Wise Reflective Educator Statement

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 The College of Education of California State University, San Bernardino (CSUSB) is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles. The wise educators:

 • Possess rich subject matter knowledge. They have a structural understanding of their discipline’s concepts, procedural knowledge and skills, and understand the interactions and place of their discipline within the context of other disciplines and society.

 • Apply sound judgment to professional practice and conduct. Within their discipline they are able to integrate theory and practice and know how to represent and explain their discipline in ways that make that subject matter understandable to students, clients, or other adults. Additionally, their actions demonstrate a strong commitment to ethical, responsible, and professional behavior.

 • Apply a practical knowledge of context. They know, understand, and act appropriately related to the specific contexts that result in the implicit understandings brought to the educational setting by the learner/client.

 • Respect multiple viewpoints and priorities of their peers, students, clients and communities. They strive to understand the values of the various individuals and groups with whom they interact and make a concerted effort to incorporate knowledge of and sensitivity to those values into all professional decisions.

 • Reflect and act on professional practices and follow up with appropriate action. They are comfortable and flexible when making professional decisions, drawing on their experiences and knowledge of their students/clients. Using reflective strategies and formal and informal assessments of their work, wise educators make necessary adaptations to meet the needs of students/clients.

 (College of Education Conceptual Framework, rev. 2006 and augmented 2008)

 Course Description, Purpose and Design

 Catalog Description:

 EDUC 705: Organization and Leadership of School Systems/Community Colleges - Examines educational institutions, administrative roles, organizational and administrative theory. Developing and sustaining positive relationships with boards and governance issues are emphasized.

Purpose and Course Design

An important purpose of this course is to provide students in the doctoral program with the theoretical and analytical foundations from which to diagnose, manage, and plan strategic solutions to problems, wicked dilemmas, and the challenges of change in complex educational organizations. Students will also examine the principles of organizational design and their relationship to organizational goals, operations, and activities. Through an in-depth analysis of Images of Organization, students will learn that the purposes and activities of complex organizations can be viewed, analyzed and understood through images and metaphors. This book explores and develops the art of reading organizational life. It is based on the premise that all theories of organization and management are based on implicit images and metaphors that lead us to see, understand and manage organizations.

Classroom and online exercises which align closely with the Images and Trust texts, as well as with other required, recommended and suggested readings will provide students with an opportunity to view organizational life through different, multiple lenses and to realize that the challenge is to change some of your mental models as you gain fresh, new ways to see, understand and shape the organizations that you want to organize and lead.

We will examine the activities and relationships of groups and subgroups within complex organizations and their interactions with external environments (i.e., macro analysis) as well as the leadership and behavioral dimensions of organizational life (i.e., micro analysis).

Active engagement between and among students, the instructor, and class guest speakers will be the order of the day for each meeting. Collaboration is also a highly valued and expected behavior. At least one graded assignment will require collaboration.

Respecting the need for adults to participate in decisions about their work, there are two assignments in which students will have options to select and/or design their preferred assignment.

Blackboard, an internet-based software program for delivering instructional material and facilitating online discussions, will be used for instructional purposes, sometimes in lieu of a face-to face meeting. Specifically, two or three class sessions will be conducted asynchronously by email, and Class and/or Small Group Discussion Boards on Blackboard.

Extensive reading of current and relevant research is required. Therefore, students will also make extensive use of electronic academic databases maintained and made available by the CSUSB Pfau Library. Many of the required and optional readings and research assignments will be accessed by use of these electronic databases. This will provide appropriate preparation for doctoral scholarly research.

Students will engage frequently and actively with regional guest presenters, whose expertise in course-related subject matter will enhance candidates' understanding of institutional leadership and governance.

Case Studies and news events discussions will be used in class to facilitate analysis of issues and concepts related to organization and administration of school systems.

Course Goals and Objectives

By the end of this course, students will:

1. be able to competently apply relevant organizational theories to the process of school reform/improvement;

 2. have the ability to critique organizational structures, theories, and be able to discuss the multiple perspectives reviewed in the course literature;

 3. understand the embedding of education in a network of social and political structures that can be influenced, and also influence educational processes at all levels;

 4. communicate collaboratively and effectively with the diverse constituents in their respective learning communities;

 5. advocate for equitable educational opportunities and outcomes for all learners;

 6. apply policies and regulations ethically and legally;

 7. understand how to build a healthy organizational culture that values, supports and recognizes the contributions of all constituents.

Student Learning Objectives

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 The following list is extracted from the full list of Student Learning Objectives and identifies the alignment of Student Learning Objectives and Student Indicators addressed.

Student Learning Objective: Effective communicators and collaborators.

 Student Indicators:

 a. Demonstrates open communication with stakeholders.

 b. Demonstrates communication in a timely fashion with constituents.

 c. Demonstrates collaborative communication with public agencies.

 d. Demonstrates collaborative communication and relationships with the governance team.

 e. Develops positive, meaningful and sustaining relationships with all constituents.

Student Learning Objective: Ethical leaders and decision makers.

 Student Indicators:

 a. Provides the leadership to establish a code of ethics.

 b. Models ethical behavior.

 c. Expects and reinforces ethical behavior.

 d. Models decision making grounded in ethics.

Student Learning Objective: Leaders who recognize, celebrate, and acknowledge the contributions of all individuals.

 Student Indicators:

 a. Is knowledgeable of their own mental models.

 b. Develops healthy organizational cultures in which all individuals are valued.

 c. Advocates for personal practices that are equitable.

 d. Is knowledgeable of public policy and how policy and law support equal opportunity.

Student Learning Objective: Leaders who are responsible and accountable.

 Student Indicators:

 a. Is accountable for the effectiveness of the instructional program.

 b. Is knowledgeable of the governance structure and applicable federal, state, and local laws.

 Required and Recommended Textbooks and Articles

 Required Textbooks:

 Morgan, G. (2006). Images of organization. Thousand Oaks, CA: Sage Publications.

 Tschannen-Moran, M. (2004). Trust matters. San Francisco, CA: Jossey-Bass.

Required Reading:

 ICAS Master Plan for Higher Education in California.

 Highly Recommended Reading:Gonzalez, J. (2011). Harvest of empire: A history of Latinos in America. (Revised ed.) New York: Penguin Books.

 Recommended readings:

 Bolman, L.G. & Deal, T. E. (2006). The wizard and the warrior. San Francisco: Jossey-Bass. (OR

 Leading with soul, or Corporate Cultures)

 Fink, D. & Brayman, C. (2006). School leadership succession and the challenges of change. Educational Administration Quarterly, 42, 62-89.

 Hoy, K.H., Gage, C. Q., Tarter, C.J. (2006). School mindfulness and faculty trust: necessary conditions for each other? Educational Administration Quarterly, 42: 236-255.

 Labaree, D.F. (2006). Innovation, nostalgia, and the politics of educational change. Educational Administration Quarterly, 42: 157- 164.

 Publication Manual of the American Psychological Association. (5th Ed.). Washington, D.C. : American Psychological Association.

 Others as assigned.

 Recommended Readings:

 Bolman, L. G. & Deal, T. E. (2003) 3rd ed. Reframing organizations: artistry, choice and leadership . San Francisco: Jossey-Bass.

 Cohen, A. (2007). The shaping of American higher education. San Francisco: Jossey Bass.

 Ferrucci, P. (2006). The power of kindness. New York: Penguin Books.

 Collins, J. (2001). Good to great: Why some companies make the leap… and others don’t. New York: Harper Collins

 Fullan, M. (2001). Leading in a culture of change. San Francisco: Jossey-Bass.

 Goleman, D. (2004). Primal leadership. Boston: Harvard Business School Press.

 Goleman, D. (2006, paperback). Emotional intelligence: why it can matter more than IQ. New York: Bantam Dell.

 Grogan, M. (1996). Voices of women aspiring to the superintendency. Albany, New York: State Univresity of New York Press.

 Honig, M. I. (2003). Building policy from practice: District central administrators’ roles and capacity for implementing collaborative education policy. Educational Administration Quarterly, 39: 292-338.

 Hughes, L.W. & Hooper, D.W. (2000). Public relations for school leaders. Boston: Allyn & Bacon.

 Johnson, S., M.D., (1998). Who moved my cheese? New York: Putnam’s Sons.

 Kouzes, J. M. & Posner, B. Z. (1993). Credibility: How leaders gain and lose it; why people demand it. San Francisco: Jossey-Bass.

 Larson, C. L. & Ovando, C. J. (2001). The color of bureaucracy: the politics of equality in multicultural school communities. Belmont, CA: Wadsworth/Thomson Learning.

 Owens, R. G. (2003). Organizational behavior in education. (7th Ed.). Boston: Allyn & Bacon.

 Senge, P. M. (2006). The fifth discipline: The art and practice of learning organizations. New York; Doubleday.

 Sergiovanni, T. J. (2000). Leadership for the schoolhouse. San Francisco: Jossey-Bass.

 Witziers, B., Bossker, R. J., & Kruger, M. L. (2003). Educational leadership and student achievement: The elusive search for an association. Educational Administration Quarterly, 39: 398-425.

 Other Suggested Readings:

 Covey, S. R. (1991). Principle-centered leadership. New York: Summit Books.

 Green, R. (2001). Practicing the art of leadership. Upper Saddle River, N.J.: Merrill Prentice hall.

 Sergiovanni, T. J., Burlingame, M., Coombs, F.S., & Thurston, P.W. Educational governance and administration. Boston: Allyn & Bacon.

 Course Assignments/Standards

 **Course Assignments/Standards**

 1. Local Context Research Project: The INLAND EMPIRE: Profile, Successes and Challenges. A constructivist group assignment. Details TBA. (Students and instructor will design the project collaboratively at the first class meeting.)

 (Due: Session 3, Oct. 5, 2013)

 **2 Scholarly Paper**

 Select one of the metaphors described in Morgan’s book. Identify an organization that you will use as a unit of analysis. Identify the characteristics of that organization and provide examples of how it exemplifies the metaphor you have chosen.

 Write a scholarly paper (10 - 15 pages) in which you describe how the implementation of Tschannen-Moran’s 5 Facets of Trust will impact the organization you have chosen operating under this particular metaphor. Incorporate and reference literature relevant to this paper. Explain how the leader of this organization could effectively communicate and collaborate with students, faculty and staff; model, expect and reinforce ethical behavior; maintain positive and meaningful and sustaining relationships, and develop a healthy organizational culture which would recognize, celebrate and acknowledge the contributions of all utilizing Tschannen-Moran’s framework. (Due Session 6: October 26, 2013 )

 3. Integrative Essay or Analysis of Organizational Culture –

 Write an integrative essay (minimum of ten pages) in which Morgan’s metaphors are used to examine an important reform effort in your present organization. The essay should address the following items: (a) drawing upon each of the metaphors covered in class, explain the reform effort to an outsider; (b) critically assess the reform effort through a metaphor analysis. What metaphor was used most effectively, least effectively, and why? How might the reform have turned out differently had the decision-maker(s) used a different metaphor to guide his/her/their actions? And (c) incorporate and reference relevant literature to add depth to the analysis.

 OR

 Write a scholarly paper (minimum of ten pages) in which you analyze the culture of your current organization. Utilize Morgan’s framework. Incorporate and reference literature relevant to this paper. The following questions and statements will assist you:

 •&νβσπ;Imagine how an organizational culture can be engineered and managed so as to serve the goals of schooling.

 •&νβσπ;How is culture and its interpretation relevant to the study and management of organizations?

 •&νβσπ;How do leaders create and re-shape organizational cultures?

 •&νβσπ;How do members negotiate and adapt to them?

 •&νβσπ;What are examples of codified ideologies in schools?

 •&νβσπ;How do actors engage in presentation rituals that generate an organizational culture?

 •&νβσπ;How do individuals relate to an organization’s culture?

 •&νβσπ;Reflect on schools that appear to have a real mission, ideology, and set of ritual practices. How does the organizational culture metaphor speak to school reform effort and improving student achievement?

 **(Due Finals Week : No later than December 7, 2013)**

 4. Online discussion boards. From time to time, you will be asked to participate in an online Discussion Board forum. Parameters will be set, such as due date, response to classmates, etc.

 5. Attendance and active participation - You are expected to read and prepare for each class session, online and/or face-to-face, to engage with seminar guests, and to be a cooperative, inquisitive, and collaborative member of community of pratice, or learning community.

 6. Small Collaborative Group Presentation – In groups of 3, students will read and make a classroom presentation about a Chapter in the Morgan textbook. (Due as scheduled: Sessions 5 - 10)

 **Standards**

 1. As professional, doctoral students, you are expected to attend all classes, and to read all assigned readings before each class meeting – on campus or online - so that you may fully participate in class and online discussions.

 2. All written work is expected to meet standards of academic and professional excellence. All written submissions and oral presentations must be of scholarly, doctoral-level quality. You will lose points on your written work for excessive errors.

 3. Strict adherence to the APA Publication Manual is required. APA is the ONLY accepted style of citation for references in this course. You MUST apply and use the APA style and format guidelines appropriately and accurately.

 4. All written assignments must be typed, double-spaced, using 12 point font. All enumerated page limits must be observed.

Course Evaluation/Grading

All student work must demonstrate academic and research rigor of doctoral-level quality.

Scholarly Paper: Integration of Tschannen-Moran’s Framework and Metaphor 20%

Inland Empire group Research report/presentation 15%

Integrative Essay or Culture Analysis 25%

Class Attendance, and In-Class Participation 10%

 Online Participation 10%

Small Group Chapter Presentations 20%

Rubrics:

Please review the Online Discussion Rubric (attached) which delineates the expectations of quality for your online participation. Please adhere to these standards of participation.

Separate rubrics will be used to assess your Scholarly Writing, Analyzing an Organizational Theory, and Applying a Theory.

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