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EME 644

## **Organizational Analysis**

### **Vision Statement**

We believe that pure excellence in education requires a commitment to impartiality and social integrity. Thus, we strive to prepare innovative, socially proficient, analytically reflective graduates who possess profound understanding in their field and work collaboratively to achieve inclusive high quality education.

### **Mission Statement**

In keeping with the Simulation University mission statement, the Department of Education prepares students to take accountability for social responsibility and facility in the global community. The Department seeks to develop future educators and leaders, who are not only well-educated in their disciplines, but are culturally receptive, compassionate, and educated in their collaborations with students and their families. The Department of Education at Simulation University is committed to building and maintaining working relationships with our students, faculty, recruiters, alumni, and volunteers grounded on mutual reverence and accountability. We cultivate student success through innovation and value-added education programs. The core competencies emphasized within our program include: awareness, talent, ethical behavior, motivation, and innovation. Most importantly, this is completed with collaboration through local and State guidelines. In these ways, awareness, proficiency, and service unify in our students to cultivate a lifelong obligation to excellence and equity in our schools and society.

### **Goals**

The goals of the Department of Education are to prepare pre-service education graduates to:

- apply knowledge of how learners develop socially, cognitively, emotionally, aesthetically, physically, and morally in the process of meeting their individual developmental needs
- demonstrate an understanding of the role physical diversity, linguistic diversity, culture, environment, socio-economic status, race, religion, sexual orientation and gender play in the development of the individual and to use that understanding to design optimal learning encounters
- demonstrate an awareness of the sociological and political forces affecting society, learners, families, and teachers, and how these impact learning environments
- establish high expectations for all learners and ensure that *all* learners regularly experience success
- teach, motivate and inspire learners through modeling effective and persuasive oral and written communication skills
- possess a positive, transformative inter and intrapersonal ability
- meet the diverse learning needs of individual students by tenaciously pursuing creative, diverse and unique instructional techniques

- possess knowledge of pedagogy and facility for implementing progressive, active techniques such as cooperative learning, interdisciplinary and thematic instruction, discovery learning, direct instruction, authentic instruction and performance assessment
- possess substantive instructional planning facility for developing long-range and short-range objectives including lesson and unit planning
- diligently pursue learning strategies that model the application of creative thought and develop higher order thinking abilities in learners
- possess the ability to analyze the entire classroom context including the learner, subject content, climate, and instructional methods, to create a compelling learning environment
- apply learning theory and philosophy to the practical aspects of classroom management and facilitation
- apply traditional and authentic assessment strategies and data to meet the diverse needs of learners,
- possess cooperative and collaborative planning, working, teaching and learning skills,
- have deep and substantive content knowledge,
- possess substantive problem-solving and decision-making skills and
- possess an understanding and commitment to the legal, ethical, and moral responsibilities of teachers.

### **Simulation University Department of Education Philosophy of Teaching and Learning**

The best way to prepare learners is to equip them with problem solving strategies that will enable them to cope with new challenges in their personal and professional lives and to discover what truths are relevant to the present. History demonstrates that knowledge that is true in the present may not be true in the future.

The teacher's role is to serve as a guide, whose primary responsibility is to act as a resource person for student learning. In the process of creating learning experiences and environments, the teacher takes into account the well-being and development of the whole learner in terms of their physical, emotional, social, aesthetic, and intellectual and language developmental needs. The teaching and learning process needs to be characterized by extensive interactions between teacher and learners and among learners themselves. Teachers provide learners with experiences that enable them to learn by doing, because meaningful learning is an active process.

School is a place where learners develop personal, as well as social values. In the words of Maxine Greene, "We have to know about our lives, clarify our situations if we are to understand the world from our shared standpoints." Schooling needs to prepare learners with a broad understanding of the democratic process and the role of the individual in that process. Such an understanding includes how governance structures operate in a democratic society. Schools should not only transmit knowledge about the existing social order; they should seek to reconstruct it as well. Learners must be enabled to understand how individuals can take advantage of the democratic process and to act as change agents even as they pursue efforts to restructure the society in positive ways.

Teachers need to place a premium on bringing the community, if not the world, into the classroom. Learning experiences need to include field trips, telecommunications, community-based projects and opportunities to interact with persons beyond the four walls of the classroom.

Teachers must allow learners freedom of creative choice and provide them with carefully designed experiences that will help them find meaning in their lives and to find their own answers to questions. This does not suggest, however, that learners may do whatever they please. The choices that are offered to learners are well structured and are designed to provide optimal learning. Curricula are judged by whether or not they contribute to the individual's quest for personal and professional meaning. Appropriate curricula result in an increased level of personal awareness, as well as content area knowledge.

### **Critical Issues**

There is a change in management within the Department of Education office at Simulation University. While the change with is welcomed with positivity and excitement by members of the faculty and office staff, there is an office staff member whom exhibits resistant behavior. This behavior includes disrespectful attitude towards new manager, late reports for work, consistent absenteeism, and assignments disregarded and/or completed with poor intentions.

- Disrespectful behavior creates poor morale and interferes with relationships between new management and staff.
- Late reports cause friction between new management and co-workers. In certain instances, the late reports have required other staff members to stay passed their schedule time to leave.
- Absenteeism has caused task build-up and friction between manager and colleagues; many absences are listed as “no call/no show”.
- Task completion is imperative. The department must report the completion of various standards and requirements to the State. When a particular task is not completed (i.e. inputting rubric scores into department database) it can interfere with State and local government collaboration.

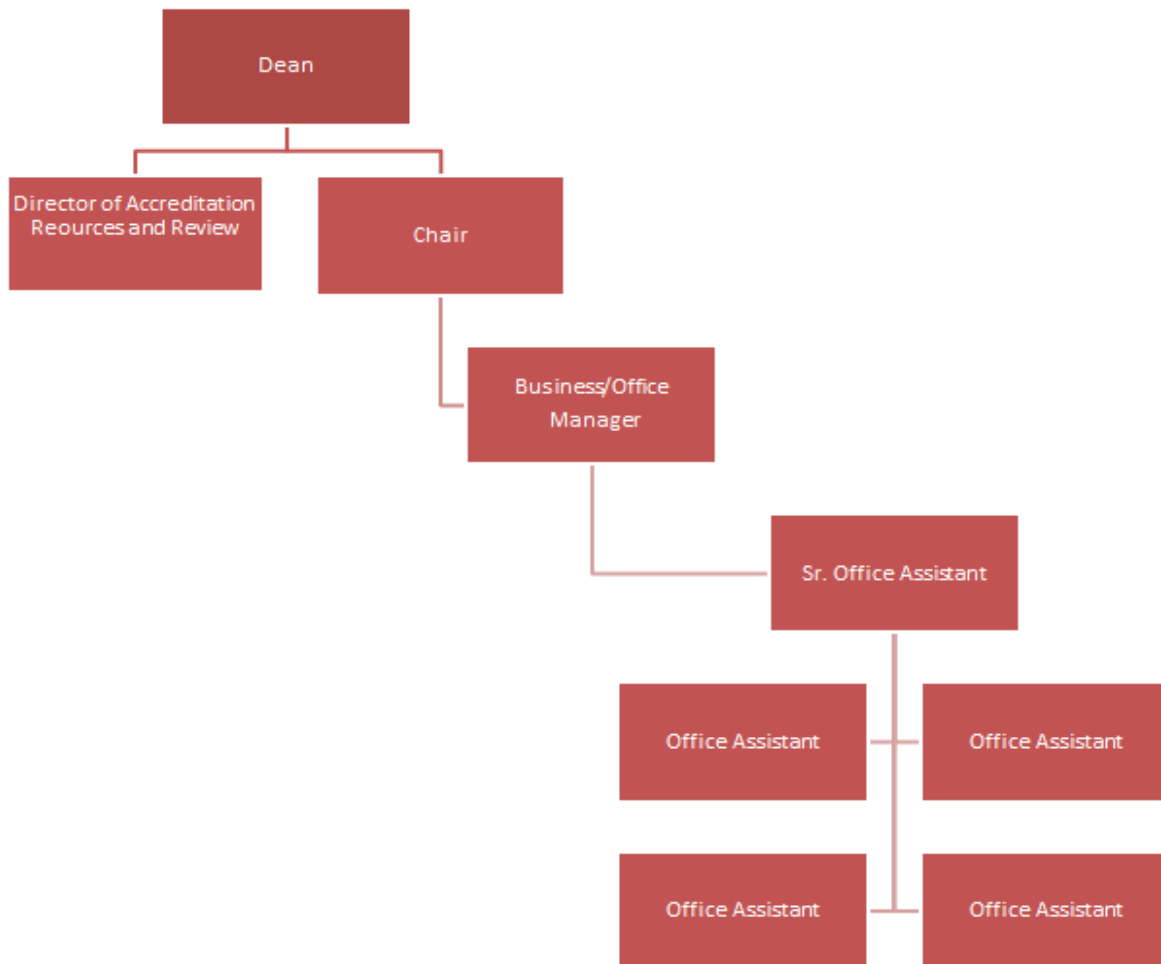
### **Environmental Analysis**

#### **World**

The organization develops curriculum to meet State regulations. The organization also strives to develop/produce future educators with efficiency and social understanding. The department has developed partnerships including those with 2 county districts and an educational supply corporation.

## Workplace

The work environment is within an office that is a suite within the main building of the university. The suite provides each of the workers their own desk space with a university provided computer along with internet access. Necessary supplies are frequently ordered through a local supply company. If supplies are not available, they can be delivered within 24 hours. There are 2 phone line provided and are primarily used by the Business Manager and Senior Office Assistant. A copy machine and fax machine are provided. However, in the event that these machines are not functioning properly, there are 3 additional copy machines and 2 additional fax machines located within the building.



## Hierarchy Expectations

- Business Manager**- Oversees overall operation of the office. This includes managing and executing budget initiatives including purchasing and disbursement of checks. This person is liaison between the department and other departments, organizations, and vendors. This person also coordinates and distributes contracts for full-time and part-time

faculty. The Business Manager works closely with Dean and Department Chair to ensure that goals for department office are met with the assistance and supervision of Senior Office Assistant and Office Assistants. It is anticipated that this person has, at minimum, a Bachelor's degree and 3 years of managerial experience.

- **Senior Office Assistant-** This person acts as supervisor to Office Assistants in the Business Manager's absence. Primary focus of the Senior Office Assistant is to track student progress and develop reports required by the State and university. It is expected that this person has, at minimum, a High School diploma and 3-5 years of office experience.
- **Office Assistant-** This position is primarily clerical and not administrative. A person within this position assists Business Manager and Senior Office Assistant with data entry, filing, document tracking, copying, and development. It is expected that a person within this position has, at minimum, a High School diploma. No previous experience is required.