

Course: EAD 940: Organizational Analysis of Education
Semester: Fall, 2010/Spring 2011
Credits: 3
Dates: See schedule, below.
Location: 222 Erickson Hall
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*EAD 940: Theoretical perspectives on schools and universities as organizations.
Relationship of organization theory to administrative practices. MSU Catalog*

Introduction

This is a time of unparalleled policy attention on the improvement of K-12 public education. Organizations that comprise the formal system of public education are increasingly accountable for supporting higher levels of achievement for all students. With that, schools, district offices, intermediate school districts, and state education agencies are focused intensely on analyzing, structuring, managing, and coordinating their operations to support improved performance. Universities are being called on both to generate the knowledge needed to drive improvement through the K-12 education system and, increasingly, to demonstrate their own effectiveness as centers of teaching-and-learning. And the many education-focused organizations that operate outside the formal system of governance are increasingly required to demonstrate the contributions of their programs and services to the cause of improved student achievement. These organizations include professional associations, publishers, program providers, charter management organizations, and others.

The preceding has profound implications for both research and practice. Indeed, the two quickly become confounded. On the one hand, researchers are focusing intensely on understanding the development of new capabilities and increased coordination among the many organizations that comprise the system of U.S. public education. On the other hand, practitioners (teachers, school leaders, and system-level leaders) are increasingly engaging in a sort of organizational research in the context of their day-to-day work, continuously studying and improving their own organizations from within.

Purpose and Objectives

Whether considering the near-term task of completing a dissertation or longer-term career possibilities as educational leaders or scholars, there is great advantage to developing the dispositions and capabilities to think carefully about educational organizations. Toward that end, the purpose of EAD 940 is to introduce students to two organizational literatures: the broader organizational literature, an interdisciplinary literature with strong roots in sociology; and the narrower literature on educational organizations. The course is designed around three specific objectives:

- Developing the capability to frame educational organizations conceptually, using shared language to identify and discuss their goals, structures, functions, culture, performance, and interdependencies.
- Developing the capability to think and reason about educational organizations analytically, from multiple theoretical perspectives (some complementary, some competing).
- Developing the capability to examine educational organizations critically, in order to ask and to explore key questions about them (especially with respect to the coordination and capabilities needed to improve student achievement).

Target Audience

EAD 940 develops concepts and understandings of central importance to those charged with improving education organization, those seeking to understand education organizations and their improvement, and those with an interest in relations between policy and practice. While EAD 940 is a core course for the PhD program in educational administration, we encourage students across the College to enroll. Other school and district leaders are encouraged to participate to support their on-going professional attend, including: lead teachers; content area specialists; facilitators and coaches; department chairs; principals and assistant principals; community/parent liaisons; central office administrators and staff; and school board members.

Course Schedule

We will meet on the following dates and times:

- Session 1: 11/20/2010 (9:00 a.m. -- 1:00 p.m. -- home football)
- Session 2: 12/04/2010 (9:00 a.m. -- 1:00 p.m.)
- Session 3: 12/11/2010 (9:00 a.m. -- 12:00 p.m.)
- Session 4: 12/18/2010 (9:00 a.m. -- 1:00 p.m.)
- Session 5: 01/08/2011 (9:00 a.m. -- 1:00 p.m.)
- Session 6: 01/15/2011 (9:00 a.m. -- 1:00 p.m.)
- Session 7: 01/22/2011 (9:00 a.m. -- 12:00 p.m.)
- Session 8: 01/29/2011 (9:00 a.m. -- 1:00 p.m.)
- Session 9: 02/05/2011 (9:00 a.m. -- 1:00 p.m.)
- Session 10: 02/12/2011 (9:00 a.m. -- 1:00 p.m.)
- Session 11: 02/19/2011 (9:00 a.m. -- 12:00 p.m. -- leadership symposium)

The outline for EAD 940 is as follows. See below for a detailed reading list.

Part I: Foundations

- Thinking about Organizations -- Part I
- Thinking about Organizations -- Part II
- Structure, Control, and Work -- Part I
- Structure, Control, and Work -- Part II
- Organizations and Environments
- Time out to write.

Part II: Change

- Reforming Environments -- Increasing Coherence and Capabilities
- Reforming Organizations -- Increasing Coherence
- Reforming Organizations -- Increasing Capabilities
- Time out to write.

Part II: Leadership Symposium

- Leadership Symposium

Required Texts and Resources

EAD 940 requires two texts (below) available through Amazon. All additional readings and materials will be available on Angel (angel.msu.edu) as PDF files. You should find this class posted on your "My Angel" page. Angel also allows you to contact your classmates through the Class and In-Touch tabs. Please post your contact information via the user profile option in the class list.

- Scott, R.W. and Davis, G.F. (2007). Organizations and Organizing: Rational, Natural and Open Systems Perspectives. Upper Saddle River, NJ: Pearson/Prentice Hall. ISBN 0131958933 (This book is in its sixth edition. Used copies of the fifth and sixth edition are fine.)
- Thompson, J.D. (2003). Organization in Action. Edison, NJ: Transaction Publishers. ISBN 0765809915. (Originally published in 1967 by McGraw-Hill. Used copies of earlier editions are fine.)

Course Work

The work of EAD 940 focuses on the following tasks. This will strike you as a lot, because it is. However, trust that we will work together (as a whole class, in small groups, and one-on-one) to complete these very ambitious tasks at a very high level of quality.

Reading and class discussion: Our readings are drawn from two literatures: the broader literature on organization theory and the narrower literature on educational organizations. The reading load is heavy, and the texts are difficult. See below for a detailed reading list, along with guidance for preparing for discussion. To help manage the volume of reading, I will send a separate document providing supplemental guidance on reading primary sources. Take the time to read it. When you do, you will see that the expectation is not that you will do an exhaustive reading of each text from beginning to end. Rather, the expectation is that you will be judicious and strategic in your choice of "initial" and "detailed" readings for individual texts. Further, the expectation is not that you will understand the readings through independent reading prior to class. After all, we are taking on some big thinkers, some big ideas, and some tough texts. Rather, the expectation is that your understanding will develop through the combination of independent reading, class discussion, and writing.

Class discussion, then, will have three key goals: understanding individual texts; connecting individual texts into a coherent understanding of the literature; and bridging from the theoretical literature to students' actual experiences in educational organizations. We will work in a seminar format, either as an entire class or in small groups. Class discussion will reference the readings

closely, so, please, bring copies of each week's readings to class. Further, class discussion will be guided by ideas and language from above-referenced document on reading primary sources. As such, please take the time to read it. Finally, class discussion will function as an excellent opportunity to continue developing what I see as a fundamental skill of both practitioners and academics: the capacity for substantive conversation. As such, class discussion provides opportunities to practice: articulating ideas and interpretations; referencing ideas and interpretations to texts; listening carefully to others' ideas and interpretations, and considering them thoughtfully; and commenting critically while showing both empathy and respect.

Annotated Bibliography: The product of our reading and class discussion will be an annotated bibliography in which students provide a two-paragraph overview of all readings for the course. This will be a joint product, in that we will enact a method in which we work together to compile class discussion into a provisional abstract of each reading. The provisional abstract, in turn, can function as the basis for the personal work of individual students.

There is a very practical dimension to this exercise. As students move forward in their studies, they will encounter more readings than they can possibly remember. This annotated bibliography, thus, is intended as a resource to enable students both to remember and to capitalize on course readings long after they leave EAD 940.

Theoretical Synthesis: Students will construct a detailed synthesis of the readings from one weekly session of the course. Students are free to choose the session from Week 03 through 09 that is most interesting to them. In order to begin working on this very early in our class, students should look ahead in our reading list in order to select wisely. Feel free to contact me early on with questions about your choice.

The theoretical synthesis requires that students do two things. The first is to expand upon the above-described abstracts to provide a more detailed account of individual readings for a given session. The second is to construct an overarching argument that (a) synthesizes these readings (either by comparing or contrasting) and (b) grounds them in a problem or issues of school improvement/education reform.

Again, there is a very practical dimension to this exercise. This type of theoretical synthesis is essential for scholarly work of all sorts, none the least of which is developing the theoretical basis for a dissertation. It requires practice. Our work in EAD 940 will provide you one opportunity to practice this type of theoretical synthesis.

The obvious first question from any student will be, "How long should this be?" Let's keep it tight: ten pages, single-spaced (or twenty pages, double-spaced).

Plan for Organizational Analysis: Students will be responsible for constructing a plan for organizational analysis. The process of creating this plan is intended to mirror the authentic task of collaborating with a faculty member in working towards a thesis proposal. As such, this task focuses on: a) articulating provisional observations and ideas that could function as the basis of a thesis; b) beginning to frame these observations and ideas conceptually, analytically, and critically; and c) pushing deeper and deeper into the organizations literature en route. By its

very nature, this is a very open-ended task that will unfold through successive iterations of a draft document.

This work will proceed through informal, bi-weekly exchanges between students and myself. The objective is for these exchanges to proceed along the following developmental trajectory.

- First cut: The work begins with writing a memo describing an educational organization within which could imagine conducting dissertation research. This could be your own organization (e.g., school, district, ISD, etc.). It could be another. There is nothing formal about this assignment. Rather, consider it a conversation-starter. In layman's terms, the objective is to provide a rich account of the organization, possibly including (but not limited to) such things as: its history and community context; structure; culture; key personnel (including leadership); current agenda; critical environmental relationships; and current performance (especially as evidenced by achievement outcomes). Also describe what you currently see as interesting about the organization: e.g., by way of its problems, its ways of working, its strategy for improvement, etc. I will respond with questions about the organization, and ideas about leveraging our readings to frame the piece conceptually.
- Second cut: Working from Draft 1, the objective for Draft 2 is to improve the conceptual focus of the piece, leveraging new language and ideas to more formally characterize the organization.
- Third cut: Working from Draft 2, the objective for Draft 3 is to begin leveraging our readings to frame an analysis of the organization, with particular attention to understanding: (a) its current performance; and (b) efforts to improve its performance (especially in relation to improving student achievement).
- Fourth cut: Working from Draft 3, the objectives for Draft 4 are: (a) to sharpen the conceptual and analytical characterization of the organization; and (b) to examine the organization critically in order to raise possible topics and questions for research.
- Fifth cut: This is mop-up work, with the aim of turning the earlier drafts into a coherent memo that represents your best thinking on this topic at the end of EAD 940.

There is no overstating the open-endedness of this task. How the task unfolds will depend entirely on the individual effort of each student, and our collaborative efforts to leverage growing understanding of organizations to sharpen the drafts conceptually, analytically, and critically. One product of the writing task will be practice interacting with a faculty member to identify and sharpen topics for research. Depending on your enthusiasm for your own work, a second product could be a possible starting point for a dissertation proposal.

Correspondence, Office Hours, and Feedback

All course communications will be sent through your MSU email address. You are responsible for everything sent to that address. I expect that you will check your MSU email daily. If you

use another email address, you can configure your MSU account to forward all emails to that address.

I will hold office hours by appointment. I am available to meet either face-to-face, via phone, or via Skype.

On-going feedback is very important to me. Many of the participants in this course are in a tough situation, in that they are full-time, working adults who aspire to some of the most important positions in public education. Having taken graduate courses while working full time, I am well aware of the realities of this situation, and I've been mindful of them in designing the course. At the same time, I feel a sense of social responsibility in developing the intellectual capabilities and dispositions of people who may lead schools, districts, state agencies, and other educational organizations for ten, twenty, and even thirty years. As such, my goal had been to make the course very rigorous yet reasonably humane. Throughout the course, I am very open to your comments and feedback about designing and enacting a challenging course for ambitious, working adults.

Policies

Grading

The weighting of grades for the course is as follows:

- | | |
|-------------------------------------|-----|
| - Annotate Bibliography: | 20% |
| - Theoretical Synthesis: | 40% |
| - Plan for Organizational Analysis: | 40% |

Formats and expectations for written work will be discussed in class. On any given assignment, grades are given as follows:

- 4.0: Indicates outstanding work that meets all the challenges of the assignment and is nearly free of critique.
- 3.5: Indicates good quality work that satisfactorily completes the assignment.
- 3.0: Indicates completed work marked by some inadequacies.
- Below 3.0: Indicates an unacceptable quality of work with significant inadequacies.

Please note that reading and class discussion will not be graded. Rather, my expectation is that students will engage this work at a level befitting of a graduate student at a leading research university.

Submitting Work and Due Dates

All work is to be submitted via email as MS Word attachments. Unless arrangements are made in advance, late work will receive no credit. With that in mind, **please put the following due dates on your calendar immediately**. Two notes: (1) Please note the multiple due dates for the theoretical synthesis. You will submit this work in draft form, after which you will revise and resubmit. The first two due dates are for draft work preceding our writing sessions. The third due date is for the final draft. (2) Please note the schedule for the plan for organizational analysis. Per my notes, above, I am asking that we treat this as a rolling task through which we correspond bi-weekly. The developmental progression is as discussed above. The earlier you

submit your work, the more timely and higher quality the feedback from me. The due date shown here is for the final draft.

- Annotated Bibliography: Weekly.
- Theoretical Synthesis: 01/13/2011, 8:00 a.m.
02/10/2011, 8:00 a.m.
02/21/2011, 8:00 a.m.
- Plan for Organizational Analysis: 02/21/2011, 8:00 a.m.

Attendance

Excellent attendance is assumed. More than one absence (planned or unplanned) risks receiving no credit for the course. The same holds for chronic lateness. Recognizing the realities of commuting, do your best to be in class on time every week. For planned absences, contact me as soon as possible in advance of the class session (preferably via e-mail). For unplanned absences, if at all possible, contact me that day to let me know that you will not be in class (preferably via e-mail).

University Policies

All University policies hold, including (and especially) those pertaining to academic integrity. See the following for the MSU student handbook, which details students rights and responsibilities: <http://www.vps.msu.edu/SpLife/index.htm>. Please contact me immediately regarding any necessary accommodations due to religious holidays, disabilities, or any other special needs. It is MSU policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet certain requirements. Students with special needs are welcome to speak with me but are also encouraged to contact the Handicapper Operations and Services Office at 517-355-2270.

COURSE READINGS

The following readings address fundamental matters of organizations and organizational change. The reading list was developed with three objectives:

- 1) Incorporating a selection of classic, primary sources on organizations and organizational change;
- 2) Immediately providing additional primary sources to tie general organization principles to educational organizations;
- 3) Structuring the entire lot so that it builds towards central, contemporary problems of theoretical and practical importance.

There is no way around it. Reading org theory is tough stuff. However, long-term, I don't think that anybody inclined to "org think" and interested in educational improvement will regret having read the following.

Two notes to keep in mind with our readings:

1) **Don't panic** at the amount of reading listed here. Week to week, I will provide study questions to focus your reading. Also, and importantly, we will structure our work as a group so as to make all of this manageable, primarily by distributing the reading load among groups and individuals in the class. Distributing and coordinating work will be matters that we manage week-to-week, as we look forward to our next session and consider how best to accomplish our work together.

2) In thinking about educational organizations, districts represent a special challenge. One can take the district as the unit of organization, in which case schools become sub-units that are subordinate to some district office. One can also examine a district as a constellation of interdependent organizations acting in relation to each other: the district office and all of the member schools. These are two very different ways of thinking about districts. Only some of what follows is mindful of the distinction. As you move these org ideas into your own thinking, a useful exercise is to think in terms of both. "OK, if I take the district as the unit of organization, then things look like this.... Now, if I think of districts as networks of interdependent organizations, things look like this...."

Part I: Foundations

Some students in EAD 940 may have taken one or two organization-centered courses in their MA programs. Others may never have encountered organization theory in their lives. As such, the goal of Part I of EAD 940 is to review language, frameworks, and ideas that will serve as a broad foundation for further study of organization theory and of educational organizations.

Session 1 (11/20/2010): Thinking about Organizations -- Part I

We begin with a set of chapters from a widely-used (and well-established) introductory text on organization theory from Richard Scott (and, in later editions, from Gerald Davis). Scott's book has long served as a doctoral-level primer in the field of organizational studies, in that it covers

organizational studies from the inception of the field through the present. We are going to use this text to establish a systems-level conceptualization of educational organizations. Pay particular mind to Chapter 1, and to the introductions and conclusions of Chapters 2-4. The guts of Chapters 2-4 get very dense (especially Chapter 4). In reading them, the big purpose to be served is to begin understanding the major traditions of theory and research in the field of organizational studies, their chronology of emergence, and their strengths and weaknesses.

- Scott, R.W. and Davis, G.F. (2007). Organizations and Organizing: Rational, Natural and Open Systems Perspectives. Upper Saddle River, NJ: Pearson/Prentice Hall. Read Chapters 1-5: introduction (Chapter 1), followed by treatment of organizations as rational (Chapter 2), natural (Chapter 3), and open systems (Chapter 4).

Session 2 (12/04/2010): Thinking about Organizations -- Part II

We continue with an effort by James Thompson to integrate competing perspectives on the structure and function of organizations into a coherent theoretical perspective. The Thompson book is a classic in organizational studies, and one of my all-time favorites. Thompson's argument draws heavily from an wide-ranging piece from sociologist Talcott Parsons. Thompson and Parsons discuss three broad domains of work performed in all organizations, in ways that have organizations simultaneously to achieve internal goals and to respond to environments (thus synthesizing the rational and open systems perspectives into a single conceptual framework). Keep an eye out for the natural systems perspective to see if this is on Thompson's mind, too.

In the Thompson book, you should read Ch. 1 (Strategies for Studying Organizations), Chapter 11 (The Administrative Process), and Chapter 12 (Conclusion). You should also scan the remaining chapters, to get a sense of the nuts-and-bolts of Thompson's arguments (and his method of argument). (His ideas about interdependence are especially useful for thinking about the coordination of instructional services in schools.) After spending time with Thompson, double back and skim the Parson's piece, so that you have a sense of that which inspired Thompson's thinking.

- Thompson, J.D. (1967). Organizations in action. Third Edition. New York: McGraw-Hill.
- Parsons, T. (1960). Some ingredients of a general theory of formal organization. In Talcott Parsons (Ed.), Structure and Process in Modern Societies (pp. 59-97). Glencoe, IL: Free Press.

Session 3 (12/11/2010): Structure, Control, and Work -- Part I

With the preceding as our foundation, we will continue with a set of readings that examine the relationship between structure and control in organizations (on the one hand) and the performance of technical work (on the other). The book by March and Simon marks a seminal reformation about rationality in organizations: a shift away from formal structures as controlling the performance of technical work and toward a cognitive conception in which formal structures constrain individual decision making. Adler and Borys continue to tackle this "control vs. constraint" tension with an examination of "coercive" vs. "enabling" bureaucracy. To begin pulling these ideas into education, we will consider two examinations of the relationship between

structure, control, and work in education: a piece by Brian Rowan that considers formal control and professional commitment as logically opposite approaches to organizations (an "either/or" proposition); and a piece by Shedd and Bacharach that considers formal control and professional commitment as complementary approaches to organization (an "and" proposition).

- March, J.G. and Simon, H.A. (1958). Organizations. New York: Wiley. Read Chapters 2 and 6.
- Adler, P.S. and Borys, B. (1996). Two types of bureaucracy: Enabling and coercive. Administrative Science Quarterly, 41 (1), 61-89.
- Rowan, B. (1990). Commitment and control: Alternative strategies for the organizational design of schools. In Courtney Cazden (Ed.), Review of Research in Education, Volume 16. Washington, D.C.: American Educational Research Association.
- Shedd, J.B. and Bacharach, S.B. (1991). Tangled hierarchies: Teachers as professionals and the management of schools. San Francisco, CA: Jossey-Bass. (Chapter 1: "Professionals in Bureaucracies". Chapter 3: "Autonomy and Control".)

Session 4 (12/18/2010): Structure, Control and Work -- Part II

We continue our foray into issues of structure, control, and work with a set of readings that examined educational organizations, specifically. While focused on educational organizations, these articles were actually by sociologists writing in the broader organizations literature. What these sociologists learned about educational organizations presented the broader field of organizational studies with a real puzzle: that of educational (and, possibly, other) organizations as "loosely coupled systems" with little relationships between formal structures and the performance of technical work. The Bidwell piece is quite dense, but historically important. The Weick piece is obtuse, but a key advance in the development of ideas about loose coupling. The Meyer and Rowan piece is a seminal account of educational organizations.

- Bidwell, C. (1965). The school as a formal organization. In James G. March (Ed.), Handbook of Research on Organizations, pp. 972-1019. New York: Rand McNally.
- Weick, K.E. (1976). Educational organizations as loosely couple systems. Administration Science Quarterly, 21, 1-19.
- Meyer, J.W. and Rowan, B. (1983). The structure of educational organizations. In J.W. Meyer and W.R. Scott (Eds.), Organizational environments: Ritual and rationality (pp. 71-98). Beverly Hills, CA: Sage Publications. (Reprinted from Environments and Organizations, pp. 78-109, by Marshall W. Meyer (Ed.), 1978, Jossey-Bass, Inc.)

Session 5 (01/08/2011): Organizations and Environments

We conclude our initial efforts to develop a broad-based foundation with an examination of the relationships between organizations and their environments. Specifically, we delve into what scholars refer to as the "new institutionalism" in organizational studies. (Note: Thumb through the index of Scott and Davis for ideas regarding the "old" institutionalism.) This line of scholarship explores the formal structure of organization NOT as emerging from an analysis of how best to accomplish specific goals but, instead, as emerging from influences in the environments of organizations. If you peel all the way back to Chapter 2 in Scott and Davis (on

orgs as rational systems), you'll see that this idea simply had no place in early thinking about the structure and function of organizations. Yet, by the 1980s, the new institutionalism had emerged as the dominant paradigm explaining the structure and function of educational organizations. As scholars such as Meyer, Scott, Deal, Tyack, and Tobin explain, the roots of all of this had much to do with the particularities of educational environments.

- DiMaggio, P.J. and Powell, W.W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. American Sociological Review, 48, 157-160.
- Meyer, J.W. and Rowan, B. (1991). Institutionalized organizations: Formal structure as myth and ceremony. In W.W. Powell and P.J. DiMaggio (Eds.), The New Institutionalism in Organizational Analysis (pp. 41-62). Chicago: The University of Chicago Press. (Reprinted from American Journal of Sociology, 83, 1977, pp. 340-363.)
- Meyer, J.W., Scott, R.W., and Deal, T.E. (1983). Institutional and technical sources of organizational structure: Explaining the structure of educational organizations. In J.W. Meyer and W.R. Scott (Eds.), Organizational environments: Ritual and rationality (pp. 45-70). Beverly Hills, CA: Sage Publications. (Reprinted from Environments and Organizations, pp. 151-178, by H.D. Stein (Ed.), 1981, Philadelphia: Temple University Press.)
- Tyack, D. and Tobin, W. (1994). The "grammar" of schooling: Why has it been so hard to change? American Educational Research Journal, 31, 453-479.

Optional background readings (emphasis on *optional*): The chapters on environments in Scott and Davis serve as useful context for interpreting the preceding. Also, with respect to educational organizations, it is important to recognize that there is a tradition of scholarship in education that locates problems in the structure and function of schools squarely in environments. Some students in EAD 940 will have encountered this interpretation in their MA programs. For other students, I recommend the following readings as a point of entry to this interpretation:

- Cohen, D.K. and Spillane, J.P. (1991). Policy and practice: The relations between governance and instruction. In S.H. Fuhrman (Ed.), Designing Coherent Education Policy: Improving the System (pp. 35-95). San Francisco: Jossey-Bass.
- Rowan, B. (2002). The ecology of school improvement: Notes on the school improvement industry in the United States. Journal of Educational Change, 3, 283-314.
- Hess, F.M. (1999). Spinning wheels: The politics of urban school reform. Washington, D.C.: The Brookings Institution. Note: Read this reasonably carefully.

Session 6 (01/15/2011): Time Out to Write

This class session (and the week preceding it) will be used to make progress on the two main writing assignments for EAD 940. In advance of class and in class, we will share, review, and improve students' draft work.

Part II: Change

Having built a foundation for thinking about organizations in general, Part II of EAD 940 focuses on building a foundation for thinking about organizational change and improvement. These are massive topics tied to massive literatures. The readings that follow are intended both to put some building blocks in place and to whet your appetite.

Session 7 (01/22/2011): Reforming Environments -- Increasing Coherence and Capabilities

As we saw in Part I of EAD 940, anomalies in many educational (and other) organizations often have roots in the environments of those organizations. In these cases, improving organizations begins with improving environments. This is no small task, required either the establishment or reformation of what Meyer, Rowan, and others would think of as the institutions of public education. To gain perspective on this notion of reforming environments, we turn to Van de Ven and colleagues, who write about the need to develop industrial-community infrastructure in the environments of organization in order to support the development and scale-up of innovations within organizations. The pieces by Smith and O'Day and the National Governors Association map out a high-level agenda for the reformation of educational environments to support school-level improvement: an agenda that has maintained remarkable coherence and resiliency for nearly twenty years. A central focus of both pieces is that of establishing essential policy instruments that would function to motivate and to coordinate system-wide reform aimed at increasing capabilities and coherence in the environments of schools. Burch and Hess provide a different angle on the reform of educational environments, with a specific focus on further development of what Brian Rowan described in our earlier, optional readings as "the school improvement industry".

- Van de Ven, A.H., Polley, D.E., Garud, R., and Venkataraman, S. (1999). The innovation journey. Oxford: Oxford University Press.
- Smith, M.S. and O'Day, J. (1991). Systemic school reform. In S.H. Fuhrman and B. Malen, (Eds.), The politics of curriculum and testing: The 1990 Yearbook of the Politics of Education Association (pp. 233-267). New York: The Falmer Press.
- National Governors Association et. al. (2008). Benchmarking for Success: Ensuring U.S. Students Receive a World Class Education. Washington, D.C.: National Governors Association. Note -- Skim this, with particular attention to Section III.
- Burch, P. (2009). Hidden Markets: The New Education Privatization. New York, NY: Routledge.
- Hess, F.M. (Ed.) (2006). Educational Entrepreneurship: Realities, Challenges, and Possibilities. Cambridge, MA: Harvard Education Press.

Optional background readings (emphasis on *optional*): The environmental reform activity described above has caused leading scholars to rethink the notion of schools as loosely coupled organizations, primarily owing to fundamental changes in environments as described in our earlier reading from Meyer, Scott, and Deal. See the following two pieces for the reformation of ideas about "loose coupling".

- Elmore, R.F. (2000). Building a New Structure for School Leadership. Washington, D.C.: Albert Shanker Institute.

- Rowan, B. (2002). Rationality and reality in organizational management: Using the coupling metaphor to understand educational (and other) organizations -- a concluding comments. Journal of Educational Administration, 40(6), 604-611.

Session 8 (01/29/2011): Reforming Organizations -- Increasing Coherence

Much as with the reform of educational environments, the reform of educational organizations increasingly emphasizes increasing both coherence and capabilities. In Session 8, we will take on the matter of coherence. We begin with Aldrich. Just as I included the work of Van de Ven and colleagues to provide perspective on the complexity and magnitude of institutional change in environments, I included the selection from Aldrich to provide perspective on the complexity of effecting a fundamental transformation of institutionalized capabilities WITHIN organizations. In addition to Aldrich, we have two additional sets of readings. The reading from Daft and Weick and from Weick and Roberts discuss issues related to coordinating organizations with their environments and on coordinating activity within organizations. The pieces from Honig and Hatch and from Newman and colleagues provide corollaries in education.

- Aldrich, H. (1999). Organizations evolving. Thousand Oaks, CA: Sage.
- Daft, R.L. and Weick, K. (1984). Toward a model of organizations as interpretation systems. Academy of Management Review, 9(2), 284-295.
- Weick, K.E. and Roberts, K.H. Collective mind in organizations: Heedful interrelating on flight decks. Administrative Science Quarterly, 38(3), 357-381.
- Honig, M.I. and Hatch, T.C. (2004). Crafting coherence: How schools strategically manage multiple, external demands. Educational Researcher, 33 (8), 16-30. Note: Read this reasonably carefully.
- Newmann, F.M., Smith, B., Allensworth, E., and Bryk, A.S. (2001). Instructional program coherence: What it is and why it should guide school improvement policy. Educational Evaluation and Policy Analysis, Vol. 23 (4), 297-321.

Session 9 (02/05/2011): Reforming Organizations -- Increasing Capabilities

Extending our work from Session 8, we will wrap up our brief foray into organizational change by thinking about the matter of increasing capabilities within organizations. The piece by Grant is intended to center us by locating our efforts squarely in a tradition of organization scholarship called the "knowledge-based view of the firm". The pieces from Feldman and Pentland and from Cook and Yanow are intended as a knowledge-based yin-and-yang: the former focused on knowledge as embedded in formal routines and the latter focused on knowledge and learning as manifest in social organization. To begin pulling these ideas into education, the pieces from Honig and colleagues and from Bryk and Gomez are intended to frame two different types of "knowledge-centered" networks that have currency in contemporary education reform circles: the latter focused on district-centered networks and the latter involving networks of schools, public agencies, program providers, researches, and others.

- Grant, R.M. (1996). Toward a knowledge-based view of the firm. Strategic Management Journal, 17 (Winter special issue), 109-122.

- Feldman, M.S. and Pentland, B.T. (2003). Reconceptualizing organizational routines as sources of flexibility and change. Administrative Science Quarterly, 48, 94-118.
- Cook, S.D.N. and Yanow, D. Culture and organizational learning. Journal of Management Inquiry, 2(4), 373-390.
- Honig, M.I., Copland, M.A., Rainey, L., Lorton, J.A. (2010). Central Office Transformation for District-Wide Teaching and Learning Improvement. New York, NY: The Wallace Foundation.
- Bryk, A.S., & Gomez, L. (2008). Reinventing a research and development capacity. In F. Hess (Ed.), The Future of Educational Entrepreneurship (pp. 181-206). Cambridge, MA: Harvard Education Press.

Session 10 (02/12/2011): Time Out to Write

This class session (and the week preceding it) will be used to make progress on the two main writing assignments for EAD 940. In advance of class and in class, we will share, review, and improve students' draft work.

Part III: Leadership Symposium

Session 11 (02/19/2011): Leadership Symposium

This class session will be devoted to the EAD Spring Leadership Symposium. Details to be announced.

In the week leading up to the symposium, students are to complete their writing assignments for EAD 940. They are to submit their final drafts by 02/21/2011.