Instructor: Dessynie Edwards, Ph.D.  
Educational Administration  
Faculty Center: Room 221  
Phone: 361-825-3866 (O) 361-825-3377 (F)  
Email: dessynie.edwards@tamucc.edu  

Syllabus: EDAD 5360/6360 Organizational Theory and The Executive Leader  
Term: Summer I 2019  
Room: 100% ONLINE  
Dates & Times: (6/3-7/3) (100% On-line)  
Office hours: By appointment  

COE MISSION STATEMENT  
The College of Education at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares leaders representing diverse backgrounds and experiences to serve the educational needs of the global community.  

COURSE DESCRIPTION  
This course focuses on theoretical aspects of organizational structures and processes with special reference to educational institutions. Doctoral students will do a scholarly analysis of two books related to Organizational Theory. Students who have taken EDAD 5360 may not enroll in EDAD 6360.  

RATIONALE  
Education does not exist as an entity independent of its surroundings. It is influenced by governments (federal and state), agencies (such as Texas Education Agency, Texas Higher Education Coordinating Board), research and information facilities (such as the National Center for Higher Education Management Systems, National Center for Education Statistics, Texas Education Service Centers, National Education Association), coordinating boards and other oversight entities (such as Texas Board of Regents, unions, school district boards, teacher associations), superintendents and college presidents, and principals and deans. Each entity has its own view of education and how it should be implemented. These views can be characterized as theories, beliefs about how something functions. Since people have different beliefs, they affect how something functions. Theory explains why one school or college operates differently than another. This course examines those beliefs as they apply to organizations. Knowing a variety of beliefs helps us understand organizations better, as well as helps us become more effective toward influencing their direction.  

INSTRUCTIONAL OBJECTIVES  
As a result of activities, course readings, and experiences, students will be invited to:  

- Identify how theories are relevant to the success of educational organizations.  
- Explicate and relate the impact of theory(ies) on education.  
- Compare the value of theories for contributions to education.  
- Synthesize theories to develop personal philosophy of education.
STATE ADOPTED PROFICIENCIES: PILLARS AND KNOWLEDGE, SKILLS AND MINDSETS (KSMs)

Pillar: School Vision and Culture

Knowledge: Candidates demonstrate an understanding of (the)...
* Culturally responsive teaching best practices
* Cultural self-awareness (experiences, knowledge, skills, beliefs, values, and interests) including biases and blind spots
* Student cultures (experiences, knowledge, skills, beliefs, values, and interests)
* Staff cultures (experiences, knowledge, skills, beliefs, values and interests)

Skills: Candidates demonstrate an ability to...
* Share focus of bringing equitable practices to the school community and hold cultural competence to be a key component of the school’s culture and practices
* Communicate and maintain high expectations for all students
* Facilitate the development and integration of culturally responsive teaching
* Lead conversations with staff about inequities and about honoring diversity
* Lead teachers through a process to identify students’ strengths and assets as a bridge to new learning
* Communicate and maintain positive perspectives for all parents and families
* Facilitate the development of culturally competent educators by institutionalizing cultural knowledge
* Model cross-cultural communication recognize when an adjustment is necessary and adjust as needed
* Analyze and recognize instances and outcomes that represent misalignment of cultural competence and inequity
* Address and correct instances that represent a misalignment of cultural competence and inequity

Mindsets: Candidates demonstrate the belief that...
* An effective principal accepts and respects all cultural backgrounds, customs, traditions, values, and communication as assets
* All members of the school community must hold unwavering high expectations for all students and families
* Equity is a school-wide belief, attainable goal, and daily practice
* Cultural competence is a core belief and practice

Other Applicable Pillar: Problem Solving

Knowledge:
* Root cause analysis process
* Types of data that can be collected in order to inform a root cause analysis process
* Research-based problem-solving techniques
* Phases of a continuous improvement cycle
* Strategic planning processes
* Components of a strong action plan
* Characteristics of strong goals and vision statements
* Characteristics of a high leverage action
* Characteristics of effective progress measures and benchmarks which measure progress towards goals
* Characteristics of effective data tracking systems
* Purpose and use of various forms of data
* Effective systems for time management and organization
* School personnel dynamics and influencers in the root cause and strategic planning processes

Skills:
* Collect and analyze data, both quantitative and qualitative
* Identify common trends within and across data sets
*Identify causal and correlated actions
*Determine root cause of causal actions with justification
*Develop campus level goals and benchmarks in alignment with root cause analyze
*Develop systems to track progress towards implementation of action plan and goals
*Develop structures and schedules to support

Mindsets:
*Only effective plans with clear initiatives and responsibilities, that are consistently reviewed and updated throughout the year, lead to improved results for students.
*It is the primary role of the school leader to consistently measure progress to outcomes and adjust as necessary

TEXES 268 DOMAINS

268 Exam Alignment:

DOMAIN I — SCHOOL CULTURE (School and Community Leadership) (Approximate domain weight is 22-23%. Domain includes constructed-response questions.)

Competency 001. The entry-level beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).
A. *Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
H. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
I. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
J. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale.

DOMAIN IV — EXECUTIVE LEADERSHIP (Communication and Organizational Management) (Approximate domain weight is 5-6%).

Competency 007. The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for audiences.
A. *Understands how to effectively communicate a message in different ways to meet the needs of various audiences.
B. *Develops and implements strategies for systematically communicating internally and externally.
C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies.
D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals.

**Competency 8:** The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning.
B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making.
C. *Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions.*
D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision.
E. *Uses effective planning, time management, and organization of work to support attainment of school district and campus goals.*

**Competency 9:** The entry level principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

A. *Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school’s strategic plan*
B. *Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes*
C. *Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with school objectives and goals, and works to access additional resources as needed to support learning.*

**068 Exam Alignment:**

**Domain I—School Community Leadership:**

**Competency 001:** The principal knows how to shape campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community*.

The principal knows how to:

A. Create a campus culture that sets high expectations, promotes learning and provides intellectual stimulation for self, students and staff.
B. Ensure that parents and other members of the community are an integral part of the campus culture.
C. Implement strategies to ensure the development of collegial relationships and effective collaboration.
D. Respond appropriately to diverse needs in shaping the campus culture.
E. Use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
F. Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
G. Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
H. Establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
J. Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.

**Competency 006:** The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development and apply the legal requirements for personnel management. The principal knows how to:
A. Work collaboratively with other campus personnel to develop, implement, evaluate and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.

B. Facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes and contexts.

E. Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

F. Diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

G. Engage in ongoing professional development activities to enhance one’s own knowledge and skills and to model lifelong learning.

GENERAL DESCRIPTION AND ORIENTATION OF CLASS
There will be readings due prior to every class (meeting) and there will be discussions of the readings via discussion board forums. This course will be delivered primarily online via Black Board tools and Web-Ex meetings. The course will include discussions, student-led dynamics, discussion forums, and group assignments to stimulate critical thinking and share real world experiences, analyses and course assessments.

REQUIRED TEXT


REQUIRED READINGS


COURSE REQUIREMENTS/EVALUATION CRITERIA

Participation and Engagement………………………………………… 30 points
Presentation on Educational Philosophy or Theory………………….. 30 points
Final Paper on Theory of School Improvement………………………… 40 points

Maximum Total Points 100

Grading Scale:  90-100 = A, 80-89 = B, 70-79 = C, 69 and below is failing
Rubrics: See rubrics for each assignment in the appendix.
Incompletes: Incompletes will not be given for this course.

COURSE EXPECTATIONS

Engagement and participation are requisite components of the course, and involve both in and out of class activities. The best stance for meaningful conversation and participation is one of listening and speaking to the texts, to the life experiences of students and adults in schools, to the issues of society and ways they are theorized and researched. The engagement for the course requires students to: ponder, reflect, ask questions of one another and the texts, search for new possibilities, and voice the contributions of your thinking and experiences. In this manner, participation ought to evidence thoughtful reflection on assigned readings and advance the learning of the whole group in relation to the topic/s under study. Conversations may become contested or uncertain at times, and so commitment to scholarly and respectful discourse is important. Also, critical issues shared regarding specific schools, teachers, administrators and/or districts should respect anonymity of individuals or entities. Confidentiality and integrity are expected when relating the experiences involving other individuals.

At times, I will intentionally leave doors partially open or ambiguous in hopes that you will shape and alter activities to meet your individual needs and interests. Please use this course as an opportunity to try something new or to force yourself to see things from a different perspective. This course is not about “what I want you to do” – I am merely a guide – exposing you to new things throughout the semester – it is up to you to shape the course into a meaningful and enjoyable experience.

Engagement, participation, and active participation in course discussions are expected. It is expected that course discussions be respectful, professional and productive. Although much of this class is independent, you will be required to participate in the Peer Review Process for most assignments. The Peer Review Process is a reciprocal teaching and learning opportunity that allows you to provide and receive feedback that aligns and adheres to the assignment expectations, guidelines and requirements. In addition to Peer Reviews, you are highly encouraged to form networks early in your professional career. The academic arena and graduate courses are perfect places to cultivate these professional networks.
Course evaluations during the summer I 2019 semester will be conducted at the end of the term. Completion of this instrument is encouraged as I use the results of the course evaluations to improve the way that I structure the course and my teaching delivery. In addition to how evaluations assist me as a faculty member, the University uses Course Evaluation Surveys as a factor in evaluating my teaching effectiveness.

**Group work**- Some of the assignments of this course lend themselves to work with an assigned group of students who have similar and/or research interest in mind. Therefore, if you do decide work in a group on some assignments, it is expected that you will meet with your group. A convenient time that groups should consider engaging or meeting virtually to discuss class readings or discussions, upcoming assignments, and Peer Review feedback. Because this course is so compact, access to a small group of peers in the course regularly would be highly advantageous for each student. In addition, you are highly encouraged to use the online Blackboard communications resources, such as email, discussion board, and text-chat.

**Policies**

**Classroom:** Attend each class meeting and arrive on time. Turn all cell phones and pagers to silent mode. Do not answer cell phones or send/respond to text messages during class. If you need to keep your cell phone out please inform me before class.

**Communication:** Email is the best way to reach me. I will do my best to return your email within 48 hours of receiving it (excluding weekends). You must communicate with the instructor weekly.

**Statement of Academic Continuity:** In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Technology-- Blackboard and Email:** All assignments are to be uploaded onto the Blackboard before the start of class on the due date unless specified otherwise. Additional readings will also be uploaded onto Blackboard; hard copies will not be provided in class. Access your TAMUCC email on a regular basis, as course announcements/resources will be emailed to this account.

All assignments are to be uploaded onto the Blackboard by the assigned due date at **10 p.m. for Discussion Posts and Assignments for grading.** The **Peer Review Process** documents are exchanged and returned to peers via email, as follows: **10 p.m.** (documents exchanged to peers for review) and **11:59 p.m.** (documents returned to peers with completed review).

**Assignment Format:** All assignments are to be submitted electronically on Blackboard and in MS WORD format, not PDF. See the required text, APA Manual (6th Edition) for all guidelines. Assignments should include: citations, cover sheet with statement of authorship, abstract, headers, and page numbers. Special attention will be given to citations and Reference Pages. Papers must be double-spaced in 12-point font (Times New Roman) with “1” inch margins. All sentences and paragraphs should be divided by a double-space. **Electronic MS Word documents/files should be labeled with the student’s name, assignment name and assignment due date, for example:** Edwards.D._Paper.doc_06.11.19
The CASA Writing Center: The Center for Academic Student Achievement writing lab is a wonderful resource provided to all TAMUCC students. The writing center is available online and at their office hours and by appointment. If you are struggling in any way with writing for any course at TAMUCC, or would like an independent opinion of your writing to help you improve, please do not hesitate to use this resource.  http://casa.tamucc.edu/wc_services.php

Late/Missed Assignments: All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor for compelling reasons. Late work will not be accepted in this accelerated summer course.

Illness/Emergencies/Unforeseeable Absences: If an illness/emergency or unforeseeable circumstance arises and you cannot attend class, please provide an email to me as soon as possible.

Accommodations: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101. It is the student’s responsibility to register with Disability Services Office and to contact the faculty member in a timely manner to arrange for appropriate accommodations.

Academic Honesty Policy. Learning and teaching take place best in an atmosphere of intellectual freedom, openness, and honesty. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an” F” in the course. Texas A&M University- Corpus Christi is a community of scholars where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.

Statement of Authorship

The following statement must be completed and submitted on the bottom portion of the cover page for the presentation and the final research paper submitted for grading.

I certify that I am the author of this paper titled ___________________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.

Student Name ________________________________________  Peer Reviewer Name & Review Date
COURSE ASSIGNMENT DESCRIPTIONS

Presentation on Educational Theory and Scholar/Theorist 30 pts

Student Organizational Theory Cohorts (SOTC) will be assigned by Dr. Edwards. See initial course announcement for SOTC assignment; 4-5 course colleagues per cohort. Each Student Organizational Theory Cohort (SOTC) will research a Theory AND a related, major Scholar or Theorist who is considered an expert in: organizational theory in education, educational leadership, school improvement, education policy, community engagement/involvement, instructional development, professional development, or curriculum development (historical or contemporary). The selected theory and scholar or theorist must have consensus agreement from the SOTC and will be pre-approved by Dr. Edwards. The presentation format will include: 1.) An introduction of the area (one from above), 2.) A comprehensive annotated bibliography for the theory, 3.) a biography for the scholar or theorist, 3.) A comprehensive review of the scholar’s/theorist’s major contributions to the field, 4.) The written presentation format should be indicative of the SOTC’s expertise and knowledge of the theory and author’s (scholar/theorist) life and scholarship/published works. 5.) SOTC members are encouraged to use any creative medium for the written, electronic presentation of the required contents. The content should be presented in a format and manner that represents participation and engagement from each SOTC member, contains unique features and considers various adult learning styles and the online learning environment. The presentations will be automated or use other applications that allow course colleagues to engage with the presentation asynchronously. Each SOTC member will upload presentations in each individual Blackboard Content Folder, Assignment Link for grading and only one cohort member will post the presentation in the Discussion Board Forum for sharing with course colleagues.

Final Paper on Theory of School Improvement 40 pts

Each student will develop an individual theory of school improvement, informed by the readings, class discussions, and their personal/professional experiences. Students will complete A 1-2-page Brief that addresses the topic of whether school improvement is possible, and if so, how; or if not, why not, and what conditions would have to be obtained for it to be possible. Full explanations, explications, rationales for the position(s) taken, including references to the literature and theorists, are required components of the individual Brief. The final paper will include the Briefs from each SOTC to comprise one paper/manuscript that aligns and coalesces all Briefs.

The Final Paper on Theories of School Improvement will contain one seamlessly combined, coordinated, thorough and concise manuscript of no more than 5-7 pages, adhering to the following requirements: double-spaced, 12 font size, Times New Roman font, Cover Page (all SOTC members listed), Reference Page (combined peer-reviewed resources). The paper will conform to APA style and formatting. Use of the APA Manual: 6th Edition is required.

*ALL students are required to engage in the Peer Review Process to obtain and provide feedback with only one other course STOC. Students are expected to incorporate the feedback gleaned from the Peer Review Process in the final paper. Additionally, SOTC members will submit a group assessment and self-assessment of their participation, engagement and contribution to the final paper.
Participation and Engagement**  

30 pts

Each week students should be prepared for on-line class discussions by having read the previously assigned readings. Students must post responses to the Discussion Board Forum promptly, pose questions and provide talking points on the assigned readings in Blackboard. Talking points could include 2-3 salient ideas or questions based on the readings, to provoke conversation. These ideas or questions may be related to a particular article/chapter/video, but also try to create questions that cut across articles touching on overall themes. To foster critical conversations, students must reply to a minimum of one thread initiated by other students. Students need to be active participants in Blackboard each day/week to earn full credit. The Peer Review Process is a required engagement component. Each Student will use the Participation and Engagement Rubric to submit a Self-Assessment on the final day of the course. (See Appendix A: Participation and Engagement Rubric)

Notes: The professor reserves the right to make modifications throughout the semester to the course syllabus, calendar, and readings as needed or deemed appropriate by the professor.
# EDAD 5360/6360 – Summer II 2019

## Course Overview and Calendar

Revised (6/03/19)

<table>
<thead>
<tr>
<th>Week:</th>
<th>Topic</th>
<th>Readings &amp; Assignments (listed on Due date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/05</td>
<td>The Power of Three Engagement</td>
<td>Course Syllabus: Content Folder</td>
</tr>
<tr>
<td></td>
<td>Activity:</td>
<td>Black Board Discussion Board/Student Organizational Theory Cohorts (SOTC)-Assignments</td>
</tr>
<tr>
<td></td>
<td>-Introductions</td>
<td>*Required Web-Ex 06/05-7:30 p.m.</td>
</tr>
<tr>
<td></td>
<td>-Course Syllabus Review</td>
<td></td>
</tr>
<tr>
<td>06/07</td>
<td>*Introduction to Social Science &amp; Paradigms</td>
<td>Burrell &amp; Morgan (1979)</td>
</tr>
<tr>
<td></td>
<td>*Leadership as an Organizational Quality</td>
<td>Ogawa &amp; Bossert (1995)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Post responses to readings on Discussion Board.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Post responses to readings on Discussion Board.</td>
</tr>
<tr>
<td>06/13</td>
<td>*Loose Coupled Organizations &amp; Social Reproduction</td>
<td>Pajak &amp; Green (2010)</td>
</tr>
<tr>
<td></td>
<td>*Shortcomings of Organizational Forms &amp; School Improvement</td>
<td>Waite (2010)</td>
</tr>
<tr>
<td></td>
<td>*Distributed Leadership in Organizations: A Review of Theory and Research</td>
<td>Bolden (2011)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Post responses to readings on Discussion Board.</td>
</tr>
<tr>
<td>06/17</td>
<td>*Pink Floyd: Another Brick on the Wall</td>
<td>Video Clip</td>
</tr>
<tr>
<td></td>
<td>*Organizations as Machines</td>
<td>Morgan (1997)</td>
</tr>
<tr>
<td></td>
<td>*Equitable Leadership on the Ground: Converging on high-leverage practices</td>
<td>Galloway &amp; Ishimaru (2017)</td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Topics</td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>06/17</td>
<td>Week 3</td>
<td>Continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Organizations as Cultures, Organizations as Prisons and Organizations as forms of Domination</td>
</tr>
<tr>
<td>06/20</td>
<td>Week 3</td>
<td>Morgan (1997)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Required Web-Ex 06/20 7:30 p.m.</td>
</tr>
<tr>
<td>06/24</td>
<td>Week 4</td>
<td>*Coping with Organizational Aging: Renewal Through Institutional Diversity and Collaborative Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Teaching Innovation and Creativity: Turning Theory into Practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DUE: Theory &amp; Scholar/Theorist Research Presentations</td>
</tr>
<tr>
<td>06/28</td>
<td>Week 4</td>
<td>*Women in Organizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*From Positivism to Critical Theory: School-Community Relations toward Community Equity Literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post response to readings on Discussion Board.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DUE: Peer Review Exchange-Draft Paper (Theory of School Improvement)</td>
</tr>
<tr>
<td>07/01</td>
<td>Week 5</td>
<td>*Organizations as Centers of Disruption/Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Organizations &amp; Teams Cognitive Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DUE: Peer Review Return-Draft Paper (Theory of School Improvement)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Required Web-Ex 07/01-7:30 p.m.</td>
</tr>
<tr>
<td>07/03</td>
<td>Week 5</td>
<td>FINAL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DUE: Participation and Engagement Self-Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FINAL</td>
</tr>
</tbody>
</table>

EDAD-5360/6360 Organizational Theory: Summer I 2019    D. Edwards  13
## Appendix A: Class Participation & Engagement Rubric (30 points)

<table>
<thead>
<tr>
<th></th>
<th>10</th>
<th>8</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion Quality of Comments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timely and appropriate posts and comments. Thoughtful, reflective and responds respectfully to other student's comments/posts. Provides and provokes questions and comments to/from colleagues.</td>
<td>Timely comments, most are appropriate and reflect some depth and thoughtfulness. Post leads to other questions and/or comments from colleagues. Provides/provokes with some questions and comments.</td>
<td>Timely comments, but these lack depth and clarity; may or may not lead to other questions/comments from colleagues. Adds some new insights and perspectives to the discussion.</td>
<td>Comments/posts lack clarity and depth. Participates, occasionally, offers a comment when directly questioned, restates questions or points previously raised. Minimally adds new insights to the discussion.</td>
<td>Untimely posts/comments or does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic.</td>
<td></td>
</tr>
</tbody>
</table>

| **Discussion Resource/Document Reference** |    |    |     |     |     |
| Clear reference to text(s) being discussed and connects to other text(s) or reference points from previous readings and discussions. | Has completed the readings with some thoroughness, may lack some detail or critical insights and perspectives related to the text(s)/readings. | Has completed the readings, but lacks thoroughness, understanding or insight and alignment with the text(s)/readings. | Has not read the entire text and cannot sustain any reference to the course readings in the discussions. | Unable to refer to text(s) or readings for evidence or support of posts or comments in the discussion. |

| **Peer Review Final Paper** |    |    |     |     |     |
| Provides comprehensive and thorough review of peer’s assignment based on the required paper components, guidelines and requirements. Feedback is specific, aligned with requirements, and provides accurate comments and questions. Evidences peer review process is used for revisions, edits, improvements or enhancements of final assignment. | Provides thorough review of peer’s assignment based on the required paper components, guidelines and requirements. Feedback is mostly specific, aligned with requirements, and provides comments and questions. Evidences peer review process is mostly used for revisions, edits, improvements or enhancements of the final assignment. | Provides thorough review of peer’s assignment based on some required paper components, guidelines and requirements. Feedback is somewhat specific, aligned with requirements, and provides some comments and questions. Some evidence peer review process is used for revisions, edits, improvements or enhancements of the final assignment. | Provides review of peer’s assignment based on one or two required paper components, guidelines and requirements. Feedback lacks specific, aligned with requirements, and provides some comments and questions. Minimally evidence peer review process is used for revisions, edits, improvements or enhancements of the final assignment. | Provides review of peer’s assignment based on one or two required paper components, guidelines and requirements. Feedback lacks specific, aligned with requirements, and provides some comments and questions. Lacks evidence peer review process is used for revisions, edits, improvements or enhancements of the final assignment. |