Course: EDUC 705: Organization and Administration of School Systems

Instructor:
Office Hours:
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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 reflective educator:

- ❖ Possesses rich subject matter knowledge.
- ❖ Uses sound pedagogical judgment.
- ❖ Has practical knowledge of context and culture.
- ❖ Acknowledges the relativism associated with variations in the values and priorities of both their peers and their students.
- ❖ Is comfortable with the uncertainty of the outcomes of instructional decisions.

(College of Education *Conceptual Framework,* 2000)

Catalog Description:
Examine educational institutions, administrative roles, organizational and administrative theory. Developing and sustaining positive relationships with boards and governance issues are emphasized. (4 units) Prerequisite: Acceptance into the CSUSB doctoral program.

Purposes of the Course:
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 change opportunities 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 the book *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 and understanding organizational life. It is based on the premise that all theories of

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organization and management are based on implicit images and metaphors that lead us to see, understand and manage organizations in distinctive yet partial ways. Metaphor is often regarded just as a device for embellishing discourse, but its significance is much greater than this. The use of metaphor implies a way of thinking and a way of seeing that pervade how we understand our world generally. For example, research in a wide variety of fields has demonstrated that metaphor exerts a formative influence on science, on our language, and on how we think, as well as on how we express ourselves on a day-to-day basis. Exercises which align closely with the text, required recommended and suggested readings, and various in-class activities will provide you with an opportunity to view organizational life through different lenses and realize that the challenge is to change some of your mental models as you find fresh ways of seeing, understanding and shaping organizations that you want to organize and lead.

In order to effectuate meaningful and sustain reform and improve student achievement, leaders need to understand how organizational structure and context are related to interactions among diverse employees. Therefore, 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). To this end, several key student learning outcomes have been developed. These student learning outcomes are delineated below.

Program Objectives and Student Learning Outcomes Addressed by This Course
　　　　The following list is extracted from the full list of student learning outcomes and depicts those particular to this course. The course learning objectives and the leadership core concepts to which the student learning outcomes are aligned are also shown:

Students will Become:

I. **Effective Communicators and Collaborators: Core Concept - Collaborative Management and School and Campus Cultures**
a.　Communicate openly with stakeholders   b.　Communicate in a timely fashion with constituents   c.　Communicate collaboratively with the governance team   d.　Communicate cooperatively with other public agencies   e.　Develop positive, meaningful and sustaining relationships with all constituents
II. **Ethical Leaders and Decision Makers: Core Concepts - Complexity and Organization and Community and Governmental Relationships**
a.　Provide the leadership to establish a code of ethics   b.　Model ethical behavior   c.　Expect and reinforce ethical behavior   d.　Model decision making grounded in ethics
III.　**Agents of Change in Education: Core Concept - Schools and Campus Cultures**
a.　Maintain positive, meaningful and sustaining relationships among colleagues and constituents in an effort to bring about positive change

IV. **Leaders Who Recognize, Celebrate and Acknowledge the Contributions of All Individuals: Core Concepts - School and Community Culture and Complexity and Organizations**

a.   Be knowledgeable of your own mental models
   b.   Be understanding of the perspectives and value system of others
   c.   Develop healthy organizational cultures in which all individuals are valued
   d.   Be an advocate for personnel practices that are equitable

Required Reading

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

Davis, S. H. & Hensley, P. A. (2000). The politics of principal evaluation. *Journal of Personnel Evaluation in Education. 13(4)*, 383-402.

Deal, T. E. & Peterson, K. D. (2003). *Shaping school culture: The heart of leadership.* San Francisco: Jossey-Bass.

Fink, D. & Brayman, C. (2006). School Leadership Succession and the Challenges of Change.
Educational Administration Quarterly, 42: 62-89.

Goleman, D. (2002). *Primal leadership*. Boston: Harvard Business School Press.

Hensley, P. A. (2006). Organizational culture, relationships, induction and reflection. In D. Erickson & L. Wildman (Eds.) *Quality school leadership begins with quality preparation programs: Professors of educational administration and their student's professional administrative practice*. Burlingame, CA: Association of California School Administrators.

Hensley, P. A., & Burmeister, L. (2004). The artistry of communication. *Leadership*, March-April, 30-33.

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.

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

Morgan, G. (2006). *Creative organization theory: A resourcebook*. Newbury Park, CA: Sage Publications.

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

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

Recommended Reading

Burmeister, L. & Hensley, P. A. (2004). It's all about relationships. *Leadership*, September-October, 2004, pp. 30-31.

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

Honig, M. I. & Louis, K. S. (2007). A new agenda for research in educational leadership: A conversational review. *Educational Administration Quarterly, 43*: 138-148.

Hargreaves, A. & Goodson, I. (2006). Educational change over time? The sustainability and nonsustainability of three decades of secondary school change and continuity. *Educational Administration Quarterly, 42*: 3-41.

Johnson, B. L., (2003). Those nagging headaches: Perennial issues and tensions in the politics of education field. *Educational Administration Quarterly, 39*: 41-67.

Jossey-Bass Publishers. (2002). *The Jossey-Bass reader on school* reform. San Francisco: Jossey-Bass.

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

Louis, K. S. (2006). Change over time? An introduction? A reflection? *Educational Administration Quarterly, 42*: 165-173

Lindle, J. C. & Mawhinney, H. B. (2003). Introduction: School leadership and the politics of education. *Educational Administration Quarterly, 39*: 3-9.

Scott, W. R. (2003) *Organizations, rational, natural, and open systems*. (5th Ed). Prentice Hall.

Scribner, J. D., Aleman, E. & Maxcy, B. (2003). Emergence of the politics of education field: Making sense of the Messy Center. *Educational Administration Quarterly, 39*: 10-40.

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

Suggested Reading

Bartunek, J. M. (2003). *Organizational and educational change: The life and role of a change agent group*. Mahwah, NJ: Erlbaum.

Bennis, W. (2001). *The future of leadership*. San Francisco: Jossey-Bass.

Brunner, C. C. (ed.). (1999). *Sacred dreams: Women and the superintendency*. Albany, NY: State University of New York Press.

Deal, T. E. & Peterson, K. D. (2000). *The leadership paradox*. San Francisco: Jossey-Bass.

English, F. W. (2003). *The postmodern challenge to the theory and practice of educational administration*. Springfield, IL: Thomas.

Fullan, M. (2001). *The new meaning of educational change*. (3rd. Ed.). New York: Teachers College Press, Columbia University.

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

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

Irby, B. J. & Brown, G. *Women leaders: Structuring Success*. Dubuque, IA: Kendall/Hunt.

Kouzes, J. M. & Posner, B. Z. (2002). *Encouraging the heart: A leader's guide to rewarding and recognizing others*. San Francisco: Jossey-Bass.

Marks, H. M. & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly, 39*: 370-397.

Ornstein, A. C. (1995). *Teaching: Theory into practice.* Needham Heights, MA: Allyn & Bacon.

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

Ruff, W. G. & Shoho, A. R. (2005). Understanding instructional leadership through the mental models of three elementary school principals. *Educational Administration Quarterly, 41(8):* 554 - 577.

Sarason, S. B. (2002). *Educational reform: A self-scrutinizing memoir.* New York: Teachers College Press, Columbia University.

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

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

Course Assignments

1. Select one of the metaphors described in Morgan's book. Identify an organization which you would like to use as your unit of analysis. Identify the characteristics of the organization and give examples of how this organization exemplifies the metaphor you have chosen. Write a scholarly paper (minimum ten pages) in which you describe how the implementation of Tschannen-Moran's five 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 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.

2. Write a scholarly paper (minimum of ten pages) describing your organization utilizing McLean's framework. Incorporate and reference literature relevant to this paper. The following guiding questions and statements will assist you: How do the course readings fit your experiences in organizations? Think about your experiences in educational, governmental, non-profit, and for-profit organizations. Think about the elements of these organizations - their goals, technology (curriculum), social structure (roles and rules), participants and salient environment. What seemed to matter most? Many organizations try to change or reform how organizing is done. Think about how various reforms treat and characterize organizations. What organizational elements are seen as central to a reform? What level/unit of analysis is of concern? What is the boundary to an organization and a reform effort? Who and what matters in the environment? What makes for a successful or unsuccessful reform?

3. In pairs, make two visits to organizations in your area (minimum 60 minutes each). The purpose of this assignment is to enhance your ability to identify and quickly size up the character and culture of an organization using different

frames of reference. It is understood that a deep examination of organizational life requires visits of longer duration. However, most organizations provide evidence of one or more metaphors in both overt and subtle ways. To the casual observer, many of these characteristics may not be readily apparent. But a more focused observation can reveal the basic character of an organization quite quickly. In pairs, write a five page analysis of the site visits and present their findings to the class. Presentations should take approximately 10 minutes. The analysis should describe and give examples of how the metaphors manifest themselves in the operation and activities of the organization and the behaviors of its members.

4. 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, 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 effort have turned out differently had the decision maker(s) used a different metaphor to guide his/her actions? and (c) incorporate and reference relevant literature to add depth to the analysis.

5. 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: Imagine how an organizational culture can be engineered and managed so as to serve the goals of schooling. How is culture and its interpretation relevant to the study and management of organizations? How do leaders create and alter organizational cultures? How do members negotiate and adapt to them? What are examples of codified ideologies in schools? How do actors engage in presentation rituals that generate an organizational culture? How do individual persons relate to an organization's culture? 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 efforts and improving student achievement?

Course Standards
1. You are required to attend all classes, to read all appropriate assignments before each class meeting and to participate in class discussions.
2. All written work is expected to meet standards of academic and professional excellence.
3. All written assignments must of doctoral-level quality. Your grade will consider the quality of your writing and presentation. Be sure that all claims are based on documented evidence. Strict adherence to the APA Publication Manual is required. Pay careful attention to correct citation format and conventions for references. All written assignments must be typed, double-spaced, using 12 point font. All page limits must be observed. The quality of

your work and adherence to APA guidelines will be considered in your final grade.

Grading:

Scholarly Paper: Integration of Tschannen-Moran Framework and Metaphor:	15%
Scholarly Paper: Analysis of Organization - McLean's Framework	15%
Analysis/Presentation: Site Visits	20%
Integrative Essay: Reform Efforts	20%
Scholarly Paper: Analysis of Organizational Culture	20%
Class Attendance, class participation	10%

Percentage Grade Values:
100-93	A
92-90	A-
89-87	B+
86-84	B
83-80	B-

Class Meeting Schedule

Week 1   Introduction (Morgan, Chapter 1)
                 Imagination Images of Organization Exercise
                 Discussion of Course/Course Requirements
                 Discussion of Student Learning Objectives
                          Aligned to Core Concepts and Student
                          Learning Outcomes
Week 2   Trust Matters (Tschannen-Moran; Hoy, Gage & Tarter)
Week 3   Organizations as Machines (Morgan, Chapter 2; Senge)
Week 4   Organizations as Organisms (Morgan, Chapter 3; Bolman & Deal)
Week 5   Organizations as Brains (Morgan, Chapter 4; Bolman & Deal)
Week 6   Organizations as Cultures (Morgan, Chapter 5; Hensley; Hensley &
                 Burmeister)
Week 7   Organizations as Political Systems (Morgan, Chapter 6; Davis & Hensley)
                 Organizations as Psychic Prisons (Morgan, Chapter 7; Deal & Peterson;
                          Labaree)
Week 8   Organizations as Flux and Transformation (Morgan, Chapter 8; Fink &
                 Brayman)
Week 9   Organizations as Instruments of Domination (Morgan, Chapter 9;
                 Goleman)
Week 10   Challenge of Metaphor (Morgan, Chapter 10)
                 Reading and Shaping Organizational Life (Morgan, Chapter 11)

Academic Honesty: "Plagiarism and cheating are violations of the Student Discipline Code and may be dealt with by both the instructor and the Judicial Affairs Officer… Questions about academic dishonesty and the policy should be addressed to the Office of the Vice President, Student Services.

Plagiarism is the act of presenting the ideas and writings of another as one's own. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.

Cheating includes but is not limited to:

- Copying, in part or in whole, from a test, software, or other evaluation instrument;
- Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;
- Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments;
- Using or consulting during an examination sources or materials not authorized by the instructor;
- Altering or interfering with grading or grading instructions;
- Sitting for an examination by a surrogate, or as a surrogate;
- Any other act committed by a student in the course of his or her academic work, which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Plagiarism is academically dishonest and makes an offending student liable to penalties up to and including expulsion. Students must make appropriate acknowledgements of the original source when material written or compiled by another is used." Source: California State University, San Bernardino. Academic Regulations, p. 60. *2006-2007 Bulletin of Courses*.

Special Needs: Students who require special assistance in completing requirements should notify the instructor and university office of Services to Students with Disabilities prior to the first class. In accordance with university policies, the instructor will make every reasonable effort to accommodate students who have special needs.

Commitment to Diversity: "In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age. Source: CSUSB University Diversity Committee Statement of Commitment to Diversity, 1995.

In keeping with the University's Commitment to Diversity, the faculty of the College of Education fully supports the "Americans with Disability Act." Faculty will provide reasonable accommodations to any student with a disability who is registered with the Office of Services to Students with Disabilities and who needs and requests accommodations.