



Educational Leadership Organizational Behavior

Course Description

This course is designed for aspiring and reflective school leaders who want to develop the knowledge and skills required to hold leadership positions in viable, complex organizations. The course focuses on analysis and application of transformational leadership skills and management attributes.

Course Prerequisites

No prerequisites for this course are required.

NOTE: This course does not meet licensure requirements to become a principal in Illinois.

System Requirements

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files

| Operating Systems | Browsers |
|--------------------------------------|----------------------------|
| Windows XP | Firefox, Chrome |
| Windows 7 and 8 | IE9, IE10, Firefox, Chrome |
| Windows Vista | IE9, IE10, Firefox, Chrome |
| Mac OSX | Safari, Firefox, Chrome |
| iOS devices (tablets and phones) | Safari |
| Android devices (tablets and phones) | Chrome |

NOTE: Additional software will be used, but will either be free and open-source or trial versions, and will be based on the individual needs of each teacher's Web site development and deployment needs. The instructor will work closely with each teacher to assist in determining the appropriate software.

Text Books/Supplemental Reading

Critical reading of assigned articles and text is embedded throughout the course.

Global Goals of the Course

Upon completion of the course, the learner will be able to:

1. Illustrate how educational organizations act as systems
2. Analyze schools/organizations and their leadership with respect to the fundamental constructs that define schools
3. Compare various theories and perspectives—organizational, contingency, behavioral, change management models—as each impacts educational leadership development
4. Evaluate a school's organizational culture, climate, and the impact of different decision-making approaches on organizational culture
5. Analyze the ways in which educational leaders motivate stakeholders in school settings
6. Recommend communication strategies and change management strategies for educational leaders and organizations

Instructional Objectives

The learner will deepen existing knowledge of content and apply professional expertise to the skills and strategies contained in this course by meeting the following instructional objectives:

Lesson 1: Fundamental Constructs

- 1.1 Analyze the role of informal organizational structure in the school system
- 1.2 Analyze bureaucracy in formal school systems
- 1.3 Outline the formal structures of educational organizations

Lesson 2: Organizational Theories

- 2.1 Analyze the impact of systems theory on educational leadership
- 2.2 Analyze the impact of the behaviorist period on educational leadership
- 2.3 Analyze the impact of classical organizational theory on educational leadership

Lesson 3: Systems

- 3.1 Illustrate how social systems theory impacts leadership style
- 3.2 Explain the fundamental constructs of social systems theory
- 3.3 Describe social systems theory

Lesson 4: Contingency Theories

- 4.1 Describe situational leadership
- 4.2 Distinguish between loose and tightly coupled schools
- 4.3 Explain the rational planning model

Lesson 5: Educational Leadership

- 5.1 Explain the traditional theories of leadership in education
- 5.2 Distinguish between leadership and management
- 5.3 Explain how leadership in education has evolved throughout history

Lesson 6: Behavioral Approaches

- 6.1 Explain transformational leadership

6.2 Describe the behaviors of leaders in an educational organization

6.3 Analyze trait theories of leadership

Lesson 7: Communication

7.1 Evaluate the communications role of educational leaders

7.2 Describe the role of technologies in communication used by schools

7.3 Explain the basic elements of communication, including communicating in conflict

Lesson 8: Motivation

8.1 Distinguish between external and internal motivation

8.2 Explain the impact of motivation theories on educational organizations

Lesson 9: Organizational Culture

9.1 Explain the need for promoting equity and diversity in schools

9.2 Distinguish between culture and climate in schools

9.3 Describe the importance of schools as learning organizations

Lesson 10: Decision Making

10.1 Analyze the impact of data-driven decision making in schools

10.2 Analyze the impact of participatory and group theories of decision making in schools

10.3 Analyze the impact of rational decision-making models on educational culture

Lesson 11: Change Management Theories

11.1 Evaluate how leaders implement changes in schools

11.2 Analyze how individuals respond to change

11.3 Critique theories of change

Lesson 12: Change Management Models

12.1 Evaluate the impact of the concerns-based adoption model on an educational organization

12.2 Evaluate the impact of the research development and diffusion change model on an educational organization

12.3 Evaluate the impact of total quality management on an educational organization

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, assignment and quiz completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.

4. Course content, activities, and assignments are organized into Lessons/Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

Topics Agenda

Milestone One: Fundamental Constructs

This milestone focuses on organizational structures, bureaucracy as a formal organizational structure, and the human elements of education's informal organization. After completion of this milestone, participants will be able to analyze a school/organization with respect to the fundamental constructs that define schools.

Milestone Two: Organizational Theories

This milestone focuses on classical organizational theories, the behaviorist period, and systems theories. After completion of this milestone, participants will be able to illustrate how educational organizations act as systems.

Milestone Three: Systems

This milestone focuses on social systems, fundamental constructs of social systems, and social systems' impact on leadership style. After completion of this milestone, participants will be able to propose a program on teaching effective teaching strategies to fellow teachers in a given school.

Milestone Four: Contingency Theories

This milestone focuses on rational planning models, loose and tightly coupled schools, and situational leadership. After completion of this milestone, participants will be able to analyze the role of contingency theories in educational leadership.

Milestone Five: Educational Leadership

This milestone focuses on the history of leadership in education, leadership and management, and the traditional theories of leadership in education. After completion of this milestone, participants will be able to analyze leadership within an educational organization.

Milestone Six: Behavioral Approaches

This milestone focuses on trait theories, behaviors of leaders, and transformational leadership. After completion of this milestone, participants will be able to analyze behavioral approaches of educational leadership.

Milestone Seven: Communication

This milestone focuses on basic elements of communication, information technology and communication, and communication in school leadership. After completion of this milestone, participants will be able to recommend communication strategies for educational organizations.

Milestone Eight: Motivation

This milestone focuses on the purpose, goals and related issues of collaborative and non-directive developmental supervision. After completion of this milestone,

participants will be able to determine appropriate approaches to developmental supervision.

Milestone Nine: Organizational Culture

This milestone focuses on internal and external motivation. After completion of this milestone, participants will be able to analyze how educational leaders motivate stakeholders in the school setting.

Milestone Ten: Decision Making

This milestone focuses on rational decision making, participatory and group theories, and data-driven decision making. After completion of this milestone, participants will be able to compare the impact of different decision-making approaches on organizational culture.

Milestone Eleven: Change Management Theories

This milestone focuses on second wave, third wave, and chaos theory. After completion of this milestone, participants will be able to recommend a change management strategy for an educational leadership context.

Milestone Twelve: Change Management Models

This milestone focuses on total quality management, research and development and diffusion change model, and concerns-based adoption model. After completion of this milestone, participants will be able to evaluate change management models with respect to schools and educational leadership.

Assessments and Grading

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge linked to the instructional objectives of this course. Assessment of the projects should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work. Assessments are due and will be submitted to the instructor within the 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

| Graded Assessment Types | Weights (%) |
|-------------------------|-------------|
| Writing Assignments | 80% |
| Quizzes | 20% |
| Total: | 100% |

Copies of performance assessment rubrics are included in the course. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality;

is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Director of Academic Affairs prior to the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given.

Late Work and Make-Up Policy

Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.

Compliance with National Standards

Upon successful completion of the course, the participant will demonstrate competence in the standards developed by the Educational Leadership Constituent Council (ELCC) of the National Policy Board for Educational Administration (NPBEA) and The Interstate School Leaders Licensure Consortium (ISLLC) in alignment with guidelines for the National Council for Accreditation of Teacher Education (NCATE).