

2009-2



EDUCATION 813
Organizational Theory and Analysis
(Enroll #7230)

Summer Semester 2009	Instructor:	Peter Drescher Deputy Superintendent, Surrey School District
Meeting Dates:	April 24/25, May 8/9, May 22/23, June 5/6, June 19/20, June 26/27	Office:
Times:	Friday: 4:30pm-9:00pm Saturday: 8:30am-4:00pm	Telephone:
Location:	SFU Surrey Campus	Email:
Room:	4010	

DESCRIPTION

This course begins with a brief journey through time and an examination of the implications of social, technological, economic, and environmental change for organizations in general and for schools in particular. A historical overview of organizational theory will be followed by a study of contemporary views of organizations, what makes them successful today and will in the future. Successful organizations are seen to be true to their stated purposes, responsive to change, committed to continuous learning, and guided by visionary leadership.

The course then shifts to a study of schools as learning organizations and the conditions required for growth, change and continuous improvement. Cultural norms that support change, are based on collaboration and interdependence, foster collective inquiry and focus on results will be considered. The course will build some of the concepts studied in your two previous courses, EDUC 815 - Administrative Studies and EDUC 817 – Policy Processes.

The course concludes with an examination of the trends that will influence the future of schooling, the conditions required for schools to be responsive to the ever changing needs of a knowledge society in a technology driven future and the leadership imperatives required in bringing about change. The course will be organized around the following key themes:

Revolution and Evolution

- Economic, technological and social revolution
- The evolution of organizations and organizational theory
- The evolution of schooling and the effective schools movement

Change Theory

Conceptual frameworks for understanding and initiating change
The role of mission, vision, values, core beliefs and goals in bringing about change – staying true to an organizations stated purposes
A typology of school's capacity for change
Capacity Building

Understanding and shaping school culture

Building trust and nurturing positive working relationships
Assessing and changing school culture
Toxic vs. positive cultures
Relationships that are conducive to growth and change

Schools as Learning Communities

Attributes of Learning Organizations
Shared Responsibility for Student Learning
The role of parents in the school community
Expanded mandates for school communities
Policy directions and promising practices
Creating Sustainable Learning Communities

The Future of Schooling – Moving analog schools into the Digital Age

Emerging and future trends in education
The transformation of teaching for the information age
Implications for schooling and school renewal

Leading and Supervising the Learning

Current and emerging perspectives on supervision
Capacity building in a community of professionals
Conditions for successful school reform and renewal

REQUIRED TEXTS

EDUC 813 Readings in Organizational Theory and Analysis

A set of readings from various journals, books, and other publications has been prepared for your use and is available for purchase through the SFU Surrey bookstore. Other readings will be provided as needed throughout the course.

Conzemius, Anne & O'Neill, Jan (2001). *Building Shared Responsibility for Student Learning*, Association For Supervision and Curriculum Development, Alexandria, VA. This is available online using your SFU library card. There is no need to purchase it.

OTHER REFERENCE MATERIAL

The following publications may also be useful in our work. Those indicated with a ** were provided to every school, and should be available from your principal or the school library.

- Barth, Roland. (1990) *Improving Schools From Within*. Jossey Bass, San Francisco, CA
- Barth, Roland. (2001) *Learning By Heart*. Jossey Bass, San Francisco, CA
- Blankstein, Alan (2004) *Failure is Not an Option*, Corwin Press, Thousand, Oaks CA
- Bolman, Lee & Deal Terrence (2003) *Reframing Organizations*, Jossey-Bass, San Francisco, CA
- Brown Easton, Lois, Editor. (2004) *Powerful Designs for Professional Learning*. National Staff Development Council, Oxford, OH **
- Blankstein, Alan (2004) *Failure is Not an Option* Corwin Press, Thousand Oaks, CA
- Cameron, Kim & Robert Quinn (2006) *Diagnosing and Changing Organizational Culture*, Jossey-Bass, San Francisco, CA
- Collins, Jim. (2001) *Good To Great*. HarperCollins Publishers, New York, NY
- Conzemius, Anne & O'Neill, Jan (2002) *The Handbook for Smart School Teams*. Solution Tree, Bloomington, IN **
- Conzemius, Anne & O'Neill, Jan (2006) *The Power of Smart Goals*, Solution Tree, Bloomington, IN
- Deal, Terrence. (1999) *Shaping School Culture*. Jossey Bass, San Francisco, CA
- DuFour, Richard, & Eaker, Robert. (1998) *Professional Learning Communities at Work*. National Education Service, Bloomington, IN **
- Fritz, Robert (1999) *The Path of Least Resistance for Managers* Berrett-Koehler, San Francisco, CA
- Fullan, Michael. (1993) *Change Forces*. Falmer Press, Bristol, PA
- Fullan, Michael. (1999) *Change Forces, The Sequel*. Falmer Press, Bristol, PA
- Fullan, Michael. (2003) *Change Forces With a Vengeance*. Falmer Press, Bristol, PA
- Fullan, Michael. (2003) *The Moral Imperative of School Leadership*, Corwin Press, Thousand Oaks, CA
- Fullan, Michael, (2007) *The New Meaning of Educational Change*, Teachers College Press, New York, NY

- Fullan, Michael (2008) *The Six Secrets of Change*, Jossey Bass, San Francisco, CA
- Guskey, Thomas (2000) *Evaluating Professional Development*, Corwin Press, Thousand Oaks, CA
- Hargreaves, Andy; Fullan, Michael (Editors) (2009) *Change Wars*, Solution Tree, Bloomington, IN
- Hargreaves, Andy & Fink Dean (2006). *Sustainable Leadership*, Jossey-Bass, San Francisco, CA
- Hargreaves, Andy (2003) *Teaching in the Knowledge Society*, Teachers College Press, New York, NY
- Hord, Shirley, Sommers, William (2008) *Leading Professional Learning Communities* Corwin Press Thousand Oaks CA
- Kotter, John P. (1996) *Leading Change*. Harvard Business School Press, Boston, MA
- Kouzes, James & Posner, Barry (2002) *The Leadership Challenge* Jossey-Bass, San Francisco, CA
- Lambert, Linda. (2003) *Leadership Capacity for Lasting School Improvement*. Association for Supervision and Curriculum Development. Alexandria, VA **
- Pfeffer, Jeffrey, Sutton, Robert (2000) *The Knowing-Doing Gap*, Harvard Business School Press, Boston, MA
- Schein, Edgar (2004) *Organizational Culture and Leadership*, 3rd Edition Jossey-Bass, San Francisco, CA
- Senge, Peter. (1990) *The Fifth Discipline* Doubleday/Currency, New York, NY
- Senge, Peter. (1999) *The Dance of Change*. Doubleday/Currency, New York, NY
- Senge, Peter. (2000) *Schools That Learn*. Doubleday/Currency, New York, NY
- Sergiovanni, Thomas, (1992) *Moral Leadership, Getting to the Heart of School Improvements*. Jossey Bass, San Francisco, CA
- Sergiovanni, Thomas, (1994) *Building Community in Schools*. Jossey Bass, San Francisco, CA
- Sergiovanni, Thomas, (1996) *Leadership for the Schoolhouse*. Jossey Bass, San Francisco, CA

GRADING

Class Participation (15%)

There will be a substantial amount of large and small group discussion based on the various assigned readings. You are expected to complete the required reading prior to each class and be prepared to engage in discussion. If you are unable to attend a session for some reason please advise the instructor in advance. An alternative assignment may be arranged.

Scenario (25%)

Each participant will be asked to prepare a scenario or case study (real or hypothetical) which outlines a particular organizational issue or challenge that a school community has had to face and describe the actions taken or strategies implemented in order to seek resolution or improvement. The issue or challenge should be analyzed using one of the theoretical frameworks studied in the course. Further details will be provided at our first session.

Presentation (25%)

Each student will prepare a 15-20 minute presentation related to the concepts studied in this course. Students might consider exploring a topic that is of interest or may be of value to their own school community.

Term Paper (35%)

Students may propose a topic that is related to the theme of organizational change, culture, schools as learning communities or the future of schooling or select from a list of topics. Further details will be provided at our first session.

ACADEMIC HONESTY STATEMENT

All members of the University community share the responsibility for the academic standards and reputation of SFU. Academic honesty is a condition of continued membership in the university community. Please review the Policy at <http://www.sfu.ca/policies/teaching/t10-02.htm>