

**Dewar College of Education
Valdosta State University
Department of Curriculum, Leadership, & Technology**

**LEAD 8030
SCHOOL CULTURE, CHANGE AND ORGANIZATIONAL DYNAMICS
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

(All teacher preparation programs are required to use the InTASC Model Core Teacher Standards)

COURSE DESCRIPTION

This course is designed to increase student awareness and knowledge of the impact of school culture on individual and organization performance. It addresses the need for change, the process of change and how organization structure impacts performance. The student is provided information on the dynamics within organizations and how schools may create high performing cultures. The course format is two hour group learning activities/one hour performance based activities.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Primary book assignment provided during first class meeting.

SECONDARY TEXT

Green, R. (2003). Natural forces. Tallahassee: Educational Services Consortium.

Demonstrate knowledge of the impact of organization structure on performance.

(ELCC 1,2,3

PSC1,2,3

BOR 5,7,8,10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will:

Develop a collection of learning experiences reflecting all class assignments and requirements.

Read assigned materials related to class assignments and participate in individual and team activities.

Write an original individual article/essay on course content. Share (written and verbal) with team members/class on one of the following topics

Culture and performance

Assessing an organization's culture

Relationships and culture

The change process

Systems approach to organization health

Creating a high performing culture

Visioning and organization performance

(ELCC 1,2,3

PSC 1,2,3

BOR 3,4,5,6,7,8,10)

Read an assigned book and share reflections (written and verbal) with team members/class.

(ELCC 1,2,3

PSC 1,2,3

BOR 3,4,5,6,7,8,10)

Conduct a school culture survey, analyze the results. Share the process experiences and results with fellow students. Students from the same school may work together.

(PBA) (ELCC 2,3,5,6,7

PSC 2,3,5

BOR 1,2,4,5,6,7,10)

Create a practical knowledge statement directly related to course content.

Ask and respond to practical knowledge statements.

(ELCC 1,2,3

PSC 1,2,3

BOR 3,4,5,6,7,8,10)

Apply course content in a field setting (content application).

(PBA) (ELCC 1,2,3,7

PSC 1,2,3

BOR 3,4,5,6,7,8,10)

Respond to class content questions provided by the instructor reflecting course content (think and reflect questions).

(ELCC 1,2,3

PSC 1,2,3

BOR 3,4,5,6,7,8,10)

Participate in the practice of reflective learning.

(ELCC 1,2,3

PSC 1,2,3

BOR 3,4,5,6

COURSE EVALUATION

Original individual essay

10 points

Original book review and presentation	15 points
Administer and analyze a culture survey – Class Act.	5 points
Original individual practical knowledge statements	40 points
Apply course content in a field setting	10 points
Responses to content questions (oral/written)	15 points
Reflective practice activities (written/oral)	5 points

ATTENDANCE POLICY

Graduate students are expected to attend all classes. This class only meets three times. For each absence the student's grade will be reduced by one letter grade.

PROFESSIONALISM

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, [229-333-5463](tel:229-333-5463).

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are [229-245-2498](tel:229-245-2498) (V), [229-375-5871](tel:229-375-5871) (VP) and [229-219-1348](tel:229-219-1348) (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>. o