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Office Location: Norman Hall 200E  
Office Hours: Thursdays 3:00-5:00  
Office Phone: (352) 273-4472

Course Summary
This course introduces students to the basic concepts underlying organizational theory and behavior in education. The basis for this course is the interplay between the individual, the social system, and structures of the educational organization. Upon this foundation, this course examines research on the role of leaders in educational change efforts, focusing on organizational culture, human capital development, and decision-making. Considerable attention will be given to the application of the research on organizational behavior and organizational theory for educational settings.

Course Objectives
1. Compare and contrast various theoretical frameworks of educational organizations, as outlined in the research literature.
2. To increase students understanding of organizational behavior and school improvement.
3. To develop analytic skills for the evaluation of individuals’ behavior within educational organizations.
4. To develop new approaches to lead educational change efforts.

Required Texts


Additional readings (i.e. peer-reviewed publications, news articles, etc.) will be placed on Canvas or available on reserve in the library.

Evaluation and Assessment
- Participation and Professionalism: 10 percent
- Quizzes: 10 percent
- Research Summaries: 15 percent
- Class Activities & Group Presentation: 35 percent
- Final Presentation and Paper: 30 percent
Participation and Professionalism (10%)
Engagement in the material and with your classmates is critical to the classroom experience. Your participation and professionalism grade will be determined by attendance, participation in classroom discussions, and participation in pre-class exercises. Please email me beforehand if you need to miss class. Unexcused absences will result in and a zero grade for other in-class activities (i.e. quizzes). See the Graduate Student Handbook for additional details on absences.

Quizzes (10%)
Throughout the course, you can expect up to three brief in-class pop quizzes. They will encompass material covered in course readings and class. The goal of these quizzes is threefold. First, they are designed to motivate continued engagement with the assigned readings. Second, they can help you monitor progress towards course objectives. Third, they help me to identify any areas of misunderstanding that we need to revisit in order to build a deeper understanding of the topic.

Research Summaries (15%)
Throughout the semester, you will review and write structured abstracts for three empirical, peer-reviewed articles. The template for the structured abstract is on the Canvas course site. Structured abstracts should be 1 to 2 pages, single-spaced. This activity is designed to expose you to potential doctoral research and find research articles relevant to the course that align with your interests. The articles should be related to organizational leadership or school improvement. The article should not be one you have read for another course. To encourage personal growth, research summaries will be worth an increasing percentage of your final grade as the semester progresses:
- Structured Abstract #1 (2%): Due 9/14
- Structured Abstract #2 (5%): Due 10/5
- Structured Abstract #3 (8%): Due 10/26

Although any peer-reviewed journal is acceptable for this assignment, the following are suggestions of possible journals: AERA Open, American Educational Research Journal; American Journal of Education; Educational Administration Quarterly; Education Evaluation and Policy Analysis; Educational Policy; Educational Researcher; The Elementary School Journal; Harvard Educational Review; Journal of Educational Administration; Journal of Educational Change; School Effectiveness and School Improvement; Sociology of Education; Teachers College Record; Theory into Practice; Urban Education.

Class Activities (20%)
Class activities will be designed to promote action and application and to develop skills and competencies. There will be roughly 5 class activities throughout the semester, not including any activities you are asked to participate in during your colleagues’ group presentations.

Group Presentation (15%)
In small groups, students will be responsible for leading class discussion of the weekly reading assigned by the instructor. You will select your groups the first day of class.

Final Presentation and Paper (30%)
Option #1:
Identify a problem of practice you have faced in an educational organization with which you are (or have been) involved. Describe the problem and the organizational context. Summarize the organizational constraints to achieving the desired organizational output or educational outcome? Describe how at least one of the organizational theories discussed in class applies to the problem you have faced. Explain how this organizational theory would help (or not help) you to make a more productive decision if a similar situation arose in the future.

Option #2:
Find a peer-reviewed journal article that investigates the characteristics of educational organizations and their relationship with an organizational output or educational outcome. In 4-5 pages, write a summary that identifies the purpose of the study, the setting, the variables being studied, the research methods used, the findings of the study, and any conclusions. If the author used a theory discussed in class, describe the theory and how they used it in their study. If the authors had no explicit theoretical framework, describe how one of the organizational theories discussed in class applies to the article.

One-third of the final grade will be based on your presentation on the final day of class. Two-thirds will be based on the 4-5 page final paper.

As a rule, I will not accept or review late assignments, I understand that as working professionals you have extenuating circumstances that come up! Please contact me with any concerns in advance of the deadline(s).

**Grading System**
Final grades are computed by compiling total percentage points awarded for each of the above

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93.00-100</td>
<td>A</td>
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<tr>
<td>90.00-92.99</td>
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<tr>
<td>87.00-89.99</td>
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Per UF guidelines, letter grades of C-, D+, D, D- or E are not considered passing at the graduate level.

**Use of Computers and Cell Phones**
The use of computers and/or tablets for note-taking is not allowed in this course without permission from the instructor. Emailing, browsing the web, and engaging with social media are distracting to you and your peers sitting near you. Please limit such use to before and after class (and during breaks during in-class sessions). Cell phone use during class (whether texting or talking) is not permitted. In the rare instance in which you must use your phone for a reason related to work, family, or any type of emergency, please step outside of the classroom.
**Academic Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (http://www.dso.ufl.edu/secr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

**Disability Resource Center**

Please do not hesitate to ask for accommodation for a documented disability. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Online Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/. Midway through the course of the semester, I will also elicit anonymous feedback of any ways in which the course could be improved.

**Software Use**

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

**Additional Resources**

Students facing difficulties completing the course or who are in need of counseling or urgent help may contact:

*U Matter, We Care:* If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.

*Counseling and Wellness Center:* http://www.counseling.ufl.edu/cwc/Default.aspx, (352) 392-1575

*University Police Department:* (352) 392-1111 or 911 for emergencies.

*Sexual Assault Recovery Services (SARS)*
Student Health Care Center: (352) 392-1161.

Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.


Student Complaints: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Content</th>
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| Week 1 | 8/24  | • Introductions  
• Review Syllabus  
• Feedback from other courses  
• Class Activity: Path analysis |
| Week 2 | 8/31  | **Schools as Organizations**  
• Required Reading:  
  Owens & Valesky: Chapter 1 (1-16; 33-38); Chapter 2 (64-70)  
• Class Activity: Implicit organizational theories in the media |
| Week 3 | 9/7   | **Theories of Schools as Organization. What are the implications?**  
• Required Reading:  
  Owens & Valesky: Chapter 3 (85-94)  
  Murphy: (1-17; 63; 71; 73; 106)  
• Class Activity: Owens & Valesky: Reflective Activity #2 (p. 94). |
| Week 4 | 9/14  | **A Systems Approach to Educational Organization**  
• Required Reading:  
  Owens & Valesky: Chapter 4 (97-120)  
  Murphy (41; 54; 68; 79; 82; 84; 87; 100)  
  *Structured Abstract #1 due by start of class* |
| Week 5 | 9/21  | **Humans in Educational Organizations**  
• Required Reading:  
  Owens & Valesky: Chapter 6 (157-183)  
  Group 1 Leads Class Discussion (Chapter 6: The Human Dimension in Organizations)  
*If you are interested in better understanding the role of motivation, I would recommend Chapter 5 (121-130; 136-141; 152-153).* |
| Week 6 | 9/28 | **Human Capital Development in Educational Organizations**  
• Required Reading:  
  Group 2 Leads Class Discussion (Elmore) |
|---|---|---|
| Week 7 | 10/5 | **Organizational Culture in Educational Organizations**  
• Required Reading:  
  Owens & Valesky: Chapter 7 (184-212)  
  Murphy (39; 51; 55; 59; 61; 69; 75; 80; 83; 88; 108; 114)  
• Student Feedback  
  Structured Abstract #2 due by start of class |
| Week 8 | 10/12 | **Organizational Change**  
• Required Reading:  
  Owens & Valesky: Chapter 8 (213-236; 241-245)  
  Murphy (27-31; 43; 47; 62; 74; 78; 89; 106)  
• Class Activity: Debate. “[T]he optimal unit for educational change is the single school with its pupils, teachers, principal—those who live there every day—as primary participants” (Goodlad, 1975, quoted in Owens and Valesky, p. 233) |
| Week 9 | 10/19 | **Organizational Leadership in Education**  
• Required Reading:  
  Owens & Valesky: Chapter 9 (250-279)  
  Murphy (53; 57; 67; 70; 72; 93; 94; 95; 99; 102; 112)  
  Group 3 Leads Class Discussion (Chapter 9: Leadership) |
| Week 10 | 10/26 | **Decision Making and Conflict in Educational Organizations**  
• Required Reading:  
  Owens & Valesky: Chapter 10 (280-318) |
| Week 11 | 11/2 | **Conflict in Educational Organizations**  
- Required Reading:  
  Owens & Valesky: Chapter 11 (319-336)  
  Additional reading to be assigned.  
  Murphy (34; 35; 37; 44; 45; 56; 85; 86; 90)  
  Group 4 Leads Class Discussion (Chapter 11: Conflict and Communications in Organizations) |
| Week 12 | 11/9 | **New Approaches to Organizational Learning**  
- Required Reading:  
  Murphy (91; 96; 97; 98; 107) |
| Week 13 | 11/16 | **Balancing Rational and Organic Approaches to Management**  
- Required Reading:  
  Rutledge et al., (under review). Exploring the promise of continuous improvement strategies within the bureaucratic structure of American high schools.  
  Class Activity: Bring 3 organizational characteristics positively (or negatively) related to desired school outcomes to share with the class. |
| Thanksgiving | 11/23 | No Class |
| Week 14 | 11/30 | **Final Presentations** |
| 12/13 | **Final Paper Due. 11:59 PM** |