Instructor's Resource Testbank

for

Organizational Behavior in Education: Leadership and School Reform

Tenth Edition

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Organizational Behavior in Education: Leadership and School Reform

Thank you for adopting our textbook for your class. This manual has the following sections:

1. A list of the three major goals of this edition.
2. A description of what is new in this edition of the textbook, taken from the preface of the textbook.
3. A test bank that is provided chapter by chapter. For each chapter we have provided a recommended set of multiple choice items, shorts answer items, and essay items.
4. An answer key for the multiple choice and the short answer questions is also presented by chapter. There is no answer key for the essay questions.

Three Major Goals of this New Edition

1. To update the treatment of the subject, organizational behavior in schools, so that it includes not only new recent research but emphasizes the practical relevance of the subject to the practice of educational leadership in this new era of accountability and high-stakes testing.
2. To introduce each chapter with a critical incident that should stimulate the interest and critical thinking of the reader and should guide thought-provoking discussion by members of the class after the study of each chapter.
3. To use language and a writing style that is more accessible and less arcane in presenting complex information and concepts.

What is New in the 10th Edition?

The following are the specific major changes to this tenth edition of *Organizational Behavior in Education*

- The Critical Incident that introduces each chapter presents a brief description, drawn from real-world experience, of common challenges encountered by school leaders. Each Critical Incident confronts the reader with practical issues that requires a decision based on the facts presented and the reader's own theory of practice. This approach is important to the reader because (1) it develops understanding of the practical application of the knowledge of organizational behavior to the practice of leadership, and (2) it helps the student to develop and internalize a personal commitment to a practical and effective theory of practice.

- New charts and diagrams to support new material have been added in several chapters. This material helps the visual learner by presenting research findings in easy-to-view displays.
- The book has been updated to make it more current in today's fast paced era of No Child Left Behind (NCLB), accountability, and high-stakes testing. New updated research and recent developments in the field have been added in 11 of the book's 12 chapters to replace older material. For example, distributed leadership, professional learning communities, parental involvement, and sustainable leadership have been added. However, we maintained the classical research and theories that has been the foundation of progress in educational leadership.
- Many of the Reflective Activities at the end of each chapter have been revised and updated. These activities further challenge each student to develop and internalize personal commitment to a defensible theory of practice in educational leadership. By studying this book and completing the activities, the learner will develop a thoughtful and well-grounded approach to the practice of leadership in any school setting.
- The book has been made more direct, straightforward, and accessible to the reader by deleting extraneous material such as chapter outlines, the Interstate School Leaders Licensure Consortium (ISLLC) standards at the beginning of each chapter, and the learning objectives at the beginning of each chapter. Removal of these distractions, along with careful editing of complex material, simplifies the presentation. This makes the book more accessible by making it easier to read and understand.
- The book emphasizes how it supports the newly revised (2008) standards established by the Interstate School Leaders Licensure Consortium (ISLLC). This support is described, including a chart showing coverage chapter by chapter, in the section immediately following this preface.

Test Bank Questions

Chapter 1

1.01 Structuralism as used in this book is most closely associated with

    a.   underlying patterns of logic, system, and order.
    b.   quantitative empirical research.
    c.   bureaucracies.
    d.   using qualitative research methods to describe the culture of organizations.
    e.

1.02 Structuralism became unpopular in the field of education

    a.   because structuralism was not always sufficiently taught well enough in colleges of education.
    b.   because newer methods of inquiry were too prescribed to accurately describe organizational behavior.
    c.   because structuralism provided inaccurate measures of student achievement and learning.
    d.   because of a disjunction between publicly espoused values and what we do in schools.
    e.

1.03 Which of the following is a term (or terms) used to describe a set of beliefs and values that are generally accepted?

    a.   paradigm
    b.   scientific revolution
    c.   behaviorism
    d.   organizational behavior

1.04 The person closely associated with recognizing that science is characterized by tranquil periods or "normal science" followed by periods of turmoil which sometimes becomes a scientific revolution is

    a.   B.F. Skinner.
    b.   Benjamin Bloom.
    c.   Thomas S. Kuhn.
    d.   Kurt Lewin.

1.05 Choose the best example of an educational application based on behavioral psychology (behaviorism) principles.

    a.   Providing students with options to demonstrate their learning such as traditional paper and pencil tests, and drawing or other artistic expressions.
    b.   Giving students stars on a chart for appropriate behavior.

  c. Providing students with collaborative learning opportunities.

  d. Both a and c above.

1.06 Choose the best example of an educational application based on cognitive psychology principles.

  a. Providing students with options to demonstrate their learning such as traditional paper and pencil tests, and drawing or other artistic expressions.

  b. Giving students stars on a chart for appropriate behavior.

  c. Providing students with collaborative learning opportunities.

  d. Both a and b above.

1.07 Choose the best example of an educational application based on social psychology principles.

  a. Providing students with options to demonstrate their learning such as traditional paper and pencil tests, and drawing or other artistic expressions.

  b. Giving students stars on a chart for appropriate behavior.

  c. Providing students with collaborative learning opportunities.

  d. Both b and c above.

1.08 The person credited with providing us with the theory behind the expression $B = f(p \cdot e)$ is

  a. B.F. Skinner.

  b. Benjamin Bloom.

  c. Thomas S. Kuhn.

  d. Kurt Lewin.

1.09 Which of the following mechanisms are included in bureaucratic theory?

  a. Firm hierarchical control of authority.

  b. Clear plans and schedules.

  c. Allowing subordinates the freedom to make decisions as necessary.

  d. Flexible standards to allow for creative problem solving.

  e. Both a and b above.

1.10 Which of the following would characterize organizations that emphasize Human Resources Development Theory?

  a. Having a detailed employee handbook that guides expected behavior.

b.   Closely supervising to insure compliance with rules.

c.   Bringing individuals together to problem solve.

d.   Employee evaluation based on continuous administrative observation.

e.   Both a and c.

1.11 From the examples below, select the one that best illustrates Chris Argyris' idea of Pattern A, *soft* behavior.

a.   A supervisor meets with grade level teachers to describe the new reading series that has been adopted and to ask for additional ideas on implementation.
b.   The math teachers are given the math achievement test data from last year and they are asked to devise methods to improve the scores.
c.   The principal forms a faculty advisory committee to develop a school-wide discipline plan based on current research.
d.   The principal meets with the food service staff to ask them to come up with better ways to more quickly move the students through the lines.
e.   Both a and d.

1.12 One of the main reasons that the Tennessee Student-Teacher Achievement Ratio (STAR) research meets the "gold standard" for education research was because

a.   it used a large, diverse sample that was tracked longitudinally.
b.   it randomly assigned students to classes.
c.   it found that some variables were not significant.
d.   both a and b are correct.

1.13 The two major perspectives of educational organizations are bureaucratic views and human resources development views. Select the correct answer to differentiate which of the following methods of controlling behavior in an organization would be characteristic of human resources development views.

a.   A reading coach is hired to supervise and help teachers since the state and district have determined that reading is a problem in the schools.
b.   When new teachers arrive there is an induction program to help them understand the values and goals of the school.
c.   New teachers are given a teacher handbook that includes procedures and schedules to help them understand expectations.
d.   Grade level teams are assigned the task of developing plans to deal with the goal of improving math achievement test scores.
e.   Both b and d.

Short Answers:

1.14 Define the expression B = f(p · e).

1.15 Provide an application of how an educational leader can use the expression B = f(p · e). In your response, describe over which part of this expression the leader has most control, and give one a specific application.

1.16 Describe the Japanese principle of *kaizen.*

1.17 Identify one of the concepts that makes a research study achieve "gold standard" quality.

1.18 How can a school leader apply one or more of the results of the Tennessee STAR study? Give one specific application.

1.19 List one of the criticisms from state and professional education associations of NCLB.

1.20 In a few sentences, defend the textbook authors' use of the metaphors of "coaching" as a leadership concept and a "game plan" for developing your personal theory of practice.

Essay:

1.21 Compare the following theorists' ideas:

   a. Douglas McGregor's Theory X and Y.
   b. Chris Argyris' Pattern A *soft* and *hard.*
   c. Rensis Likert's Four Management Systems.

In your response, define your terms and indicate how the concepts in each of the theorists' ideas are similar. Include at least one example of leader behavior that you analyze in terms of the three theorists' ideas.

1.22 Analyze the movement and thinking that promoted the *No Child Left Behind (NCLB)* reauthorization of the *Elementary and Secondary Education Act.* In your analysis, include each of the following:

   a.   Give at least two of the main goals of NCLB.
   b.   Is NCLB a paradigm shift or not?

Chapter 2

2.01 *Theory of practice*, as defined in our textbook, is best described as

    a.   The use of theories found in the research on teaching that are used to help teachers improve instructional practices.

    b.   Developing a personal philosophy of educational leadership based on sound theory and research.

    c.   Developing your own theory of how to educate students.

    d.   Both a and c.

2.02   A. Bartlett Giamatti described truth as an amalgam. This analogy is used in our textbook to describe how we might understand the state of schooling in the United States. Which of the following would best describe the term as used in the text?

    a.   On the one hand we have the critics of U.S. education who believe that schools are failing, and on the other we have those who defend the current status of education.

    b.   Curricula in schools today are a blend of progressive and traditional education concepts.

    c.   There is a tension between the federal and state government for control of education policy.

    d.   Both b and c above.

2.03   Which is true about *A Nation at Risk?*

    a.   It was sponsored by the federal government during the Ronald Reagan administration.

    b.   It criticized U.S. education and the achievement of students.

    c.   It was based on education research that was included in referencing this document.

    d.   Both a and b.

2.04   Which of the following list of individuals would have most agreed with findings similar to those in *A Nation at Risk?*

    a.   David Berliner and Jonathan Kozol.

    b.   Gerald Bracey and Arthur Bestor.

    c.   Thomas Sowell and Admiral Rickover.

    d.   Richard Rothstein and Albert Lynd.

2.05   Which is true about the traditional paradigm of intelligence?

    a.   It is a general mental capability that involves reasoning and comprehension of complex ideas.

    b.   It can be measured by intelligence tests.

    c.   It can be changed over time with study and practice.

        d.   Both a and b.

2.06   Which of the following might happen in David Perkins' *Smart Schools?*
        a.   At the center of the curriculum is the belief that if students are taught as many facts as possible, they can use this knowledge to problem solve.
        b.   Thinking is at the center of the teaching and learning process.
        c.   The school is structured so that students work collaboratively.
        d.   Both b and c

2.07   Why should organizations maintain sustainability in good leadership?
        a.   Repeated changes in leadership can lead to inconsistent change processes.
        b.   Sustainable leadership can lead to consistent change processes.
        c.   Consistency in change processes is important in establishes a positive culture of change.
        d.   All of the above.

Short Answer:

2.08 Give one example of an instructional technique used in progressive education that would clearly define this movement.

2.09 Describe what Richard Rothstein reported about the *Golden Age* of education and about which he wrote in his 1998 book *The Way We Were*. In other words, what did he find about the time in U.S. history when there was little criticism of U.S. education, i.e., the Golden Age?

2.10 Explain what a theory is, and then illustrate how a theory might be used.

Essay:

2.11 Analyze the paradigm shift from the progressive movement to traditional education concepts that occurred roughly in the 1950s. In your response, give at least two specific examples of major sociological, political, or economic changes that fostered this shift.

2.12 Assess the impact of Howard Gardner's Multiple Intelligence Theory (MIT) on schools and school leaders including how teachers and leaders can use this theory to improve the impact of schooling on students. Your analysis should include a definition of MIT and an explanation of how this theory differs from traditional intelligence theory.