

**LEAD 9040**  
**SCHOOL ORGANIZATIONAL AND CULTURAL STUDIES**  
**3 SEMESTER HOURS**

**College of Education**  
**Valdosta State University**  
**Department of Educational Leadership**  
**Conceptual Framework: Guiding Principals**

(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 resources acquisition.

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

Positively Impacting Learning Through Evidence-Based Practices

## SUGGESTED TEXTBOOK

Individual Leadership Text Book Assigned to Student During Orientation Session for LEAD 9040.

## PRIMARY TEXT

Assigned in Orientation Class

## SECONDARY TEXT

Green, R., (2003). Natural Forces: How to Significantly Improve Student Achievement in the Third Millennium. Tallahassee, FL. Educational Services Consortium, Inc.

## COURSE DESCRIPTION

A critical analysis of the theoretical assertions and empirical knowledge claims that have led to the dominant structures, power relationships, and performance expectations of American schools.

## COLLEGE OF EDUCATION AND DEPARTMENTAL CONCEPTUAL FRAMEWORK

1. The educational leaders will facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. The educational leader will advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth
3. The educational leader ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. The educational leader collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. The educational leader acts with integrity, fairness, and in an ethical manner.
6. The educational leader understands, responds to, and influences the larger political, social, economic, legal, and cultural context.
7. The educational leader effectively uses inquiry, including field-based inquiry, and research, to investigate and solve educational problems.

## COURSE OBJECTIVES

The Student will:

Become knowledgeable of the overall aspects of the organization culture applied in a school system.  
(1,2,3,6,7) (FE)

Learn of the implications of applying organization culture by reviewing the

organization culture literature and  
Review innovative organization cultures for a future high performing school.  
(1,2,6 ) (P)

Experience new ways of viewing organization performance and how different  
organization cultures impact  
outcomes. (1,2,6)

Demonstrate an understanding of organization culture based on class and self study  
experiences. (1,2,3,4,5,6,7)

Understand the need for school leaders to facilitate and manage the organization  
design and culture applied to the  
school. (1,2,6).

Have an opportunity to apply course content in a leadership environment. (7)

Demonstrate knowledge of basic organization culture. (1,2 ,3,7)

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Students will:

Produce an individual written essay focusing on organization culture and  
components of school performance.

Read an assigned book and produce written review/reports to be shared  
with other students.

Reflect on all components of organization culture and school performance using  
dialogue techniques.

Answer think and reflect questions focusing on components of organization design  
and culture.

Apply student selected course content and apply this content in a school setting  
based on profound knowledge areas.

Respond to profound knowledge questions (oral and written).

Attend all classes (no tardies or early departures) and participate in all classes

Demonstrate mastery of course content in a final exam.

## CLASS POLICIES AND EXPECTATIONS

As practicing educators, students are expected to participate fully in class exercises and  
will be evaluated, in part, on the degree and thoughtfulness of their participation.

Evaluation is based on the attainment of the course outcomes as demonstrated by the completion of all course requirements. These course outcomes cannot be successfully attained without active and thoughtful participation on your part. The course grade will be based upon the following components:

### COURSE EVALUATION

1. Individual – 3 Sets of Responses (Original & Written) to **Think and Reflect** Questions - Individual Activity with an in Class Presentation & Feedback (On Line/after first class & Oral in Class Activity) from Team Members. (Due Dates **5/11**, 5/29 & **6/1**, 6/12 & **6/15**)  
15 Points – All points earned based on Class Presentation, Feedback & Participation.
2. Individual – 1 Original **Book Review** Report (Written and Original) – Individual Activity with an in Class Presentation & Feedback (On Line & Oral in Class Activity) from Team Members. (Due Dates 6/12 & **6/15**)  
15 Points – All points earned based on Class Presentation, Feedback & Participation.
3. Individual – 2 Total - Original Field Based and In Class **Content Applications** (Written) Individual Activity with an in Class Presentation & Feedback (On Line & Oral in Class Activity) from Team Members. (Due Dates 5/29 & **6/1**, 6/12 & **6/15**)  
15 Points – All points earned based on Class Presentation, Feedback & Participation.
4. Individual – 3 **Practical Knowledge** Statement & Response (Written & Original), Individual Activity with an in Class Presentation & Feedback (In Class Activity) from Team Members. Compare Your Organization's Approach to this Practical Knowledge Area. (Due Dates **5/11**, 5/29 & **6/1**, 6/12 & **6/15**)  
20 Points - All points earned based on Class Presentation, Feedback & Participation. Note: Use format provided during Orientation.
5. Individual – 1 Original Leadership **Reflections** (Written – In Class Activity Only), Dialogue (Written/Oral) on Class Content. (Due Date **6/15**)  
5 Points – All points earned based on Creating the Reflections in Class.
6. Individual – Final Exam **Essay** (Written), Original based on Course Content – (Due Dates 6/12 & **6/15**). Individual Activity with an in Class presentation & Feedback (On Line & Oral in Class Activity) from Team Members.  
20 Points – All Points earned based on Class Presentation, Feedback & Participation.
7. Individual – Participate in assessing (**Assessment**) In Basket with feedback from class members. Due Date (**6/1**)  
10 points – All points earned in class activity.

Note: Quality and Quantity. The numbers above refer to “quantity.” Doctoral Students are expected to turn in work that reflects “quality” at the Doctoral level. Quality work at the Doctoral level will be a factor in the recognition of grades.

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## GRADING SCALE

- A – 90% and above
- B – 80% to 89%
- C – 70% to 79%
- F – Below 79% - Failure
- I – Incomplete

## Annotated Bibliography

Prepare a fifty entry annotated bibliography of resources appropriate for your dissertation topic. This is due at the last class session. (NOTE: This is in addition to the others you have prepared in your other classes. You should now have approximately 150 entries.)

## Final Exam

A take home final exam will be given which will require a synthesis of the concepts discussed in class to be applied in your organization. This will be an **essay** to be submitted electronically via VSU e-mail (Word file) to the instructor. Your final exam will serve as your comprehensive exam question for the class. Details will be discussed in your last class session. The final exam is due June 6/9 as noted above.

1. Describe what you have learned about high performing organizations and what distinguishes them from the others.
2. Based on knowledge you have acquired in the process of meeting the objectives found in your Learning Contract, describe decisions you can make as a leader to significantly increase the performance of your organization.
3. Using the insights you gained from interacting with colleagues and other source material, describe how you plan to alter your approach to leadership focusing on creating a high performing organization.

## STUDENT PREPARATION STRATEGIES

1. Attend all class sessions.
2. Prepare for class and participate in class discussions.
3. Complete a Portfolio based on your Learning Contract.

## ATTENDANCE POLICY

Graduate students are expected to attend **all** classes. Graduate students are expected to turn in all assignments even when an absence occurs. Missing a full day or any part or a full day of class will result in a grade reduction. This reduction will be no less than one letter grade. When a need arises to miss a class it should be discussed with the

instructor in advance. See the instructor for specifics. Graduate students are expected to turn in all assignments to include work due when absences occur.

### **Course Activities/Assignments/Requirements**

1. Attend all class sessions.
2. Prepare for class and participate in class presentations and activities.
3. Complete an Electronic Portfolio of items from the Learning Contract.
4. See Handouts for More Information.

## **Dewar College of Education**

### **POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website

(<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

#### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

#### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to

the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

### SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

“Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY)”.  
Student Opinion Inventory

### STUDENT OPINION OF INSTRUCTION SURVEY

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 to instructors/administrator. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. 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>.

### INSTRUCTOR

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### Meeting Dates

See Handout

### Meeting Times:

9:00 AM – 4:30 PM