, parents, administration, faculty).

The Plan should be accordant with the school's vision and aligned with the school's mission statement. If the candidate's school does not have a vision nor mission statement, the candidate will be expected to craft either, or both, for the Plan. More details will be given in class.

Marketing Plan Grading

The following components must be present in the plan. **Points will be deducted for any missing component.**

The Plan must...

- a. use public information and research-based knowledge of issues and trends to collaborate

- b. with community organizations to have a positive effect on student learning;
- b. craft frameworks for school, business, community, government, and higher education partnerships through the use of marketing strategies;
- c. build and sustain relationships with community leaders, reaching out to different business, religious, political and service organizations to strengthen programs and support systems;
- d. collect formal and informal information from internal and external stakeholders to increase involvement in school decision-making processes;
- e. communicate school/system needs, goals, and accomplishments using appropriate community relations, media and public relations skills;
- f. use technology to support effective communication;
- g. use effective writing and speaking skills in interactions with stakeholders;
- h. use appropriate strategies and research methods to understand and accommodate diverse school and community conditions and dynamics;
- i. use proactive strategies to minimize the need to be reactive to diffuse decision-making by collecting and organizing formal and informal information from multiple stakeholders;
- j. create a functional system of communicating with parents and other stakeholders about student and school progress, local policies, Georgia law, and other important information through handbooks, newsletters, web sites and other tolls;
- k. identify key communicators among school stakeholders, and
- l. communicate high expectations for organizational performance through words and actions.

APA STYLE: All written work for the College of Education follows the American Psychological Association (APA) style manual, sixth edition (2010). Your cover page, running head, in-text citations, reference list, grammar and mechanics must reflect this style manual. General assistance with APA style is available through the Augusta State University Writing Center and online at <http://owl.english.purdue.edu/owl/resource/560/01/>

SCORING OF MARKETING PLAN RUBRIC

Criteria for evaluating student work will include, but not be limited to the following:

| CRITERIA | UNSATISFACTORY 0-69 | IN PROGRESS 70-79 | PROFICIENT 80-89 | EXEMPLARY 90-100 points |
|--|--|--|---|---|
| Candidate demonstrates the ability to collaborate with families and other community members to increase involvement in school decision-making processes to have a positive effect on student learning. | The evidence, artifacts and supporting materials presented by the candidate DO NOT demonstrate the knowledge and ability to collaborate with families and other community members to increase involvement in school decision-making processes to have a positive effect on student learning. Evidence and artifacts are missing. | The evidence, artifacts and supporting materials presented by the candidate show a DEVELOPING level of ability to collaborate with families and other community members to increase involvement in school decision-making processes to have a positive | The evidence, artifacts and supporting materials presented by the candidate MEET expectations and show the level and ability to collaborate with families and other community members to increase involvement in school decision-making processes | The evidence, artifacts and supporting materials presented by the candidate EXCEED expectations and show the level and ability to collaborate with families and other community members to increase involvement in school decision- |

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|---|--|--|---|--|
| | | effect on student learning. Some evidence and artifacts are incomplete. | to have a positive effect on student learning. Evidence and artifacts are complete. | making processes to have a positive effect on student learning. Evidence and artifacts are complete and presented in a professional manner. |
| Candidate demonstrates the knowledge and ability to respond to community interests and needs by collecting and organizing formal and informal information from multiple stakeholders to inform district decision-making | The evidence, artifacts and supporting materials presented by the candidate DO NOT demonstrate the knowledge and ability to respond to community interests and needs by collecting and organizing formal and informal information from multiple stakeholders to inform district decision-making. Evidence and artifacts are missing. | The evidence, artifacts and supporting materials presented by the candidate show a DEVELOPING level of ability to respond to community interests and needs by collecting and organizing formal and informal information from multiple stakeholders to inform district decision-making. Some evidence and artifacts are incomplete. | The evidence, artifacts and supporting materials presented by the candidate MEET expectations and show the level and ability to respond to community interests and needs by collecting and organizing formal and informal information from multiple stakeholders to inform district decision-making. Evidence and artifacts are complete. | The evidence, artifacts and supporting materials presented by the candidate EXCEED expectations and show the level and ability to respond to community interests and needs by collecting and organizing formal and informal information from multiple stakeholders to inform district decision-making. Evidence and artifacts are complete and presented in a professional manner. |
| Candidate demonstrates the knowledge and ability to communicate student and school progress, local policies, Georgia law, and other important information to stakeholders through a variety of media. | The evidence, artifacts and supporting materials presented by the candidate DO NOT demonstrate the knowledge and ability to communicate student and school progress, local policies, Georgia law, and other important information to stakeholders through a variety of media. Evidence and artifacts or missing | The evidence, artifacts supporting materials presented by the candidate show a DEVELOPING level of knowledge and ability to communicate student and school progress, local policies, Georgia law, and other important information to stakeholders through a variety of media. Some | The evidence, artifacts supporting materials presented by the candidate MEET expectations and show the level of knowledge and ability to communicate student and school progress, local policies, Georgia law, and other important information to stakeholders through a variety of media. | The evidence, artifacts supporting materials presented by the candidate EXCEED expectations and show the level of knowledge and ability to communicate student and school progress, local policies, Georgia law, and other important information to stakeholders through a variety |

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| | | evidence and artifacts are incomplete. | Evidence and artifacts are complete. | of media. Evidence and artifacts are complete and presented in a professional manner. |
| Candidate demonstrates the knowledge and ability to mobilize community resources to solve problems of common concern to the school and the community. | The evidence, artifacts and supporting materials presented by the candidate DO NOT demonstrate the knowledge and ability to mobilize community resources to solve problems of common concern to the school and the community. Evidence and artifacts are missing | The evidence, artifacts and supporting materials presented by the candidate show a DEVELOPING level of knowledge and ability to mobilize community resources to solve problems of common concern to the school and the community. Evidence and artifacts are incomplete. | The evidence, artifacts and supporting materials presented by the candidate MEET expectations and show a level of knowledge and ability to mobilize community resources to solve problems of common concern to the school and the community. Evidence and artifacts are complete. | The evidence, artifacts and supporting materials presented by the candidate EXCEED expectations and show a level of knowledge and ability to mobilize community resources to solve problems of common concern to the school and the community. Evidence and artifacts are complete. |

GRADING

| | |
|------------|---|
| 90> | A |
| 80 – 89.99 | B |
| 70 – 79.99 | C |
| 60 – 69.99 | D |
| 59.99< | F |

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|------------------------------|------------------|
| Marketing Plan: | 40 points |
| Game Plan Activities: | 30 points |
| In-class Activities: | 20 points |
| Class Participation: | 10 points |

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). If you cannot attend class, it is your responsibility to turn in any assignment due before class begins on the due date. Example: Class begins at 4:30 p.m. on the 30th, and you cannot attend; you must have the assignment in my possession by 4:29:59 p.m. on the 30th to receive a grade other than zero.

APA STYLE: All written work for the College of Education follows the American Psychological Association (APA) style manual, sixth edition (2010). Your cover page, running head, in-text citations, reference list, grammar and mechanics must reflect this style manual. General assistance with APA style is available through the Augusta State University Writing Center and online at <http://owl.english.purdue.edu/owl/resource/560/01/>

ATTENDANCE: Augusta State University requires class attendance. Roll is taken at each class. You are responsible for signing-in and indicating your arrival time. If you leave class

early, you are to sign-out and note the time as well. In our case, since we meet just six times, a candidate can not miss time that equals more than ONE class. On the second absence, the candidate will receive a grade of “F” for the course. There are no excused absences in this course.

ACADEMIC HONESTY: Candidates are expected to read and strictly adhere to the entire Academic Honesty policy found on page 43-44 of the *2009–10 Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.

PIPELINE ACCOUNTS: Candidates are encouraged to check their Pipeline accounts daily. Candidates are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for candidates who do not have access from a home computer.

CANDIDATES WITH DISABILITIES: Candidates with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the second week of class to discuss academic accommodations. If the candidate does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Please let me know promptly about problems or concerns with assignments or requirements of the course.

CELL PHONE & PAGER POLICY: Candidates are asked to mute or turn off cell phones and/or pagers during class time. Violations will be addressed on an individual basis.

DEPARTMENT OF EDUCATION LEADERSHIP, COUNSELING, AND SPECIAL EDUCATION WEBSITE: Candidates are invited to visit the departmental website at: <http://www.aug.edu/clinical>. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most

forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

STUDENT SAFETY: Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

THIS SYLLABUS CAN BE ALTERED ONLY BY THE INSTRUCTOR AND ONLY AFTER GIVING ALL CANDIDATES NOTICE NOT LESS THAN ONE WEEK PRIOR TO ANY CHANGE UNLESS SUCH CHANGE COMES DIRECTLY FROM AUGUSTA STATE UNIVERSITY OR THE COLLEGE OF EDUCATION. NOTICE WILL BE CONSIDERED AS HAVING BEEN GIVEN TO ALL CANDIDATES EITHER DURING CLASS OR VIA CAMPUS PIPELINE.

References

Fiore, D.J. (2004). *Introduction to Educational administration: Standards, theories, and practice*. Larchmont, NY: Eye on Education.

Gibson, J.L, Ivancevich, J.M., Donnelly, J.H., Jr. & Konopaske, R. (2006).

Organizations: Behavior, structure, processes, (12th ed.). Boston: McGraw-Hill.

Hanson, E.M. (2003). *Educational administration and organizational behavior*. Boston;

Allyn and Bacon.

Lunenburg, F.C. & Ornstein, A.C. (2004). *Educational Administration Concepts and*

Practices (4th ed.). Belmont, CA: Thomson Wadsworth.