The Connecting Link

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 (provided online within class)

Owens, R. E., Jr., & Valesky, T. C. (2015). *Organizational behavior in education: Leadership and school reform* (11th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780133489033

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 of this course are designed to support intensive, graduate-level course work in an interactive setting. Instructional plans support the content of this course, which focuses on the improvement of professional teaching expertise in any or all of the following categories: assessment, collaboration, communication, diverse learners, educational reform, instructional strategies, planning instruction, productivity, reflection of practice, student learning, subject matter, and/or technology.

- Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills

with previously acquired skills/expertise in relation to transition knowledge and content.

- The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assessments are organized into modules totaling 45 seat hours. Assessments are due two-weeks following the end of the course.

- Research-based content, presentations, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, references, and assessments are supported by content designed specifically for educators.

- Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class and small group discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for educators and other school-related personnel to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

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.

Learning Assessment

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, peer- and self-evaluations, journal entries, instructor feedback, small-group sharing and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment.

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

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 are required to attend all classes as well as participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. You will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

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 polices 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).

Course References

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Internet Resources

"Contingency Theory"
http://media.pearsoncmg.com/pls/products/coco/ed_lead_org_behav/1256869686/media_assets/l05t03s07.html

ORGANIZATIONAL CULTURE

"Priming a Building for Turnaround"
http://media.pearsoncmg.com/pcp/streaming/products/ed_lead/ed_lead_org_behav/airways_201_final_o2_ipad.mp4

"Determining Teacher Readiness to Carry Out School Vision"
http://media.pearsoncmg.com/pcp/streaming/products/ed_lead/ed_lead_org_behav/bran_101_final_o2_ipad.mp4

"Cultural Diversity Book Study"
http://media.pearsoncmg.com/pcp/streaming/products/ed_lead/ed_lead_org_behav/cent_102_v8_ipad.mp4

THEORIES OF CHANGE

"Using Student Survey Data to Create a Sense of Urgency Around School Culture"
http://media.pearsoncmg.com/pcp/streaming/products/ed_lead/ed_lead_org_behav/cent_103_v10_ipad.mp4