

**SCHOOL ORGANIZATION
SYLLABUS**
Academic Year 2010-2011

Móstoles, 26 July 2010

DEGREE IN PRIMARY EDUCATION

SCHOOL ORGANIZATION SYLLABUS

Lectures/Teachers/Professors names:

Jesus Paz-Albo

María Delgado Alfaro

Subject Coordinator:

I.- Subject Identification

Type	Basic
Field	Pedagogy/Business/Law
Semester	1 st
Credits	6
Mode of Delivery	On-campus
Language of Instruction	Spanish/English
Department	Department of Education Science, Language, Culture and Arts
Key Subject(s)	None
Success Rate	

II.- Description

Schools are complex organizations that bring together diverse groups of people toward a common goal of educating society. School administrators are charged with the responsibility of bringing together a diverse array of human resources and creating a cohesive effective group. This course will introduce the students to theories of organizational behavior and practices of managing and leading people within the context of the school organization. Students will better understand the dynamics of schools, as well as the organizational culture that guides and defines education.

This course will investigate the work of organizational behavior theorists, how leaders have implemented organizational theory in particular organizations. It will also examine real issues and examples from educational leadership. The course will characterize and contrast the viewpoints of leadership and management and will examine actual leadership/management issues and develop solutions. Further, it will eventually help individuals to develop a personal statement of leadership and begin to acquire a personal file of leadership resources.

A basic premise of the course is that a fundamental process for improving people's lives and the institutions in which they live and work is the creation and sharing of knowledge. Learning is mediated by the context in which it occurs. This course pays special attention to organizations as a context and analyzes this context through different lenses of organizational theory. Throughout the course students will learn multiple frameworks for observing and analyzing organizations.

III.- Competences

Transversal Competences	<ul style="list-style-type: none"> - Capacity for reflection, analysis and synthesis - Capacity for organization and planning - Critical thinking - Teamwork - Transform an empirical problem into a research object of study and elaborate conclusions - Understand the legal framework governing educational activities - Manage the different types of school entities
Specific Competences	<ul style="list-style-type: none"> - Analyze and understand the education processes in and outside the classroom in the 6-12 age group. - Know the foundations of primary education. - Analyze the teaching practice and the school conditions that frame it. - Know the historic evolution of education and the school system in our country, and the political and law constraints of education. - Know the interactive and communicative processes in the classroom. - Address and resolve classroom management issues. - Know and deal with school situations in multicultural contexts. - Design, plan and evaluate teaching and learning in the classroom. - Know and put in practice innovative experiences in primary education. - Participate in defining the educational plan, and paying attention to quality management criteria in the life of the school.

IV.- Contents

Thematic Block	Chapter	Contents
I.-INTRODUCTION	Chapter 1: In Search of a Vision	Assumptions, beliefs, behaviors, school as educative organizations, the relevance to school leadership
	Chapter 2: Educational Legislation	The Spanish Education System. Legislation in force: "Ley Orgánica de Educación"
	Chapter 3: Concepts of Practice	Sources of conflict, theory of action & theory of practice, the game plan
II.-ORGANIZATION	Chapter 4: Organizational Thought and Theory	Organizational Behavior, Theory and Structure. Assumptions of Effective Schools. How organizational Climate is created. Effectiveness and Management System.
	Chapter 5: Human Dimension of Organization	
	Chapter 6: Culture and Climate	

III.- LEADERSHIP	Chapter 7: Leadership	Adaptive Leadership, Power and Manipulation.
	Chapter 8: Decision Making	Rationality, Limits and Paradigm.
IV.- CONFLICT AND MOTIVATION	Chapter 9: Conflict in Organizations	The nature, dynamics and approaches to organizational conflict
	Chapter 10: Motivation	Individual and group motivation. Individual differences.

IV. C. Compulsory activities (assessable):

1. Readings

REQUIRED READINGS	At the beginning of the course, the professor will specify which books from the basic bibliography are going to be required.
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2. Practical Sessions

Practical case studies and text analysis about certain topics of the syllabus (individual or small group work in the classroom).
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3. Others

Reflective activities and game plan.
Cine-forum and documentaries. Students will be informed about the films and documentaries to be analyzed.
Delivery of required readings

V.- Student Workload ¹

Lecture classes	23
Practical classes: problem solving, case studies, etc.	20
Practical sessions in technological laboratories, hospital, etc.	0
Exams	2
Academic tutorials	3
Related activities: conferences, seminars, etc.	4
Preparation of lecture classes	30
Preparation of practical classes/problem solving/cases	25
Exam preparation	35
Total student's workload	150

VI.- Teaching methodology and organization

The course has an academic load of 6 credits, corresponding to 3 weekly hour classes. Generally, classes will be practical and theoretical lead by student/teacher dialogue and interaction.

Theoretical Classes

Period	Chapters	Methodology
1 st week	CHAPTER 1	Lectures interactive Cooperative learning: a range of team based learning approaches (Case Studies, Debates, Role Playing). Independent Learning
2 nd week	CHAPTER 2	
3 rd week	CHAPTER 3	
4 th week	CHAPTER 4	
5 th week	CHAPTER 5	
6 th week	CHAPTER 6	
7 th week	CHAPTER 7	
8 th week	CHAPTER 8	
9 th week	CHAPTER 9	
10 th week	CHAPTER 10	
11 th week	CHAPTER	
12 th week	PRESENTATION OF THE GAME PLAN	Oral Presentation
13 th week	PRESENTATION OF THE GAME PLAN	Oral Presentation
December	WRITTEN EXAM	Date assigned by the School.

Practical tasks: problem solving, cases, etc.

Period	Contents
During the entire Semester.	Practical tasks, i.e., case studies and/or text analysis ... related to the chapter studied will be turned in on a daily basis. This is done to check if the theory has been understood, and for attendance purposes.

Other activities

Period	
10 th - 13 th weeks	Game plan preparation

¹ The workload refers to the student's work. The lecturer/teacher/professor's dedication to the different teaching activities allows him/her to recognize and assess the student's workload more adequately; that is why it is advisable to develop tools that allow teachers to know the amount of time their students devote to the subject, apart from class attendance. All activities should have some preparation in advance so that the student can get the most out of all of them and also for the control by the person responsible for the subject as well as the degree coordinator.

Exams

Date	Topics	Methodology
December	CHAPTERS 1-10	SUMMATIVE ASSESSMENT: WRITTEN EXAM + PRACTICAL CASES + GAME PLAN

TENTATIVE COURSE CALENDAR

- Presentation of the subject: first week in September
- Elaboration of the practical tasks in groups: in the classroom from September until December
- Final Exam. Date assigned by the School.
- I recommend devoting approximately one hour a day of independent work, reading, Blog participation, etc. It is also recommended to keep contact time with staff (on-campus and/or virtual tutoring).

VII.- Methods of Evaluation

Summative assessment

Assessment Activity	Type	Weight	Date	Contents
Exam:	<input checked="" type="checkbox"/> Summative	30%	7th week	Chapter 1-5
<input checked="" type="checkbox"/> Short-answer	<input type="checkbox"/> Released Minimum Score (1-10):..... <input type="checkbox"/> Reassessment <input type="checkbox"/> No Reassessment (if student doesn't pass the test, s/he will have to repeat course)			
Exam:	<input checked="" type="checkbox"/> Summative	30%	13th week	All Chapters
<input checked="" type="checkbox"/> Extended-answer	<input type="checkbox"/> Released Minimum Score (1-10):..... <input type="checkbox"/> Reassessment <input type="checkbox"/> No Reassessment (if student doesn't pass the test, s/he will have to repeat course)			
Practical tasks in the classroom:	<input type="checkbox"/> Summative			
<input checked="" type="checkbox"/> Presentation of individual work	<input checked="" type="checkbox"/> Released Minimum Score (1-10):..... <input checked="" type="checkbox"/> Reassessment <input type="checkbox"/> No Reassessment (if student doesn't pass the test, s/he will have to repeat course)	20%	During the semester	
Practical tasks outside the classroom:	<input type="checkbox"/> Summative			
<input checked="" type="checkbox"/> Read reviews	<input checked="" type="checkbox"/> Released Minimum Score (1-10):..... <input checked="" type="checkbox"/> Reassessment <input type="checkbox"/> No Reassessment (if student doesn't pass the test, s/he will have to repeat course)	20%	At the end of the semester	Readings to be specified
Total		100%		

*To pass the course, student must pass the activities that specifically assess the competences of the course. Assessment is established with the final exam (student must pass with at least a five) and in the practical tasks done in the classroom (student must turn in at least 80%). Class attendance is mandatory as the practical assessment activities will take place in the classroom (individually or in groups).

EVALUATION CRITERIA

- * Clarity and coherence (substantial, logical & concrete development of ideas).
- * Appropriate organization (effective sequence of ideas and perfect or near perfect mechanics).
- * Deep understanding of chapters' contents and concepts.
- * Mastery of specific terminology: use of scientific language proper to the course.
- * Capacity for reflection, analysis and synthesis.
- * Relevant references to authors and works related to the issues raised.
- * Specific and concrete examples.
- * Contributions with ideas, personal judgments and action plans.
- * Good organization and structure of ideas.
- * Clarity of exposition.
- * Spelling and punctuation.
- * Proper presentations.

ASSESSMENT CRITERIA

Average grade: Written test + Practical cases + Game Plan

Minimum percentage of class attendance: 80%.

VII. Assessment of part-time students

For a student to be able to be assessed through this method, s/he should obtain an "Academic Exemption" for the subject. Students must apply for exemptions with the Dean or Director of the School in which the degree is taught. The "Academic Exemption" does not exclude students from a summative assessment. Assessments will be decided by the teacher and assisted by the degree coordinator. They will establish adaptations in accordance with each specific case.

VIII.- Bibliography²

General

Title	Organizational Behavior in Education: Adaptive Leadership and School Reform, 10/E.
Author	Owens, R. G. & Valesky T. C. (2010).
Publisher	Boston & Toronto: Allyn & Bacon.
Title	La Organización Escolar. Práctica y Fundamentos.
Author	Antúnez, S. y Gairín, J. (2000)
Publisher	Barcelona: Graó.
Title	Case Studies on Educational Administration, 5/E.
Author	Kowalski, Theodore J. (2008).
Publisher	Allyn & Bacon.
Title	Casebook for School Leaders, A: Linking the ISLLC Standards to Effective Practice, 3/E.

²It is recommended not to exceed 20 titles

Author	Hanson, Karen L (2009).
Publisher	Allyn & Bacon.
Title	Educational Leadership: A bridge to Improved Practice, 4/E.
Author	Cunningham, W.G. & Cordeiro, P.A. (2009).
Publisher	Allyn & Bacon.
Title	Instructional Leadership: A Research Based Guide to Learning in Schools, 3/E.
Author	Ohi Woolfolk, A. & Hoy, W.K.
Publisher	Allyn & Bacon.
Title	Comprender nuestros centros educativos. Perspectiva micropolítica.
Author	Bernal, J.L. (2006)
Publisher	Zaragoza: Mira Editores.
Title	Entresijos de los centros escolares.
Author	Calatayud, M.A. (2009)
Publisher	Málaga: Aljibe.
Title	Manual de Organización de Centros Educativos.
Author	Cantón, I. (Coord.) (1996)
Publisher	Barcelona: Oikos-Tau.
Title	La organización del centro educativo. Manual para maestros.
Author	Carda. R.M. y Larrosa, F. (2004)
Publisher	Alicante: Editorial Club Universitario.
Title	Organización Escolar: aspectos básicos para docentes.
Author	Carrasco, M.J. y otros (2002)
Publisher	Granada: Grupo Editorial Universitario.
Title	La LOE: perspectiva pedagógica e histórica. Glosario de términos esenciales.
Author	Escamilla, A. y Lagares, A.R. (2006)
Publisher	Barcelona: Graó.
Título	Real Decreto 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Infantil.
Editorial	Disponible en http://www.boe.es/boe/dias/2007/01/04/pdfs/A00474-00482.pdf
Título	Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación Primaria.
Editorial	Disponible en http://www.boe.es/boe/dias/2006/12/08/pdfs/A43053-43102.pdf
Título	Ley Orgánica 2/2006, de 3 de mayo, de Educación.
Editorial	Disponible en http://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-17207.pdf .

Complementary

Title	Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide (NCEE #2008-012).
Author	Epstein, M., Atkins, M., Cullinan, D., Kutash, K., and Weaver, R. (2008).
Publisher	Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides .
Title	Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020).
Author	Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and

	Darwin, M. (2008).
Publisher	Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides .
Title	Organizing Instruction and Study to Improve Student Learning (NCER 2007-2004).
Author	Pashler, H., Bain, P., Bottge, B., Graesser, A., Koedinger, K., McDaniel, M., and Metcalfe, J. (2007)
Publisher	Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ncer.ed.gov .
Title	Early Childhood Assessment: Why, What, and How.
Author	National Research Council (2008)
Publisher	Washington, DC: National Academies Press. Retrieved from http://www.nap.edu/catalog.php?record_id=12446#toc
Título	Cómo mejorar los centros educativos
Autor	Bolívar, A.
Editorial	D.O.E
Título	La organización de centros y la reforma
Autor	Cantón Mayo, I.
Editorial	Oikos-tau

Recommended websites

1: National Center for Education Research http://ncer.ed.gov
2: Practices Guides http://ies.ed.gov/ncee/wwc/publications/practiceguides/
3: The National Academic Press http://www.nap.edu

IX.- Lecturers/Teachers/Professors

Lecture/teacher/professor's name	Jesús Paz-Albo
Academic tutorials	
E-mail address	
Department/Field	Department of Education Science, Language, Culture and Arts Field: Teaching and School Organization
Category	Visiting Professor
Academic degrees	MA in English Philology
Teaching Experience	Taught at John Hope College Preparatory HS in Chicago (USA) from 2003 to 2010, Daniel Burnham Elementary School in Cicero (USA) 2002-2003, and Centro Universitario Villanueva (Madrid) from 1999 to 2001.
Professional Experience	Taught at elementary, high school and higher education institutions.

Lecture/teacher/professor's name	María Delgado Alfaro
Academic tutorials	Mondays 12h-14h00 Wednesdays 12h-14h00
E-mail address	maria.delgado@urjc.es
Department/Field	Department of Education Science, Language, Culture and Arts Field: Teaching and Literature

Category	Visiting Professor
Academic degrees	MA in Hispanic Philology, Masters Degree in Teaching Spanish as a Second Language
Teaching Experience	Professor at Universidad Rey Juan Carlos since 2005.
Professional Experience	Teacher of Spanish as a Foreign Language since 1998.