GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
EDLE 620—Organizational Theory and Leadership Development
Section 001 -- Spring 2006

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Schedule Information

Meeting Times: Wednesdays, 4:30 pm – 7:10 pm

All students are expected to attend every class session. Personal problems that prevent students from attending class should be reported ahead of time to the instructor via telephone or e-mail.

Location: Robinson A, Room 208

Course Description

620 Organizational Theory and Leadership Development (3:3:0) *Prerequisites: admission to the program and EDLE 610, 612, 614, 616, 618. Corequisite: EDLE 791.* Studies basic organizational theories and models of leadership and management. Emphasizes shared leadership in professional environments, communication skills, systems thinking, and personal and organizational change. Bridges theory to practical applications in educational settings.

Course Goals

Organizational Theory and Leadership Development is intended to provide students with an opportunity to explore meanings of leadership in schools, leaders' role in school change and restructuring; and ways school leaders make sense of school organization. Students will explore both how organizations function and leadership choices within organizations, and they will have an opportunity to begin to develop a vision of their leadership practice and situate this practice within a perspective of how school organizations work.

Content

In order to develop leadership savvy, students will deepen their understanding of how organizations function and how leaders influence school change and improvement. Specific content includes:

1. Reviewing meanings of leadership and the role leaders play in school change and improvement;
2. Articulating a vision for effective school leadership and your beliefs about leadership, teaching, and learning;
3. Learning four major frameworks for analyzing organizational behavior and outcomes;
4. Clarifying which framework(s) students find most useful for informing their own leadership styles and choices;
5. Applying skills, knowledge, and dispositions gained through the Education Leadership Program to the analysis of case studies and in role-playing exercises involving leadership behavior and school change.

In addition to the content goals stated above, the following represent process goals for this course:

Teaching and Learning:

1. Each class will mirror as much as possible effective leadership practice and will reflect good management. We will:
   - start and end on time;
   - maintain and follow a written agenda for each class;
   - listen first to understand, then seek to be understood; and
   - work toward common goals in a professional and cordial manner.

2. As they develop and refine oral presentation skills, students will
   - work individually and in groups to develop strategies for addressing organizational problems or challenges;
   - engage in a variety of learning activities, including case studies and simulations, and present their analysis orally; and
   - assess the oral effectiveness of peers.

3. Students are expected to apply what they have learned previously to the writing assignments for this course and to their self-assessments and assessments of peers.

Classroom Climate:

We will endeavor to create a classroom climate that approximates what we know about effective leadership dispositions and the attributes of learning organization. As such, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning

organization is a balance between openness and constructive feedback; hence, everyone is expected to:

- Come fully prepared to each class;
- Demonstrate appropriate respect for one another;
- Voice concerns and opinions about class process openly;
- Recognize and celebrate each other's ideas and accomplishments;
- Show an awareness of each other's needs.

Relationship of Course Goals to Program Goals
This course is the last class in the licensure sequence in Education Leadership and is therefore intended to deepen students' understanding of the connection between theory and practice in school leadership. All of the program goals are active, to a greater or lesser degree, in this course. Students will:

- refine their perspectives on education administration as they hone their leadership skills;
- further develop a personal philosophy of education and a personal vision relating to their leadership practice;
- assess their leadership strengths and areas for development;
- understand leadership roles in schools and school districts in settings characterized by diversity;
- use various social science perspectives as the foundation for advocacy and change;
- learn how to work with the larger community; and
- further develop oral and written communication skills.

The course addresses a variety of the ELLC Standards, focusing primarily on the following:
> Standards 1.1, 1.2, 2.1, 3.1, 3.2, 6.1, 6.2

Student Outcomes
At the conclusion of this course, successful students should be able to:
1. Articulate their core beliefs about teaching, learning, and leadership, and relate these to their vision of effective school leadership;
2. Analyze educational issues using four major frameworks for analyzing organizational behavior and outcomes;
3. Connect major leadership and organizational theories, and apply these to the understanding of real-world puzzles associated with leadership practice;
4. Articulate the leadership role(s) they aspire to take at the conclusion of their program of study;
5. Articulate how they plan to develop their leadership capabilities in the near future.

Internship in Education Leadership—EDLE 791

Most students will have completed their internship work by the time this course begins. Students are expected to submit their Collective Records to their advisor early in the semester. Each student will schedule a meeting with their advisor for the purpose of reviewing the Collective Record and concluding the internship.

Course Materials

Readings
- Bolman, L. & Deal, T. (2003). *Reframing organizations: Artistry, choice, and leadership* (3rd ed.)*. San Francisco: Jossey-Bass.

- *The Jossey-Bass Reader on Educational Leadership*. (2000). San Francisco: Jossey-Bass.

- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

- *Publication Manual of the American Psychological Association : Fifth Edition* (recommended)

Classroom Materials
I expect all students to maintain a binder that contains all reading notes, class notes, student products, and class handouts.

Outside-of-Class Resources
All students are required to use Blackboard (http://blackboard.gmu.edu) as part of this course. This is an Internet site I will use to post vital information for the course and through which we will communicate from time to time. This site will be particularly important if we experience closings because of the weather or other problems. All students should have access to a personal computer that is linked to the Internet and the ability to use word processing software. **All students are required to activate their GMU e-mail accounts**.

Grading

Consistent with expectations of a master's level course in the Educational Leadership program, grading is based on student performance on written assignments, as well as on participation in various class activities. The assignments constructed for this course reflect a mix of skills associated with the application of leadership and organizational theory to educational contexts. Overall, written work will be assessed using the following broad criteria:

- Application of concepts reflected in class discussion and readings;
- Creativity and imagination;
- Organization and writing. A clear, concise, and well-organized paper will earn a

better grade.

Students' grades are based on their proficiency with respect to the student outcomes stated above. Below are the basic percentages for the various kinds of work required for the class, but students should always bear in mind that grading is primarily my judgment about your performance. Grades are designed to indicate your success in completing the course, not the level of effort you put into it. The overall weights of the various performances are as follows:

Class participation - 10 points
> Participation is evident in two ways:

1) Attendance: Students are expected to actively participate in class discussions, in group activities, and in serving as critical friends to other students. Students are expected to attend every class for its entirety. Emergencies sometimes arise, however. If you need to be absent from class, I expect you to notify me in advance by telephone or e-mail. If you miss more than one class, you will lose participation points. If you come to class more than 30 minutes late or leave more than 30 minutes early, you will lose participation points. If you are absent for an oral activity or presentation, you will not receive credit for that activity.

2) Learning activities and reflection: An important component of any leader's learning involves balancing action and reflection. As such, we will engage in a variety of learning activities in class, including exercises, debates, oral presentations, and analyses of cases. Periodically, I may ask you to write a brief reflection using a format posted to the class blackboard site, and submit the reflection via e-mail. Though the reflections are not graded per se, as a whole your reflections represent an informal portfolio of learning activities that provide evidence of your engagement in class.

Written assignments - 90 points
> For this class, you will be asked to do a variety of written work that involves developing your leadership capabilities and understanding of the application of organizational theory to schools. Papers are due as indicated on the reading schedule that follows. **All papers must be submitted via an e-mail attachment.** You will receive feedback on this work via e-mail. Descriptions of the assignments appear at the end of this syllabus.

Late Work

I expect students to submit their work on time. **I will not accept any writing assignments after the due date**. Students may revise and re-submit the papers to improve their performance. Such revisions are due **not later than one week after** receiving my feedback on the previous draft. I may re-consider an assignment grade, but I will not negotiate grades with students.

Grading Scale
     A = 95 – 100 percent
     A- = 90 – 94 percent
     B+ = 86 –89 percent
     B = 83 – 85 percent
     B- = 80 – 82 percent
     C = 75 – 79 percent
     F = 74 percent and below

Leadership Conference:
The annual EDLE Leadership Conference will be held on the morning of Saturday, February 11th. Attendance at the conference is mandatory. Registration materials can be accessed through the program's Blackboard site. [Please note that there is a modest fee associated with the registration for the conference, and there is a significant discount offered to pre-registrants.]

College of Education and Human Development statement of expectations:

-Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu for a listing of these dispositions.

-Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

-Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Reading / class schedule:

Campus	Topic	Required Readings	Exercises/Assignments
1/25	Introduction		Exercise: Powerful learning Exercise: Class Contract
2/1	Organizational analysis: An introduction	B&D, Part 1	Case analysis: TBA
2/8	Exploration: What is leadership? What kind of leadership do we need for today's schools?	Fullan, chapter 1 JBR, chapters 1, 2	**(1) Paper: Personal Best** Exercise: In-basket
2/15	Leadership theory - from *classical* to *transformational* to *distributive*	JBR chapter 10, 18, 22, 24 Fullan, chapter 2	Exercise: You write the job description Homework: Your leadership vision
2/22	**PLATFORM OF BELIEFS**	**Class presentations**	**(2) Platform of beliefs (presentation today)**

3/1	The leader's role in school change	Fullan, chapter 3 JBR chapters 14	Exercise: Developing & analyzing your change case
3/8	Ways of seeing organization and leadership - Structural Frame	Bolman and Deal: Part 2 JBR chapter 5	**(3) Case Analysis: Gillian Broner** Exercise: Organizational design for shared decision-making
3/15	Spring Break		
3/22	Ways of seeing organization and leadership - Human Resource Frame	Bolman and Deal: Part 3 JBR chapters 21 & 23 Fullan, chapter 4	Exercise: QWL Interviews
3/29	Take a break from reading: Reframing I		**(4) Case analysis: Jeremiah Costanza** Exercise: Revisiting your change case
4/5	Ways of seeing organization and leadership - Political Frame	Bolman and Deal: Part 4 JBR chapters 4, 12 Fullan, chapter 5	Exercise: Environmental Scan
4/12	Ways of seeing organization and leadership – Symbolic Frame	Bolman and Deal: Part 5 JBR chapters 15, 19	Exercise: Martian Landing Video: FISH

4/19	Reframing II	Bolman and Deal: Chapters 15, 16 Fullan, chapter 6	**(5) Paper: Reframing**
4/26	Reframing change	Bolman and Deal: Chapter 18, 20	Exercise: Reframing & SIP processes
5/3	Reframing leadership	Bolman and Deal: Chapter 17 JBR chapter 7 Fullan, chapter 7	**(6) Paper: Two-year leadership development plan**

Assignments

(1) Personal Best – 10 points

For your first assignment, we will borrow an exercise from James Kouzes and Barry Posner's book, *The Leadership Challenge*. As a part of their studies of leaders and followers, they asked leaders to write a **personal best case**, which they then discussed to discover themes about leader behavior.

For this paper, think back over your own leadership experiences and choose one that you consider to be a "personal best" -- a time when you performed at your peak as a leader. Review the experience in your mind, and ask yourself:

·   What characterized the situation? Who was involved, where and when did it take place, and who initiated the situation?
·   What motivated you to get involved? How did you challenge yourselves and others?
·   How did you build enthusiasm and excitement? How did you involve others and foster collaboration? How did you build trust and respect?
·   What principles and values guided you and others? How did you set an example?

The above helps you <u>describe</u> your leadership best situation. To complete the paper, examine the leadership model Fullan presents in chapter 1 of his book. Using this model as an analytic tool, **in what ways did you excel as a leader in the situation you described above? What might you have done differently to enhance your performance? What lessons did you learn about leadership from the experience?**

This is a short paper (3-4 pages), which should be typewritten, double-spaced with ample margins. Come prepared to **share** your case!

Personal Best Case

	Meets expectations	Approaching expectations	Does not meet expectations
Introduction: Include an introduction that briefly draws the reader into the topic of the paper (1 points)	The introduction briefly informs the reader about the topic of the paper and introduces the case.	The introduction is present, but does not adequately inform the reader.	The introduction is largely missing or wholly inadequate.
Case description: Describe the personal best case succinctly (4 points)	The case is described fully and thoroughly, including an accounting of the "personal best" situation and a description of why it was selected as a "personal best."	The case description lacks detail in certain respects, or the case is described but the rationale for selecting it as a "personal best" is missing.	Description of the case is largely missing or wholly inadequate.
Case analysis: Use the case to analyze components of effective leadership (4 points)	The analysis uses Fullan's model to thoroughly assess ways the case exemplifies effective leadership. Alternative leader behaviors are touched upon, and lessons for the future are derived.	Though an analysis is presented, it superficially considers the Fullan model or lacks depth.	The analysis is abrupt, not obviously related to the case, is largely missing or wholly inadequate.
Grammar and mechanics –use APA style and standard English (1 points)	Paper is free from errors.	Paper has some errors.	Paper has numerous errors.

(2) Platform of beliefs – 15 points

The Maine School Leadership Network developed the Platform of Beliefs exercise as a tool they use with school leaders as a way of helping them identify the core beliefs that form the foundation of their decision-making and professional practice.

Each person approaches a reflective exercise like this somewhat uniquely, based on past experiences, knowledge, and hopes for the future. In preparation for this presentation, you may complete the visioning exercise posted to Blackboard, in which you develop a sense of the ways you would like to improve teaching and learning in your school. To do your platform:

1. Identify 3 or 4 core beliefs that are important to you when you think about schools in terms of *teaching, learning,* and *leadership*.
2. For each of these, explain why it is a critically important belief, and how it relates to the other beliefs.
3. Then for each belief, expand on them by including a few principles that describe what the belief means and how it appears in school practices – what are people actually doing when this belief is manifested in behaviors.

Come prepared to make a **short presentation** of your vision and beliefs. For your presentation (which will be video-taped and posted to Blackboard):

> Assume you were just hired as assistant principal at the Great American School, and the principal asked that you introduce yourself at the next faculty meeting by talking a little about your perspective as a school leader. Hence, consider what kind of first impression you want to make for your new faculty. What is important to you? How will you lead?

(Note – the principal runs a tight little meeting – 3 minutes is it. He is likely to stand up at the three minute mark and go on the next agenda item.)

Written reflection: By next week, I will be posting a short video of your presentation. Review it. Then write a short reflection on how your beliefs relate to the vision you wrote. Are they consistent? Do your beliefs reinforce your vision, mission, and objectives? Your leadership style? Are these consistent with your school's vision or mission? How?

This should be a short, reflective activity – I am particularly interested in your reactions to viewing your own presentation, and how you feel about the relationship between what you chose to share with your new faculty and your core beliefs about teaching, learning, and leadership. Limit your reflections to no more than 3 pages, and e-mail them to me before our next class.

Platform of Beliefs

	Meets expectations	Approaching expectations	Does not meet expectations
Organization of presentation (3 pts)	Presentation is logically organized, with good flow of thought and transitions from point-to-point.	Presentation is somewhat difficult to follow; there is no clear sequence and/or transitions are not clear.	Presentation is difficult to follow and lacks any clear sequence of information.
Content & appropriateness of presentation (3 pts)	Purpose of the presentation is clear. Content presented is suitable for this audience and purpose.	Though purpose of the presentation is clear to some degree, it is not clear how aspects of the presentation suit this audience or purpose.	Purpose of the presentation is not made clear, and/or content is not suitable for this audience or purpose.
Delivery of presentation (3 pts)	Presentation is delivered in a clear voice, with precise pronunciation. Presenter is enthusiastic and engaging, and maintains good eye contact throughout.	Presentation is sometimes hard to hear, or includes distracting mispronunciations. Presenter exhibits some distracting habits.	Presenter mumbles, speaks too softly to be heard, or reads the presentation without making eye contact with the audience.
Written reflection (5 pts)	Reflection reflects an in-depth examination of your beliefs about teaching, learning, and leadership, and a serious attempt to reconcile these with your own and your school's vision / mission. Implications for your future leadership practice are identified.	Reflection includes an examination of your beliefs, your own and your school's vision / mission, but is somewhat superficial, or fails to touch on implications for leadership practice.	Reflection is superficial, providing mostly description of the presentation, vision, or beliefs, but little evidence of introspection or an attempt to relate these to one another.
Grammar and mechanics –use APA style and standard English (1 points)	Paper is free from errors.	Paper has some errors.	Paper has numerous errors.

(3) Case Analysis: Gillian Broner – 15 points

In this paper, you will read and analyze a case that involves a principal and two "respected teachers" in her school. The case involves the leaders' role in school change. In analyzing the case, reflect on your own experiences, the kinds of things you have been learning about leadership in general and about school leadership, and your understanding of how leaders affect school improvement. In particular, be sure to touch on each of the following questions in your analysis:

1. How would you characterize the situation? Provide a very brief overview of what happened, in your words.

2. How would you characterize Gillian's leadership in this scenario? What do you think her definition of "leadership" might be?

3. What lessons are there here about leadership and the leaders' role in school change? If you were advising Gillian Broner, what would you recommend she do?

This is a short paper (4+/- pages). It should be typewritten, double-spaced with ample margins. Please come prepared to share your analysis.

(4) Case Analysis: Jeremiah Costanza – 15 points

In this paper, you are asked to analyze a case that involves a principal and his administrative team. The case involves the leaders' role in school change, teamwork, and management practice. In analyzing the case, reflect on your own experiences, the kinds of things you have been learning about leadership in general and about school leadership, and your understanding of how leaders affect school improvement. In particular, touch on each of the following questions in your discussion:

1. How would you characterize the situation? Discuss what happened, in your words.

2. How would you characterize Costanza's leadership in this scenario? What do you think his definition of "leadership" might be?

3. What lessons are there here about leadership and the leaders' role in school change? What do you think is going to happen next at this school?

This is a short paper (4+/- pages). It should be typewritten, double-spaced with ample margins. Please come prepared to share your analysis.

Broner and Costanza Case Analyses

	Meets expectations	Approaching expectations	Does not meet expectations
Introduction: Include an introduction that briefly draws the reader into the topic of the paper (2 points)	The introduction briefly informs the reader about the topic of the paper and introduces the case.	The introduction is present, but does not adequately inform the reader.	The introduction is largely missing or wholly inadequate.
Case description: Describe the case succinctly (3 points)	The case is briefly described, informing the reader of the salient points.	The case description is too brief of lacks detail that is important to understanding the analysis	Description of the case is largely missing or wholly inadequate.
Case analysis: Use the case to analyze components of effective leadership and the leader's role in school change (6 points)	The case is thoroughly analyzed, including consideration of each of the guide questions posed in the assignment (i.e., leadership style, approach to change, lessons learned).	Though an analysis is presented, it superficially considers some elements of the assignment.	The analysis is abrupt, not obviously related to the case, is largely missing or wholly inadequate.
Conclusion: Provide a brief summary of the lessons highlighted in the case, connecting these to standards of effective leadership practice. (3 pts)	The paper closes with a brief, well written summary, highlighting important lessons for school leadership practice. These lessons are connected specifically to appropriate leadership standards.	The paper includes a summary, but conclusions cited are vague or disconnected to the analysis presented, and/or fail to clearly connect with standards of effective leadership practice.	The conclusion is largely absent, poorly crafted, or wholly inadequate.
Grammar and mechanics –use APA style and standard English (1 points)	Paper is free from errors.	Paper has some errors.	Paper has numerous errors.

(5) Reframing – 25 points

Bolman and Deal say that the essence of reframing is examining the same situation from different perspectives to develop a more holistic picture. For this paper, reconsider a school improvement project or significant change in policy or practice you've experienced in the last year or two at your school. In this paper, you are going to **analyze the case using multiple frames to see what we can learn about the situation**.

1. Briefly **describe the improvement or change**:
   - What characterized the situation? Who was involved, where and when did it take place, and who initiated the situation?
   - What were the goals?
   - Was the change successful? On what basis are you making this conclusion?

2. Step back and consider the basis for your description – what frame are you using when you describe and analyze the change? Discuss your conclusions explicitly in terms of the use of the frame. What does the use of this conceptual lens help you understand about the case?

3. Then, select **one or more other frames** to examine the case. What else can you learn by analyzing this case through the lens of this frame? Do you see different opportunities, challenges, or outcomes from an alternative perspective?

HINT: It seems likely that you were most likely to select the structural or human resources frames instinctively. As a comparison, try to select the political or symbolic frames -- these may provide you with the best opportunities to see different things in the same case.

In your paper, be sure to be very clear about which frames you are using, what you believe to be the primary features of the frame (be brief, but let me know that *you know* what's unique and valuable about the frame as a way of seeing), and what you learn about the case by using the frame.

This is a longer paper (8 +/- pages) than others assigned in this class. It should be typewritten, double-spaced with ample margins.

Reframing Paper

	Meets expectations	Approaching expectations	Does not meet expectations
Introduction: Include an introduction that briefly draws the reader into the topic of the paper (3 points)	The introduction briefly informs the reader about the topic of the paper and introduces the case.	The introduction is present, but does not adequately inform the reader.	The introduction is largely missing or wholly inadequate.
Case description: Briefly describe the improvement or change selected (6 points)	The improvement or change selected for analysis is described fully and thoroughly, including a clear description of who was involved; goals that were met; and why the change was successful (or not)	The case description lacks certain details or fails to consider why the change was deemed successful (or not).	Description of the case is largely missing or wholly inadequate.
Case analysis: Consider which frame you used to describe the case (6 points)	The frame used to initially describe the case is clearly identified; characteristics of the frame are clearly spelled out; how the frame helps you understand about the case is clearly discussed.	The frame used to initially discuss the case is identified, but only briefly discussed and/or applied in terms of its utility as a conceptual lens for understanding this case.	The analysis is abrupt, not obviously related to the case, is largely missing or wholly inadequate.
Case re-analysis: Consider another frame and use it to derive new lessons from the case (6 points)	Another frame is used to analyze the case; characteristics of the frame are clearly spelled out; how the frame helps you understand about the case differently is clearly discussed.	The frame used to re-analyze the case is identified, but only briefly discussed and/or applied in terms of its utility as a conceptual lens for understanding this case.	The analysis is abrupt, not obviously related to the case, is largely missing or wholly inadequate.
Conclusion: The paper concludes with a brief summary of leadership lessons learned through the reframing process. (3 pts)	The paper includes a concise, well crafted summary highlighting the benefits of reframing and the specific leadership lessons learned through application of the reframing process.	The paper includes a brief summary of the case and analysis, but only loosely addresses the benefits of reframing or issues relating to the benefits of reframing for leaders.	The summary is brief, incomplete, or missing. Benefits of reframing or lessons for leaders are likewise insufficient or missing entirely.
Grammar and mechanics –use APA style and standard English (1 points)	Paper is free from errors.	Paper has some errors.	Paper has numerous errors.

(6) Leadership development plan - 10 points

Consider your experiences in various courses in this program – various assessments of your leadership style and dispositions; feedback you've received in courses and as a part of your internship; conversations you've had with colleagues, friends, and instructors; observations of leaders and mentors. Also consider the ISLLC standards as a template that describes what an "effective school leader" should know and be able to do.

Construct a two-year leadership development plan for yourself. Your plan should include:

1. A self-assessment of your strengths and leadership capabilities;
2. A statement about the areas you feel you need to concentrate on to develop as a leader;
3. A plan, defining the learning activities you intend to pursue to address your growth as a school leader. Include a two-year timeline for accomplishing your growth objectives.

This is a short paper (4 pages _AT MOST_!). It should be typewritten, double-spaced with ample margins. You should hand in your plan with a self-addressed envelope. (I'll explain later.)

Leadership Development Plan

	Meets expectations	Approaching expectations	Does not meet expectations
Introduction: Include an introduction that briefly draws the reader into the topic of the paper (1 points)	The introduction briefly informs the reader about the topic of the paper and introduces your plan.	The introduction is present, but does not adequately inform the reader.	The introduction is largely missing or wholly inadequate.
Leadership assessment: Present an assessment of your leadership capabilities in terms of your understanding of components of effective school leadership (4 points)	A thorough presentation of your leadership capabilities is presented, using the ISSLC standards as a template for reflection. The assessment includes an identification of your strengths and areas in which you need to grow.	An assessment of your leadership capabilities are presented, but the presentation does not carefully consider the ISSLC standards. Either strengths or weaknesses are given short shrift.	The leadership assessment is too brief, sketchy, or lacking in depth. No use of standards is evident.
Leadership development plan: Present your two-year plan for development as a school leader, including a timeline for implementation (4 points).	A carefully constructed two-year development plan is presented that is reasonably well-connected to the leadership assessment, and is both reasonable and do-able.	A two-year development plan is presented, but it is somewhat vague or only loosely connected to the assessment presented earlier.	The leadership development plan is vague, not evidently connected to the assessment, or missing.
Grammar and mechanics –audience and use of standard English (1 point)	The paper is written for a team of diverse stakeholders. The summary is free from errors.	The paper may be difficult to understand for some stakeholders, and/or has some errors.	The paper is full of jargon and/or has numerous errors.