Organizational Field Study

Standards

ELCC-2011.BL.1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC-2011.BL.4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC-2011.BL.6.1 Candidates understand and can advocate for school students, families, and caregivers.

INTASC-2013.10 Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

INTASC-2013.5 Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

INTASC-2013.9 Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Directions to the Student

Organizational Field Study: Conduct a frame-based organizational field study to learn as much as you can about an organization in a relatively brief period of time and then use organizational theory to describe and interpret what you learn. This project is designed to assess your ability to use and apply multiple resources and skills generated from various sources and experience throughout the course.
Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student’s grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students' ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

Organizational Field Study

<table>
<thead>
<tr>
<th></th>
<th>Proficient (3) (3.000 pts)</th>
<th>Developing (2) (2.000 pts)</th>
<th>Unsatisfactory (1) (1.000 pt)</th>
<th>Unacceptable (0) (0.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an Organizational Profile</td>
<td>There is clear, convincing and consistent evidence that the student has gathered formal and informal data from multiple stakeholders that will help shape the major themes of the study.</td>
<td>There is limited evidence that the student has gathered formal and informal data from multiple stakeholders that will help shape the major themes of the study.</td>
<td>There is little or no evidence that the student has gathered formal and informal data from multiple stakeholders that will help shape the major themes of the study.</td>
<td>The student did not complete the assignment.</td>
</tr>
<tr>
<td>Collecting and organizing formal and informal information from multiple stakeholders. (1.000, 25%) ELCC-2011.BL.4.2 INTASC-2013.5</td>
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https://www.livetext.com/doc/9706398?print=1
| Analyze the Organization Using the frame-based organizational theory, related to organizations. (1.000, 25%) ELCC-2011.BL.1.4 | There is clear, convincing and consistent evidence that the student has effectively and appropriately used the frame-based theory to analyze the organization. | There is limited evidence that the student has effectively and appropriately used the frame-based theory to analyze the organization. | There is little or no evidence that the student has effectively and appropriately used the frame-based theory to analyze the organization. | The student did not complete the assignment. |
| Identify an Important Issue as a result of the analysis for reframing and understanding the theory and research related to organizational leadership. (1.000, 25%) ELCC-2011.BL.1.4 INTASC-2013.9 | There is clear, convincing and consistent evidence that the student’s analysis has resulted in the identification of an issue for reframing. | There is limited evidence that the student’s analysis has resulted in the identification of an issue for reframing. | There is little or no evidence that the student’s analysis has resulted in the identification of an issue for reframing. | The student did not complete the assignment. |
| Develop a Plan of Action for reframing the identified issue and understanding the larger context. (1.000, 25%) ELCC-2011.BL.6.1 INTASC-2013.10 | There is clear, convincing and consistent evidence that the student’s plan outlines an effective, ethical solution for improving the organization’s decision-making and outcomes. | There limited evidence that the student’s plan outlines an effective, ethical solution for improving the organization’s decision-making and outcomes. | There is little or no evidence that the student’s plan outlines an effective, ethical solution for improving the organization’s decision-making and outcomes. | The student did not complete the assignment. |